
ANNUAL PROGRAM PERFORMANCE REPORT SOUTH DAKOTA COUNCIL ON DEVELOPMENTAL DISABILITIES

SECTION I: IDENTIFICATION

1. State/Territory: SOUTH DAKOTA
2. Federal Fiscal Year Reporting: October 1, 2015 through September 30, 2016
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6. Council is its own DSA: ___Yes ___X___No

COMPREHENSIVE REVIEW AND ANALYSIS UPDATE – Please provide an update on the comprehensive review and analysis in your State Plan. Include a description of the adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities receive 1) in ICFs; and 2) through home and community-based waivers.

A review of HCBS Waivers encompasses both the CHOICES and Family Support Waivers administered by the Division of DD. CHOICES Waiver services are provided by 19 Community Support Providers (CSPs) and 4 Conflict Free Case Management (CFCM) programs. Family Support Waiver services are provided by 8 of the CSPs. Family support programs have proven to be cost effective and provide eligible families with service coordination and limited funding to purchase services. There is one private and one public ICF/IID in the state, the South Dakota Developmental Center (SDDC). The private ICF/IID merged with a CSP last year.

In preparation for the change to CFCM, the Division of DD had to amend its Administrative Rules of SD. Individuals on the CHOICES Waiver needed to choose a provider of CFCM during the four-month open enrollment period (June – September 2016). By September 30, 2016, over 82% of 2,834 CHOICES waiver and Community Training Services participants had selected and been enrolled with a new case management provider. By November 1, all participants had chosen or been assigned to a CFCM provider. The Division of DD provided several trainings for the new case management providers and their staff.

Continued challenges for CSPs include rates of reimbursement are less now than in SFY2009; salaries paid to direct support professionals have not remained competitive throughout much of the state (many are less than Federal Poverty Level of \$11.84); and finding enough qualified workers is an issue. Areas of concern are lower quality of services due to high staff turnover, shortage of staff assistance to help ensure health & safety needs, & inadequately trained staff with very low experience levels.

The Home and Community Based Services Statewide Transition Plan was submitted and passed the basic review stage. In October 2015, the Centers for Medicare & Medicaid Services (CMS) completed its review of the Statewide Transition Plan (STP) to bring state standards and settings into compliance with new federal home and community based settings requirements. CMS requested additional detail regarding the systemic assessment, the site-specific assessment, monitoring of settings, remedial actions, relocation of beneficiaries and heightened scrutiny. Health Management Associates is working with the Division of Developmental Disabilities in the areas of Community Integration and Living Arrangements.

In November 2015, a group of interested individuals and organizations met to discuss development of the South Dakota Afterschool Network. Council staff along with 20 others met to discuss activities and options for continued collaboration. The mission of this group is to promote and advocate for sustainable, high quality out of school time opportunities available for all children and youth.

In January 2016, the Division of DD completed an analysis of the Respite Care Program. The analysis revealed that 288 of 655 families had not utilized funding in the previous six months. Families were then surveyed to determine their perception and use of Respite Care. While the results of the survey showed that overall 90% of the respondents are satisfied with the program, families noted the following barriers to utilization: being unaware of respite providers, providers not able to meet the needs of children, lack of understanding of reimbursement process, and authorized funding. To address these barriers, the Division of DD is working with the Family Support Council to develop a one-page document to provide families with information on locating and choosing providers; sharing LifeSpan Folders with all families; creating a frequently asked questions sheet to address common inquiries; and look at increasing funding available to families based on appropriate inflation.

In February 2016, the Department of Labor and Department of Human Services held joint community sessions to share the Unified State Plan. The Vision Statement reads "Provide support, education and training through coordinated partnerships and career pathways leading to sustainable employment and economic self-sufficiency for individuals and a skilled workforce for businesses.

In June 2016, the SD Department of Health prepared its FY2017 Maternal and Child Health Block Grant application. The following priority needs identified for the SD MCH block grant were based on the five-year needs assessment completed. The priority needs cross the six population domains – Women/Maternal Health, Perinatal/Infant Health, Child Health, Adolescent Health, Children with Special Health Care Needs and Cross-Cutting/Life Course:

- Promote preconception/inter-conception health
- Reduce infant mortality
- Promote positive child and youth development to reduce morbidity and mortality (intentional and unintentional injuries, dietary habits, tobacco use, alcohol use, and other drug utilization)
- Improve early identification and referral of developmental delays

- Improve and assure appropriate access to health services that are focused on families, women, infants, children, adolescents, and children and youth with special health care needs (CYSHCN)
- Promote oral health for all populations
- Improve state and local surveillance, data collections and evaluation capacity.

South Dakota has selected eight measures and three state performance measures. The State has also developed a five-year State Action Plan to assist in aligning program strategies and activities with identified needs and performance measures.

Summer 2016 South Dakota was selected as one of 11 new states to participate in the National Supporting Families Community of Practice. The Council’s Executive Director and staff from the Division of DD began meeting to plan for the kick-off event to be held in November 2016.

The Department of Justice recently concluded an investigation into whether South Dakota provides sufficient home care to older adults and people with disabilities as an alternative to placement in nursing facilities. The investigation concluded that South Dakota improperly relies on nursing facilities to provide services, rather than providing services at home. The DOJ held listening sessions around the state in August 2016 to hear from community members (including elders, people with disabilities, and their advocates, family members and service providers) about their experience with the services provided by South Dakota.

SECTION II: PROGRESS REPORT

Goal 1 - Employment: <i>More people with developmental disabilities will work in supported and competitive employment.</i>		
Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment	X	X
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		
Strategies	Planned for this goal	Strategies Used
Outreach		
Training	X	

Technical Assistance	X	
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination		X
Coordination with Related Councils, Committees and Programs	X	X
Barrier Elimination , Systems Design and Redesign	X	
Coalition Development and Citizen Participation	X	
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		
Intermediaries/Collaborators	Planned for this goal	Actuals
State Protection and Advocacy System	X	X
University Center(s)	X	X
State DD agency	X	X
Alliance for Full Participation State Team renamed SD Employment First Alliance	X	X
Division of Rehabilitation Services	X	X
Community Support Providers	X	X
Core Stakeholders Workgroup	X	X
Transition Services Liaison Project	X	X
People with developmental disabilities	X	X
Parents of youth and adults with developmental disabilities	X	X
Objective 1: Support the Alliance for Full Participation (AFP) State Team and their activities.		
Implementation Activities:	Target Date:	
<i>Council members and/or staff participate in the AFP State Team.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Fund the AFP State Team activities through the Council's grant process.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Support 10 people to attend the AFP Summit in November 2011.</i>	Anticipated target date:	2012
	Met:	X

	Partially Met:	
	Not met:	

Annual Progress Report:

South Dakota Employment First Alliance (SDEFA, formerly known as the AFP State Team) is comprised of self-advocates, family members, staff from the Division of Developmental Disabilities (DDD), Division of Rehabilitation Services, Special Education Programs, SD Advocacy Services, Center for Disabilities, community support providers (employment staff, direct support professionals and directors), SD Parent Connection and other organizations. The EFA meets quarterly. There continues to be excellent participation from 29 members (2 self-advocates, 1 family member and 26 others) [SA04] representing 36 organizations/agencies [SC02]. Three members of the Council or Council staff as well as 4 graduates of Partners in Policymaking are members of SDEFA [SA05 – 2 self-advocates].

The SDEFA serves as an advisory committee to the Division of DD and its State Employment Leadership Network activities. Active collaboration and feedback among committee members will be vital as SD continues to move towards creating Employment First policies and procedures.

The SDEFA and has sub-committees for specific areas identified by the EFA members. SDEFA updates are provided to the DD Council and other workgroups that include policymakers (20) [SC04]. Subcommittees during FFY15 and 16 focused on marketing, effective employment supports, Life Span Folders and Person Centered Practices.

Presentations were given with 388 attendees (special education professionals, service providers, family members, adults with developmental disabilities and others) on the topics of Person Centered Employment Guide, Achieving Dreams document and Person Centered Employment principles through SD PCT Gathering, case management training and other meetings and trainings. [SA06c]

The Division of DD funds services for approximately 3,000 people with developmental disabilities. An estimated 75% (2250) of these participants have the potential to benefit from changes in employment practices. As DDD collaborates with the Division of Rehabilitation Services to implement requirements of WIOA, this number may increase. [SA06b]

Performance Measures:

- Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective
 - SA02 People trained in leadership, self-advocacy, and self-determination
 - SA03 People trained in systems advocacy

- Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy – 29
 - SA05 People attained membership on public/private bodies and leadership coalitions - 2
 - SA06a Other – Number of people with developmental disabilities benefiting from projects

SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project - 2,250	
SA06c Other – Number of people provided information and resources – 388	
Performance Measure 2.1 (systems change):	
SC01 Programs/policies created or improved -	
SC02 Number of organizations involved coalitions/networks/partnerships – 36	
SC03 Organizations engaged in systems change efforts	
SC04 Number of public policymakers educated – DD Council & other state policymakers - 20	
SC05 Members of the general public reached	
Performance Measure 3 (resource leveraging):	
RL01 Dollars Leveraged	
Objective 2: <i>Identify and fund employment initiatives that increase the number of people with developmental disabilities working in supported and competitive employment.</i>	
Implementation Activities:	Target Date:
<i>Annually work with AFP State Team and other boards and committees to identify employment issues and ways to support new initiatives.</i>	Anticipated target date: 2012-2016
	Met: X
	Partially Met:
	Not met:
Implementation Activities:	Target Date:
<i>Annually issue Requests for Proposals for employment initiatives; review and determine funding.</i>	Anticipated target date: 2012-2016
	Met: X
	Partially Met:
	Not met:
Annual Progress Report:	
<p>Each year the SDEFA meets to discuss goals and strategies to continue their work. The Council supported the Division of DDs membership in the SELN through June 30, 2015. The Division of DD has continued their membership in the SELN.</p> <p>In Fall 2016, the South Dakota State Work Plan was revised to include:</p> <p>Strategic Goals and Operating Policies</p> <ul style="list-style-type: none"> • Develop an outreach strategy in coordination with the Supporting Families Community of Practice targeted to self-advocates and families to create a consistent message of employment as an expectation and a priority. <p>Financing and Contracting Methods</p> <ul style="list-style-type: none"> • Collaborate with DDD’s Financial Workgroup to re-define employment services and develop a fee for service model that is equitable and will incentivize desired integrated employment outcomes. <p>Training and Technical Assistance</p> <ul style="list-style-type: none"> • Assist providers’ transition to integrated community based services through staff acquiring skills and delivery of effective employment supports. • Integrate Person Centered Practices into employment planning, supports and outcomes. <p>Interagency Collaboration</p>	

- Establish and encourage interagency collaboration to promote seamless transitions between service delivery systems and an employment first philosophy.
- Engagement with the Supporting Families Community of Practice to include a wide variety of partners and stakeholders.

Services and Service Innovation

- Enhance employment provider capacity and capability within the current provider system.
- Reduce the number of people receiving services in facility-based work and non-work settings.

Performance Measurement, Quality Assurance and Program Oversight

- Develop performance metrics that measure employment outcomes.

Some of the Work Plan activities have been incorporated into the SDEFA activities and reported under Objective 1. In addition to those activities, the Division of DD's Financial Workgroup is tackling the tough issues of defining employment related services and incentivizing integrated employment as it changes the DD system's funding mechanism. This Financial Workgroup includes parents (one a former DD Council Member) and self-advocates (Partners graduates) [SA04 - 4] in addition to provider agency staff and DDD and DHS staff.

South Dakota has actively participated in SELN-sponsored activities, including the SELN-initiated surveys; monthly conference calls; webinar training opportunities; attendance at the annual SELN conference; and contributed to topical discussions and collaborative workgroups within the network. Division of DD staff participated on the SELN Funding Workgroup. They have shared the intentional efforts being taken to realign funding to create an incentive for more integrated employment supports.

An activity that continues to impact the Council's decisions about RFPs in the area of employment was the meetings and report of the Governor's Employment Works Task Force. During FFY13, the Governor's Employment Works Task Force was created to study employing South Dakotans with disabilities. This Task Force was led by the Department of Human Services (DHS) and brought together the private and public sectors to ensure people with disabilities are a vital part of South Dakota's workforce. The final report of the Task Force was issued in December 2013 and included the following recommendations: 1) find and support businesses to employ people with disabilities; 2) connect businesses to employees with disabilities; 3) eliminate disincentives to employment for people with disabilities; 4) develop flexible systems and promote promising practices; and 5) educate the public, providers, employers and people with disabilities.

During FFY14, DHS has created a Business Liaison position to be the single point of contact at the state level to interact with businesses; the Division of DD proposed and the Governor and Legislature supported the removal of the cost share for HCBS services for people with intellectual and developmental disabilities who had earned income over \$400; Division of Rehabilitation Services is providing PCT training to all staff; and a marketing firm has been hired to assist in the development of outreach materials.

During FFY15, the DRS issued Establishment Grants to assist 9 Community Support Providers in building capacity through the hiring and training of employment providers. [SC01 – 9] These activities continued for FFY16. In August 2015 the “Ability for Hire” messaging campaign began through media and Facebook. This slogan is getting a lot of coverage throughout the state. Check it out at www.abilityforhire.com The campaign aims to educate employers as well as the public on the benefits of hiring people with disabilities. The campaign includes many different communication avenues, but initiated the website first to provide opportunities to not only learn about the benefits of hiring people with disabilities but to “share the word” with bosses or friends through the availability of customized messaging. Targeted outreach through TV, radio, informative videos, employer/employee testimonials and printed materials will be added. The Ability for Hire campaign has received multiple awards from the media community.

Continuation of the Person Centered Thinking (PCT) training for all Division of Rehabilitation Services staff (11 offices) throughout the state and grant activities at 9 CSPs occurred throughout the year. [SC03 – 20]

For several years, the Council has held discussions regarding the lack of opportunities for young adults with developmental disabilities to participate in post-secondary programs within South Dakota. During FFY13, Council members representing the Divisions of DD and Rehabilitation Services talked with the Cabinet Secretary for the Department of Human Services who in turn initiated meetings with the Board of Regents, Department of Education and Department of Labor and Regulation. This group of state agencies agreed to pool some funding and requested funding from the DD Council for a Post-Secondary Education Pilot Program for Young Adults with Intellectual and Developmental Disabilities. Funding was approved by the Council and the RFP was issued in the summer of 2014 with a university selected in November 2014. The vision statement for the pilot reads: “Increase the participation of young adults with intellectual and developmental disabilities in post-secondary educational experiences, thereby improving employment outcomes.” Eligibility was set for someone: ages 18-24; primary goal of employment; a diagnosis of an intellectual/developmental disability; resident of South Dakota; ability to fund tuition/fees/residential/books/supplies; and have completed a vocational/interest assessment.

The private university selected was Augustana University in Sioux Falls. Nine students (four from year one and five starting in year 2) [SA06a - 9] have been accepted into the Post-Secondary Education (PSE) Pilot program called **Augie Access**. The pilot offers a 60 credit college experience that targets young adults with intellectual and developmental disabilities so that they may strive to reach their full potential and become engaged and contributing members of their communities.

The central focus of the Augie Access program is the outcome of gainful employment for the students. Augie Access also recognizes the fundamental impact that all of life’s domains play in a person’s day to day living and how they contribute to the vision of a full, inclusive life. As such, while there is an employment focus to each of the six semesters within the program, other courses offered on such topics as Disability Awareness, Independent Living, Leadership, Advocacy

and Linkages to Community Services and Supports help to support the vision of a “good life” for the students in the program. Students in Augie Access are required to take 9 credits per semester of Augie Access specific courses in addition to taking up to 3 credits from the University course catalog per semester. The first cohort completed 2 courses, Career Exploration and Employment Attainment. The four students created a resume and completed on-campus internships with a supervisor. Students also participated in mock interviews designed to create an authentic experience, with various faculty on campus. Two students indicated that they were not employed during the academic year. One student had a pre-existing job and one student volunteered. All 4 students belonged to a campus organization.

Faculty and peer navigators attended a Person-Centered Planning (PCP) training at the beginning of the program and in Spring 2016. [SA01 – 15] At the beginning of year 2, 9 students and 18 parents participated in PCP to foster students’ independent decision making, self-determination and social skills for their social and academic campus experiences. [SA02 – 27]

During the Fall2015 semester, the 4 Augie Access students attempted a total of 12 courses from the Course catalog. Of those 12 courses, 91.6% were successfully completed. Spring 2016 coursework for the students, whether taken for credit or as an audit, was completed with 100% success.

The Program Coordinator was in contact with the families throughout the academic year via email, text messages and phone calls. Parents completed a survey at the end of the academic year and were overwhelmingly positive and grateful for the experience.

Peer Navigators provide Augie Access students with critical support across a variety of settings while at Augustana University. Peer Navigators are traditional Augustana students from a myriad of backgrounds and majors who come together to help Augie Access students “navigate” the sometimes complicated world that is college life. Navigators helped orientate students to campus during the first few weeks by ensuring they made it to classes and did not get lost, making sure that no student ate lunch alone, and attending events throughout campus with them. Throughout the semester, when a need would arise, Peer Navigators would take on such tasks as assisting with homework, spending time with students to try to ease the possibility of loneliness or disconnection, reminding students of healthy living habits (such as getting to bed), or assisting them with getting to places on time (time management). Many Augie Access students took the opportunity to utilize Peer Navigators as “exercise buddies”. When the program first began, it started with just a few handpicked Peer Navigators, and now has 15 Navigators as more and more Augustana students find value in spending time and becoming friends with Augie Access students. Each Augie Access student interacts with faculty members, peers, housing officers, meal plan personnel, librarians, tech support staff and more. [SC05 - estimated 100 people reached through sharing of experiences]

J-Term Opportunity - J-Term is an interim learning opportunity for students at Augustana University to fit in extra classes, practicum experiences, or travel abroad. Augie Access is looking to provide a minimum of three job shadowing opportunities for each student based on the list of

interests each of them is developing. Students in Augie Access used the month of January 2016 for employment internships around campus. Augie Access students worked 40-60 hours during the month in a position that suited their interests, preferences, and abilities – as determined through Person Centered Planning. During J-Term 2016, Augie Access students assisted the Science department, the Childcare Center on campus, did tasks for Sudexo (the company who runs the Huddle and the dining hall), prepared updates to the Writing Center’s website, assisted the football department, worked for the Student Success Center, and much more! [SC02 – 6] During J-Term, Peer Navigators were ‘job coaches’, of sorts, to the Augie Access students by assisting the students in learning the tasks and expectations of the positions, and faded as support needs lessened.

Augie Access students had the opportunity to take courses from the course catalog, should they chose, during J-Term. In addition to those opportunities, Augie Access students were trained to become volunteers with the FRIENDSLink program, moving from a participant in the activities to a volunteer who assists other participants. This volunteer opportunity allows the students to showcase their leadership skills and “give back” to the program.

Campus Inclusion - Augie Access students have the option to live in the residence halls alongside their fellow Augustana students. They have the option to room alone, with another Augie Access student, or with a typical Augustana student. Residence Life staff assisted the Augie Access students in acclimating and becoming involved in dorm life by making them aware of activities in the residence hall, as well as activities going on around campus. Dorm life worked well for the 2 students that initially chose this option and for Fall 2016 semester 7 students are living in dorms.

Augie Access students are required to purchase an activity ticket, which gets them into a variety of campus events: sports, theater, concerts, and so forth. Students are informed daily of the events happening on campus and supports are provided through the use of Peer Navigators. Students have participated in all the Orientation activities, been a part of the New Student Varieties Talent show, participated in Viking Days float building and homecoming games, attended events at the Huddle, Back Alley, and the Campus Green, and one student was invited to sing a solo in Chapel.

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

Students and staff from Augie Access presented information at Partners in Policymaking and for the DD Council. 60 members of the general public attended those sessions. [SC05]

Contacts and working relationship was established with Vocational Rehabilitation with one counselor assigned to all Augie Access students. Other contacts include: SD Parent Connection (PCP trainings), SD Department of Labor, Transition Liaison Service Project, Division of DD, Independent Living Choices (independent living center), Augustana University staff (at many levels) and DakotaLink (assistive technology). [SC03 – 8]

The Division of DD, Division of Rehabilitation Services, Department of Education, Department of Labor and Regulation and Augustana University staff meet regularly to discuss the program and plan for the remaining years of the project. [SC04 – 5] Funds leveraged = \$80,000 [RL01]

Below are stories that reflect how the program is a success as students are expanding their horizons and participating in all options.

From a parent satisfaction survey: “Our son recently finished attending his first year of Augie Access. Before starting this program, his socializing basically consisted of attending Augustana University football and basketball contests. He rarely went anywhere after the games even if invited. He seldom attended any other activities and had even stopped going to church after he finished high school. When talking to others, he usually gave simple answers and didn’t converse very long. After 9 months of Augie Access we have seen great growth in him. He has become more social, independent and confident. When first arriving and living in the dorms, he had a routine of showering around 9 and being done for the night. He soon began doing more at night which included attending movies on campus and hanging out. In addition, he spent time during the day visiting the Back Alley and the Huddle with peer navigators and other students involved with Augie Access. He also attended Viking Days activities. We found him sitting in the student section during football and basketball games instead of by himself as he had done in the past. He began socializing after basketball games. After one game in particular, he visited with a former player who marveled at the conversation he had with our son. He also began attending church on campus each Sunday.

After helping host an “Uno” tournament, I received a text from my son at 1 a.m. Worried he had a seizure, I checked the text to see a picture of a basket of goodies he had won playing Bingo after the tournament. He also traveled to Texas with our family and the Men’s Basketball Team. He participated in all the activities that we were involved with while there. He also attended the celebration on campus when returning from TX. I marveled how long it took him to get to his seat as he stopped to talk to fans sitting in the bleachers. I think most of all what I enjoy are the social cues he has been able to discern. He can now tell when I am getting upset and he realizes when I am frustrated with him over various things. Bigger still to be is his ability to hear it in my voice over the phone and apologize for making me upset. He has made great strides this year in the area of socializing which I believe is critical as he continues to work toward becoming more independent and living on his own.”

From another parent: “Our child has had so many experiences he would have never chosen to participate in on his own. Many people who know our son cannot believe how much more useful he is and how much he smiles now. He adds so much to our conversations at home as well.”

From another parent: “We just can’t say enough good things about the Augie Access program. It was well thought out, from what classes the students would be taking with Augie Access program as well as any potential college classes, to employment to living arrangements to social activities. It feels like a very well-rounded and inclusive program.”

Performance Measures:	
Performance Measure 1.1 (self-advocacy/advocacy): SA01 People trained in area related to goal/objective – 15 SA02 People trained in leadership, self-advocacy, and self-determination – 27 SA03 People trained in systems advocacy	
Performance Measure 1.2 (self-advocacy/advocacy): SA04 People active in systems advocacy – 4 SA05 People attained membership on public/private bodies and leadership coalitions – SA06a Other – Number of people with developmental disabilities benefiting from projects – 9 SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project – SA06c Other – Number of people provided information and resources -	
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved – 9 SC02 Number of organizations involved coalitions/networks/partnerships - 6 SC03 Organizations engaged in systems change efforts – 28 SC04 Number of public policymakers educated – 5 SC05 Members of the general public reached –	
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged - \$80,000	
Objective 3: Provide training for SSA beneficiaries with developmental disabilities.	
Implementation Activities:	Target Date:
<i>Support a minimum of 4 trainings for 30 SSA beneficiaries on employment.</i>	Anticipated target date: 2012-2013
	Met: X
	Partially Met:
	Not met:
Annual Progress Report:	
This objective was completed and reported during FFY2013.	
Performance Measures:	
Performance Measure 1.1 (self-advocacy/advocacy): SA01 People trained in area related to goal/objective SA02 People trained in leadership, self-advocacy, and self-determination SA03 People trained in systems advocacy	
Performance Measure 1.2 (self-advocacy/advocacy): SA04 People active in systems advocacy SA05 People attained membership on public/private bodies and leadership coalitions SA06a Other – Number of people with developmental disabilities benefiting from projects – SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project	

SA06c Other – Number of people provided information and resources -
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged

Goal 2 – Training – Ensure that people with developmental disabilities and their families and service providers have access to training and conferences that enhance individual knowledge and skills and build capacity within programs and systems.

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	X	X
Education and Early Intervention	X	X
Child Care	X	X
Health	X	X
Employment	X	X
Housing	X	X
Transportation	X	X
Recreation	X	X
Formal and Informal Community Supports	X	X
Strategies	Planned for this goal	Strategies Used
Outreach		
Training	X	X
Technical Assistance		
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs	X	X
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		

Other Activities		
Intermediaries/Collaborators	Planned for this goal	
State Protection and Advocacy System	X	
University Center(s)	X	X
State DD agency	X	X
SD Parent Connection	X	X
Community support providers	X	X
SD RehabACTion	X	
SD Employment First Alliance (formerly known as the Alliance for Full Participation State Team)	X	
Objective1: Provide funding for at least three (3) workshops or conferences annually.		
Implementation Activities:	Target Date:	
<i>Annually Issue Requests for Proposals for Education and Training Mini-Grants. Review as submitted and determine funding.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>The Council issued a Request for Proposals for Mini Grants for Education and Training. Three grants or conferences were funded during FFY16.</p> <p>Black Hills Works hosted a technology conference entitled “Creating Possibilities: Inspiring Creative Minds” in May 2016. The conference provided information to participants about how technology can be used to promote an independent and full life for the people with intellectual and developmental disabilities. Attendees heard from leaders in the field, learned about best practices and took home practical solutions that were easily implemented. 82 people [SA06c] from 3 states attended the conference. Participants included community support provider staff, educators, state I/DD agency staff and self-advocates. 2 nationally known keynote speakers and breakout session speakers shared a wide variety of information.</p> <p>Attendees were asked to report the number of people with intellectual and developmental disabilities who will benefit from the information shared at the event, the total number of people with disabilities impacted by this information would be 2,286 [SA06b].</p> <p>28 participants hold positions in which they function in the capacity of systems advocacy. This includes Division of DD staff as well as people with disabilities and their supporters who participate in advocacy on a state and national level. [SA04]</p> <p>Since this conference had multiple opportunities for people to network and form collaborative relationships, it is difficult to determine the exact number of partnerships that were established.</p>		

Collaborators included the Black Hills Works (organizer), SD School of Mines and Technology (location and speakers), 9 vendors, and the 18 speakers. [SC02-29]. Black Hills Works is engaged in systems change [SC03].

A Sampling of Thoughts, Comments, & Feedback:

“All of the employees at the Creating Possibilities Conference treated me like a human, not just an attendee.”

“Enjoyed the entire conference from social to the end. Good mix of presenters. Loved the hands-on portion.”

“Adaptive technology is essential for the people I serve. Some may not need any, but most need something. I carry from 55 to 142 case load size at any given time.”

The **Lighting the Way Autism Conference** is held annually. In June 2016, 150 people attended the conference [SA06c] including educators, families, individuals with Autism Spectrum Disorders, support personnel, service providers and community members. There were three main strands for the breakout sessions – Best Educational Practices, Health and Medical Issues, and Transition Issues and Services. The conference is a collaborative effort of the Sioux Falls School District, Sanford School of Medicine USD Center for Disabilities, SD Parent Connection, Lifescape, Autism Behavior Consulting and Augustana University [SC02 – 6]. The outcomes for the conference were to raise awareness in the region and state about Autism Spectrum Disorders (ASD), and to build collaborative efforts among the various entities serving individuals with ASD and their families. A first time day camp option was offered this year for children to participate in various social activities and a science activity.

Feedback from conference participants –

“Loved the keynote presentations. Very good information and real stories.”

“Great choice of presenters throughout the conference – variety of topics and focus.”

“What we see as a problem might be a solution ... new perspectives.”

Adventure Camp was a new event designed to provide family members of children and young adults with disabilities with tools and strategies to help make community outings successful; to build their social network; and provide family members with hands-on assistance while out in the community. Tools and strategies utilized were: social stories, schedules, choice system, pre-teaching and self-management strategies. Families were given the opportunity to participate in an ice cream social, watch a baseball game, visit the downtown Sculpture Walk and Falls Park, experience a campground and visit an apple orchard/pumpkin patch. Seven parents participated in camp activities and utilized the tools and interventions. [SA01] Thirteen children and 1 young adult (9 with I/DD) participated in Camp activities. [SA06a - 9] 21 members of the general public interacted specifically with the Camp participants although many more were probably impacted through families sharing and during the community outings. [SC05]

Evaluation results from pre and post-camp surveys showed that parents felt less stress while preparing to take families out in the community; an increase from 45.5% to 85% for successful community outings; and all were happier with the amount of support they received for family

community outings. Post camp data from parents indicated that all families enjoyed and were able to use the training materials. When asked what the ‘biggest take away’ from Camp was, each family listed at least one of the strategies that were utilized.

In planning for the new State Plan for 2017-2021, the **Community Support Providers of SD** (association of Community Support Provider directors) presented information on the workforce crisis which is characterized by high employee turnover rates, low wages, inadequate training, and lack of career advancement. As a result, relationships between those receiving services and those providing support suffer. CSPs of SD stated that as advocates and a service system we need to do something real and effective to turn this situation around. The primary goal of the CSPs of SD project is to establish a credentialing program in SD to help alleviate the workforce crises. There are three main strategies at work: 1) obtaining support from the Department of Human Services and the Office of the Governor, 2) gaining support through our state Legislature and 3) laying the foundation of the credentialing program through the National Alliance of Direct Support Professionals (NADSP).

The Council received a proposal for training for Direct Support Professionals to include the NADSP Code of Ethics, philosophy, and credentialing as well as training on Informed Decision-making. 128 attendees included direct support professionals, supervisors and administrative staff of Community Support Providers. [SA01] Implementation has the possibility to impact all 3000 people with developmental disabilities receiving services. [SA06b]

19 Community Support Providers, Center for Disabilities and the Community Support Providers of SD worked on this activity. [SC02]

All 19 Community Support Providers are involved in systems change efforts to increase the professionalism and view of direct support professionals. [SC03]

Policymakers within the SD Council on Developmental Disabilities and the Division of DD were educated about these activities. [SC04 – 21]

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective - 135
- SA02 People trained in leadership, self-advocacy, and self-determination
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy - 28
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other –Number of people with developmental disabilities benefiting from projects - 9
- SA06b Other –Number of people with developmental disabilities estimated to benefit from the project – 5,286

SA06c Other – Number of people provided information and resources – 232		
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved – SC02 Number of organizations involved coalitions/networks/partnerships - 54 SC03 Organizations engaged in systems change efforts – 20 SC04 Number of public policymakers educated – 21 SC05 Members of the general public reached –21		
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged		
Objective 2: Provide fifty (50) people with developmental disabilities and their family members with assistance to attend workshops, conferences or meetings.		
Implementation Activities:	Target Date:	
<i>Annually offer and promote travel assistance funding for people with developmental disabilities and their families.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>The Council provided assistance with registration fees, mileage, lodging, meals and personal assistance or childcare for 70 people [SA06c]. Assistance was provided to attend the Person Centered Thinking workshops, NAMI conference, National NOAH Conference, Dare to Dream, SD Gathering and others. There were 54 parents or family members and 16 people with disabilities [SA06a] who used these funds for a portion of their expenses. These 70 people reported to the Council that they shared what they learned with 571 others (235 family members and 336 professionals) [SC05]. The Council collaborated with 7 local Family Support 360 Programs and Community Support Providers. [SC02].</p> <p>Some thoughts from recipients of travel assistance funding:</p> <ul style="list-style-type: none"> - “Our family thanks the council for the support to attend the Sotos Syndrome Conference. It was a very good conference and our son was able to attend worthwhile sessions. Our son is an inspiration to other families. They enjoy talking to him and us to see their future with Sotos. They now have special sessions just for the young adults with Sotos – our son enjoyed these sessions as he meets new people. Thank you.” - “I wanted to share our recent family experience. This past summer we were able to travel to meet other boys, men and families with a son or brother that has been diagnosed with 48 XXYY. This was a great experience for our entire family as we have never met another male with this diagnosis. The opportunity provided us with an ongoing support network to rely on and the opportunity to ask questions that no one else has encountered except another XXYY family. ... Each day with an XXYY child is a challenge and a blessing. Our son, like so many of these guys is so unique, but he like so many XXYY guys also has great abilities. Sometimes I am amazed at what can be accomplished with the proper support system in place from family, friends, educators, physicians and community members. 		

Thank you ...”	
Performance Measures:	
Performance Measure 1.1 (self-advocacy/advocacy): SA01 People trained in area related to goal/objective – SA02 People trained in leadership, self-advocacy, and self-determination SA03 People trained in systems advocacy	
Performance Measure 1.2 (self-advocacy/advocacy): SA04 People active in systems advocacy SA05 People attained membership on public/private bodies and leadership coalitions SA06a Other – Number of people with developmental disabilities benefiting from projects – 4 SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project SA06c Other – Number of people provided information and resources – 81	
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships – 7 SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached – 571	
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged	
Objective 3: Support the Dare to Dream Conference attended by 150 parents of children with disabilities and adults with disabilities.	
Implementation Activities:	Target Date:
<i>Participate in planning and promoting this bi-annual event to be held in 2012, 2014, and 2016.</i>	Anticipated target date: 2012-2016
	Met: X
	Partially Met:
	Not met:
Implementation Activities:	Target Date:
<i>Bi-annually provide financial support for the Dare to Dream Conference.</i>	Anticipated target date: 2012-2016
	Met: X
	Partially Met:
	Not met:
Annual Progress Report:	
<p>The Dare to Dream Conference is held every other year so planning happened for the conference to be held in 2016. Due to lower participation by families, it was decided by the Planning Committee (that includes the Council Director) that rather than having one large 3 day event, we will hold 3 one-day events across the state for families and advocates. These are scheduled for February, July and October of 2016. Planning committee members represent 5 agencies or organizations. [SC02] The Sioux Falls event was attended by 111 people and the Watertown event was attended by 95. [SC05 – 206]</p>	

Financial support was provided for the 2012 and 2014 conferences. The 2016 conferences were able to be held without additional funding from the Council.

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective
- SA02 People trained in leadership, self-advocacy, and self-determination
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy
- SA05 People attained membership on public/private bodies and leadership coalitions -
- SA06a Other – Number of people with developmental disabilities benefiting from projects -
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project
- SA06c Other – Number of people provided information and resources -

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved
- SC02 Number of organizations involved coalitions/networks/partnerships – 5
- SC03 Organizations engaged in systems change efforts
- SC04 Number of public policymakers educated
- SC05 Members of the general public reached – 206

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged -

Goal 3: Public Information & Awareness – Develop and disseminate information and resources that promote inclusion and the abilities of children, youth and adults with DD.

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

Strategies	Planned for this goal	Strategies Used
Outreach	X	X
Training		
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		
Other Activities		
Intermediaries/Collaborators	Planned for this goal	
State Protection and Advocacy System	X	X
University Center(s)	X	X
State DD agency		X
SD Coalition of Citizens with Disabilities	X	X
SD Parent Connection	X	X
Objective 1: Provide current information and resources statewide.		
Implementation Activities:	Target Date:	
<i>Annually work with Center for Disabilities to update as needed and disseminate 1000 copies via hard copy or internet download of the following handbooks: Developmental Disabilities Handbook, Autism Handbook, Fetal Alcohol Spectrum Disorders Handbook, Resource Guide for People with Disabilities, and A Roadmap to Services in South Dakota for People with Developmental Disabilities.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually work with the SD Coalition of Citizens with Disabilities to update as needed and disseminate 100 copies of the following handbooks: ADA Resource Guide, Guide to Homeownership for</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	

<i>People with Limited Incomes and the Criminal Justice/Human Services Handbook.</i>		
Implementation Activities:	Target Date:	
<i>During FFY 2013 consider the development of a new resource on the topic of Transportation. Resource should help people with developmental disabilities, families, and service providers to understand the current system (what is available), limitations (i.e. placed on services because of funding type, etc.), additional resources, and who to contact.</i>	Anticipated target date:	2012-2014
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually work with the Center for Disabilities and SD Advocacy Services so that the South Dakota Developmental Disabilities Network has a presence at a minimum of 5 conferences and 5 public listening sessions and reaches a minimum of 1000 people.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually, collaborate with other boards, councils and committees on the development of new materials as needed.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>Providing Information & Resources – This continuation grant from the Council to the USD Center for Disabilities (South Dakota’s UCEDD) focuses on providing current information and resources to people with intellectual and developmental disabilities (I/DD), their families, professionals and students throughout the state. The following handbooks were disseminated and available for download through the Center’s website – Developmental Disabilities Handbook, Autism Handbook, Fetal Alcohol Spectrum Disorders Handbook, the Resource Guide for People with Disabilities, and a Roadmap to Services in South Dakota for People with Developmental Disabilities. In addition to the handbooks, the Center developed and disseminated a magazine called “Possibilities” which focused on individual South Dakotans who have achieved success in employment and shared their stories.</p> <p>During the year 1,179 handbooks and 1,281 Possibilities magazines were disseminated. Assuming that most people take 2 handbooks at an event, 1,230 people are estimated to be reached with resources [SA06c]. In addition to the hard copies of the handbooks, each of the handbooks is</p>		

available for download from the Center’s website. Website hits for the handbooks totaled 2,047 and while the system does not track the number of downloads, visits to these handbook documents typically results in downloads. An additional 512 people received information and resources not counted elsewhere [SC05].

The South Dakota DD Network had a presence at 10 conferences or events – Disability Awareness Day at the Capitol, RehabACTion Fall Conference, UCEDD Spring Symposium, State Special Education Conference, SD Early Childhood Education Conference, Lighting the Way Autism Conference, SD School Age Care Alliance Conference, Dare to Dream Conferences, and Diversity Conference. Members of the general public estimated to be reached through these events is **1,470** (unduplicated from numbers reported elsewhere) [SC05].

Five public listening sessions were held in Sioux Falls, Yankton, Kyle (Pine Ridge Indian Reservation), Huron and Rapid City reaching 376 people [SC05]. Topics discussed were in the areas of transportation, accessibility, education, and employment. Voting and voting rights were also emphasized at all sessions. In addition, the Center for Disabilities held a World Café Session at its Spring Symposium.

The information from the public listening sessions and World Café was used by the Council when discussing the new five-year state plan goals, objectives and activities.

Lifespan Folders - Throughout 2015, the Division of DD has been working on the development of a new resource that lists supports for people with I/DD from birth through the lifespan. The DD Council, SD Employment First Alliance and Family Support Council have all received updates on progress and provided edits for the Lifespan Folder as it has been developed. The Life Span folders were completed and dissemination has begun. The folder contains resources and contact information, the 20-page booklet, “Charting the Life Course” and 7 inserts/tools. The folder serves as an access to resources to help families plan for the future and plot a course. The tools incorporated inside the folder are designed to assist families in planning and creating a vision for the future. A major goal of this new resource is impacting the culture and expectation of employment for people with disabilities. 5,000 folders have been distributed [SA06c]. The feedback and response has been extremely positive. Many trainings and webinars have been conducted and people have commented about wishing they had access to these materials when their child was younger.

Through continuation of the Outreach and Support grant with the SD Coalition of Citizens with Disabilities, the Council supports a variety of activities such as the Disability Advocacy Network, Disability Awareness Day at the Capitol, printing of resources, dissemination of handbooks and brochures, and finding new resources that are helpful to a variety of agencies and individuals.

Disability Advocacy Network – This coalition of 15 organizations [SC02] meets regularly during November through March to stay current about state and federal legislative activities. As needed, the group develops letters and statements that are sent to the Governor, Cabinet Secretaries, State Legislators and Congressional Representatives [SC04 – 120]. Members of the Disability

Advocacy Network and other interested agencies and organizations meet together each year for the **Disability Policy Summit** to share and discuss upcoming issues and to create an advocacy agenda. Minimal Council funding is used for these cross-disability activities to cover teleconference or video-conference costs as well as interpreter services. 3 people with disabilities, 3 family members and 10 professionals were active in systems advocacy [SA04].

Disability Awareness Day at the Capitol – the Council, SD Advocacy Services, Center for Disabilities and SD Advocates for Change shared a table at this event that provides information and education to legislators, state employees and visiting citizens and high school students. Over 100 people [SC05] came through the Capitol Rotunda in February 2016 to share the refreshments and talk or take home information from the 12 organizations/agencies represented [SC02].

Other activities through the Outreach and Support grant included:

- Research on funding for home repairs and renovation for person with disabilities in a rural area. (1)
- Four people with disabilities participated in a panel discussion at training for County Auditors (100 attendees)
- Coalition staff presented to Bureau of Human Resources staff on disability etiquette, People First Language and used handouts from the Council. (50 attendees)
- Disseminated informational items to attendees at the SD Victims Assistance Academy (32 attendees representing university students, shelter/crisis domestic violence victim advocates, highway patrol and DCI victim Assistants, attorney general office and SD Network Against Family Violence and Sexual Assault staff).
- Printed and disseminated information on RevUp and Get Out the Vote activities (100 people contacted)
- Support for Autism Awareness Walks in Rosebud and White Lake. (350 attendees)
- [SC05 – 632].

DD Network Bags include information on all three Network partners and are disseminated at conferences and events. Included in the bags are the People First brochure done by Kathie Snow and a Disability Etiquette brochure. Events included Fall RehabACTion Conference, SD School Age Care Alliance Conference, State Special Education Conference, Lighting the Way Autism Conference, Youth Leadership Forum, SD Early Childhood Conference–560 bags were disseminated during FFY16 [SC05].

Other requests for the resources included:

85 copies of Criminal Justice/Human Services Handbook were disseminated [SA06c]

90 copies of the Housing Guide were disseminated. [SA06c]

50 copies of the Transportation Fact Sheets were disseminated. [SA06c]

60 copies of the All One in the Image of God booklet were disseminated. [SA06c]

40 copies of the “I Want a Job” DVD [SA06c]

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):		
SA01 People trained in area related to goal/objective -		
SA02 People trained in leadership, self-advocacy, and self-determination		
SA03 People trained in systems advocacy		
Performance Measure 1.2 (self-advocacy/advocacy):		
SA04 People active in systems advocacy – 16		
SA05 People attained membership on public/private bodies and leadership coalitions		
SA06a Other – Number of people with developmental disabilities benefiting from projects		
SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project		
SA06c Other – Number of people provided information and resources – 1,555		
Performance Measure 2.1 (systems change):		
SC01 Programs/policies created or improved		
SC02 Number of organizations involved coalitions/networks/partnerships – 27		
SC03 Organizations engaged in systems change efforts		
SC04 Number of public policymakers educated – Dis. Advocacy Network - 120		
SC05 Members of the general public reached – 8,650		
Performance Measure 3 (resource leveraging):		
RL01 Dollars Leveraged		
Objective 2: Promote Developmental Disabilities Awareness Month		
Implementation Activities:	Target Date:	
<i>Annually collaborate with South Dakota’s Developmental Disabilities Network to develop and disseminate statewide a public service announcement and press release.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually, provide posters and additional information to grantees and other partners during DD Awareness Month.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>The South Dakota DD Network consists of the SD Advocacy Services, USD Center for Disabilities, and the SD Council on DD. The DD Network annually requests a proclamation from the Governor to recognize March as Intellectual and Developmental Disabilities Awareness Month. Governor Dugaard made the proclamation for March 2016. A Public Service Announcement (PSA) was sent to 66 radio, 7 television and 143 newspaper outlets across the state. Total circulation is more than 322,000. The Newz Clipping Service reported that 19 small weekly newspapers with a readership of 36,778 printed the PSA. If half of the subscribers read the PSA, that would be 18,389 people [SC05].</p> <p>100 posters were mailed to agencies and organizations including Council grantees, Family Support</p>		

360 Coordinators, DDD Resource Coordinators, Transition Liaisons, Community Support Providers, Independent Living Centers and others interested in doing awareness. An additional 25 posters were shared with the current class of Partners in Policymaking, DD Council and others. A very low estimate of 10 people seeing each poster would be 1,250 people reached. [SC05]

At the Pierre Mayoral Proclamation Reading, 25 advocates, family members and support staff attended and were part of a photo opportunity with the mayor. [SA04 – 17 advocates, 2 family members, 6 others] The Pierre City Commission meetings are broadcast live and re-broadcast two more times. It is estimated that over 1,000 people heard the Mayor’s proclamation and support for Developmental Disabilities Awareness Month. [SC05] In Fort Pierre, 12 advocates, family members and support staff attended and had their photo taken with the mayor. [SA04 – 8 advocates, 2 family members, 2 others] Local policymakers educated were 10 city council members. [SC04]

More than just DD Awareness Month is celebrated in South Dakota. Governor Daugaard proclaimed the week of September 11-17, 2016 as Direct Support Professional (DSP) Recognition Week. Many of the community support providers held activities and events to celebrate the work of DSPs across the state. Traumatic Brain Injury Awareness Month was celebrated in March. Fetal Alcohol Spectrum Disorders Awareness Month was celebrated in September. And National Disability Employment Awareness Month in October is celebrated with events across the state.

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective
- SA02 People trained in leadership, self-advocacy, and self-determination
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy - 37
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other – Number of people with developmental disabilities benefiting from projects
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project
- SA06c Other – Number of people provided information and resources -

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved
- SC02 Number of organizations involved coalitions/networks/partnerships
- SC03 Organizations engaged in systems change efforts
- SC04 Number of public policymakers educated -
- SC05 Members of the general public reached – 20,639

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged

Objective 3: Sponsor speaking events on disability awareness and inclusion.

Implementation Activities:

Target Date:

<i>Break Through Inc. will offer speaking events to a minimum of 2,500 students and adults across South Dakota in October 2012 and from August 2014 thru 2016.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	

Annual Progress Report:

The Council funding for **Ben Anderson, Break Through, Inc.**, to provide sessions to K-12 students, teachers, parent groups and other organizations about disability awareness and bullying ended in mid-2016. The purpose was to promote inclusion, advocacy, and self-determination with a focus on Native American students and school personnel. During FFY16, 8 presentations were made at 2 middle and high schools, 1 Native American University, and the Lakota Nations Education Conference. 235 people attended the sessions. [SC05] [SC02 – 4]

Fallout Art & Music Tour – The Fallout Creative Community hosted a tour of 6 Art and Music Fests and 4 performance-only events with the band, Better Ride. At each Fest there were creative activities ranging from drawing and painting to sculpture and mural painting. Over 285 people with developmental disabilities attended the events, not including the 14 people who toured and/or performed with Better Ride. [SA06a – 299] In addition, at least 120 support staff, families and community members participated in the Fests. [SC05]

Fallout coordinated with contact persons from agencies in each town. Coordination and networking occurred with the Red Rooster Coffeehouse, Center for Independence, Transition Services Liaison Project (Youth Leadership Forum), Northern State University, Oahe Inc., and Ability Building Services. [SC02 – 6]

The crew worked together to set up the awnings and then individuals were put in charge of each activity. They set it up, invited folks to participate, replaced supplies when needed and cleaned and packed things up when the event was done. Events took place at 2 block parties, 2 parks, 2 bars, 2 coffee houses, one college student center and one agency.

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):
 SA01 People trained in area related to goal/objective
 SA02 People trained in leadership, self-advocacy, and self-determination
 SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):
 SA04 People active in systems advocacy
 SA05 People attained membership on public/private bodies and leadership coalitions
 SA06a Other – Number of people with developmental disabilities benefiting from projects –
 SA06b Other – Number of people with developmental disabilities estimated to benefit from the project
 SA06c Other – Number of people provided information and resources –

Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships – 10 SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached – 455
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged

Goal 4: Self-Advocacy – Expand the South Dakota Advocates for Change (SDAC) Network by providing self-advocates with information; advocacy skills training; and leadership opportunities.

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	X	X
Education and Early Intervention		
Child Care		
Health		X
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		X
Strategies	Planned for this goal	Strategies Used
Outreach	X	X
Training	X	X
Technical Assistance	X	
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination		X
Coordination with Related Councils, Committees and Programs		X
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		X
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	X	X
University Center(s)	X	X
State DD agency	X	X
Community support providers	X	X
SDAC Leadership Team members	X	X
Self-advocates statewide	X	X
Objective 1: Provide funding for South Dakota Advocates for Change (SDAC).		
Implementation Activities:	Target Date:	
<i>Annually support SDAC and provide leadership opportunities for people with developmental disabilities on the SDAC Leadership Team.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Three (3) times per year the SDAC Coordinator and Leadership Team members write and disseminate a newsletter. Any self-advocates can submit articles for the newsletter that will be disseminated to a minimum of 200 people statewide.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually, the SDAC Leadership Team provides training to 50 self-advocates on topics such as Being a Member of a Board or Committee, Speaking Up, etc.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>SDAC Coordinator and/or a member of the SDAC Leadership Team participate in planning and promoting the biennial Dare to Dream Conference. Assist in securing speakers who are self-advocates; and promote the event to self-advocates statewide.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Support self-advocates to attend a national self-advocacy conference.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		

The Council provided funds for the continued support of the South Dakota Advocates for Change (SDAC) activities through a grant with the SD Coalition of Citizens with Disabilities for personnel and fiscal agent services. SDAC has a Leadership Team made up of 15 advocates and 9 support staff from 8 communities. The Leadership Team establishes the activities for the group and plans meetings and training sessions. Team members write articles for the newsletter and share their advocacy experiences with their local People First Chapters and their communities. Team members received training on creating a take-away message to give to policymakers and anyone who asks about SDAC, abuse and neglect, self-determination, and the LifeCourse Framework. [SA02 – 24].

Members of the Leadership Team provided information to their local People First Chapters, Care Club, and other presentations and reached a total of 322 people (201 advocates [SA06a] and 121 support staff and family members [SA06c]).

Four newsletters were published with 240 people receiving copies through the mailing list. Topics for the newsletters were Success Stories, Attitude-Gratitude, Safety – Here, There & Everywhere, and Holiday Stress. Additional copies of newsletters are provided at presentations and at conference exhibit booths to reach an additional 210 people. [SC05]

14 members of the Leadership Team were active in systems advocacy through the legislative session by attending legislative cracker barrels and holding conversations during Disability Awareness Day [SA04]. 30 public policymakers were educated during these interactions [SC04].

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective -
- SA02 People trained in leadership, self-advocacy, and self-determination – 24 (15 self-advocates and 9 others)
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy – 14
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other – Number of people with developmental disabilities benefiting from projects - 201
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project –
- SA06c Other – Number of people provided information and resources – 167

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved
- SC02 Number of organizations involved coalitions/networks/partnerships - 14
- SC03 Organizations engaged in systems change efforts
- SC04 Number of public policymakers educated – 30
- SC05 Members of the general public reached – 450

Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged		
Objective 2: Promote opportunities for self-advocates to become members of other boards and councils.		
Implementation Activities:	Target Date:	
<i>At least annually utilize the SDAC newsletter to tell self-advocates about leadership opportunities, how to apply, and offer assistance with completion of applications.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>Through the SDAC Newsletter, <u>Advocates TALK!</u>, opportunities for membership on boards and committees were shared with the entire mailing list. Usually, application forms were provided in the mailing with the newsletter in addition to mentioning the opportunities in the newsletter.</p> <p>Members of the Leadership Team expanded their participation on other boards and committees – 2 became members of the DD Council, 2 joined local CSP committees, 2 are members of Center for Disabilities committee, and 1 former member became a board member for the SD Coalition of Citizens with Disabilities. [SA05]</p>		
Performance Measures:		
Performance Measure 1.1 (self-advocacy/advocacy): SA01 People trained in area related to goal/objective SA02 People trained in leadership, self-advocacy, and self-determination SA03 People trained in systems advocacy		
Performance Measure 1.2 (self-advocacy/advocacy): SA04 People active in systems advocacy SA05 People attained membership on public/private bodies and leadership coalitions – 7 SA06a Other – Number of people with developmental disabilities benefiting from projects SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project SA06c Other – Number of people provided information and resources -		
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached		
Performance Measure 3 (resource leveraging): RL01 Dollars Leveraged		

Goal 5: Leadership Development – Enhance the leadership and advocacy skills of people with developmental disabilities and their family members.		
Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	X	X
Education and Early Intervention		X
Child Care		
Health		
Employment		X
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		X
Strategies	Planned for this goal	Strategies Used
Outreach		
Training	X	X
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination	X	X
Coordination with Related Councils, Committees and Programs	X	X
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		
Intermediaries/Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	X	X
University Center(s)	X	X
State DD agency		X
SD Parent Connection	X	X
Children’s Care Hospital & School now known as Lifescape	X	X
Transition Services Liaison Project	X	X

Division of Rehabilitation Services	X	X
Objective 1: Increase the number of people with developmental disabilities and their family members who receive advocacy skills training through Partners in Policymaking.		
Implementation Activities:	Target Date:	
<i>Annually provide funding for Partners in Policymaking training for 25-30 people.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>Partners in Policymaking is an innovative leadership and advocacy training opportunity designed to involve and empower people with intellectual and developmental disabilities, parents of children with disabilities and other family members. Partners attend 6 two-day training sessions from November thru April. At each session, experts present information and interact with participants. Partners learn about person centered thinking tools, communication skills, assertiveness, decision-making skills, legislative presentation skills and group activities. Partners complete homework assignments every month. Each year 40-50 applications are received. Partners training was completed by 31 people (11 advocates, 15 family members and 5 assistants) [SA02] in 2016.</p> <p>Several press releases are sent out regarding the training, including but not limited to: recruitment, selection, graduation, etc. These are sent to all newspapers, radio and television stations in South Dakota. Readership for the newspapers is over 322,450 so project staff estimate that 5,000 members of the general public read about the program. [SC05]</p> <p>Each year in April, all past graduates are invited to attend a one-day session of continuing education. The curriculum is designed to cover topics to help keep everyone abreast of current issues, laws and policies and to refresh their self-advocacy skills. 159 past graduates participated in Continuing Education [SC05]. In addition to the graduates and past graduates, 360 family members and guests attended the graduation banquet held in Sioux Falls. [SC05]</p> <p>During the January session’s mock testimony, 7 legislators participated as members of a Joint Committee to interact with the class. In addition, 5 local and tribal government representatives shared insights from their positions with the class as well as heard from the class about current disability issues. [SC04 – 12]</p> <p>30 agencies and organizations collaborate to make the Partners program successful each year. These include the DD Council, SD Parent Connection, Transition project, community support providers, Center for Disabilities, Special Education Programs, and others. [SC02]</p> <p>SD Partners in Policymaking has a Facebook page. There are 337 members. The majority are graduates with the balance of the members being friends of Partners, including speakers. This page is used for Partners to connect and network and to bounce off ideas, ask for help, announce</p>		

achievements, etc. Information on trainings and webinars that are of interest to individuals in the disability community are posted also. Based on questions, posts and comments it is estimated that 50% of the members (168) on this page are active in advocacy efforts for themselves, their family members or others throughout the year. [SA04]

Year 24 graduates said:

“I made friends, friends who care.”

“I love our Partner Facebook page. It helps me stay connected.”

“I learned how to negotiate, to be firm but not demanding.”

“One of the finest trainings I have ever attended. I learned new things to help my family.”

“I learned to believe in dreamers.”

“Partners taught me so many, many things ... it taught me about life and what matters. How to contact service providers and legislators...”

Two Partners graduates are involved in a community childcare committee/focus group started in the Western part of the state to explore childcare options for kids with a full range of disabilities and special health care needs. These parents are also involved in starting a parent support group.

Year 11 Graduate named Outstanding Citizen with a Disability.

From Facebook Group –

10/20/2015 Hello everyone! I am a year 19 graduate. I am writing to inform you of the petition that is circulating to get Medical Cannabis on the ballot for next year. We still need quite a few signatures, so I thought I would share here. Please check out our FB page to find a petition near you! New Approach South Dakota! Let's help get safe access to those in need! A special thank you to PIP for giving me the courage, knowledge, and confidence in advocacy work! PIP really set me on fire for making a TRUE change!

UPDATE 2/6/16 A shout out to the Partners program. I have an opportunity to speak in front of our legislation on Wednesday at 10am in support of SB171!! I would not have the courage, or knowledge to do this if it wasn't for PIP. IF anyone wants to join me that day, we are looking for individuals who stand in support of giving safe access to medical cannabis for South Dakotans!

10/22/15 Partners Grad and her young daughter were interviewed by a television station regarding the new Sesame Street character, Julia, that has autism. They asked about the new character, etc. Thank You Tess Hedrick for thinking of us and for bringing awareness to autism! We love KSFY!! Partners was amazing and helped me to sharpen the skills I had.

10/29/15 Year 15 Partners Grad wrote article for Down Syndrome Awareness Month, printed in the Mitchell Daily Republic.

11/14/15 Year 24 participant, I am already so grateful for all the learning, sharing and am humbled by amazing classmates, presenters and organizers. You have given me already the best gift I could ever ask for: hope.

11/18/15 Partner Grad - I am so grateful for every weekend I gave to learn. Our son is in an inclusive classroom and is succeeding. At the beginning of Partners that wasn't my goal. Thank you Sandy and every partner as each of you helped me learn how to help our son be successful. He is who he is - just as each of us are. This course changed our lives. Thank you.

12/21/15 Year 17 Grad - Congratulations Keven Moulton who has been selected to receive the 2015 SourceAmerica® Tom Miller Award for Advocacy.

1/21/16 My son graduated from Basic Training today. I share this with Partners because he has a cognitive learning disability. This wonderful day was possible because of the great support at his school, great teachers who challenged him and supported him! But mostly because Partner's taught us to advocate for him. After failing the ASVAB test he went to Tech School, got a welding diploma and then went back to recruiter to get in - failed part of test again but he advocated and they allowed him in because he had graduated from Tech School. Being in the Army National Guard has been a dream of his and to see that dream a reality was beyond words. It is humbling to sit in the audience and see the pride & patriotism.

1/27/16 So excited that you are a Partner. I was year 1. Amazing work and always ongoing. Best thing I did for our son, our family and helping others!

1/27/16 SD House District Representative post – “Big turnout to hear about education and Medicaid in Rapid City. Also connected with one of my favor teachers and statewide dyslexia advocate Tara B [a Partner grad]. We are bringing a dyslexia bill to Pierre next week.”

5/11/16 Year 1 Partner Grad, Meet Isabel Trobaugh, the mayor of Elk Point. From serving on city council for the past 20 years, to being inducted to the South Dakota Country Music Hall of Fame, she has done it all. See more on Elk Point's musical mayor on KDLT News (television station).

5/22/16 My "little" boy became a Partners grad last week in MN. Ever since I graduated in year 13 in SD, he has waited for his opportunity to participate. So proud of him!

6/13/16 Got this from a Year 24 graduate! EmpoWErment at its finest!

This came about as I was in a design session. I asked if I could role play setting up an appointment for Ethan. Nobody in this group knows he has Fragile X. I pretended he had a fever and a cough and would like him to be seen. The MA who usually takes appointments was great and got me set up with a doc. Then I said, Ethan has FX and I'd like a physician who has experience with FX or something similar. Also, he's going to puke because of the anxiety. He'll also scream a lot so be ready for that. He won't sit still so you'll have to be quick about the check up. Can you handle that? Nobody in the room knew what to do. That bit of role playing opened up an entire dialogue on the special needs community in our town and surrounding area. It was awesome! We are now looking at taking care of ALL of our patients, not just the typical patient. The other interesting piece is that a lady in my group has a daughter with autism and some other rare genetic disorder. She started speaking up too. Once the two of us got going it was non stop ideas to make the

<p>patient visit better for our kids. I also told her about Partners.</p> <p>2. We (the lab anyway) are now involved with Project SEARCH. We should be getting our first student in August. Someone said, "this will be a great experience for the student. We can have them file stuff." I said, "do you want a career filing? Or would you like a more meaningful career?" After that, we considered real jobs. I have some thoughts on where to put our student to gain real world experience, not just filing or stuffing envelopes.</p>		
Performance Measures:		
Performance Measure 1.1 (self-advocacy/advocacy):		
SA01 People trained in area related to goal/objective -		
SA02 People trained in leadership, self-advocacy, and self-determination – 31 (11 self-advocates, 15 family members and 5 others)		
SA03 People trained in systems advocacy		
Performance Measure 1.2 (self-advocacy/advocacy):		
SA04 People active in systems advocacy - 168		
SA05 People attained membership on public/private bodies and leadership coalitions		
SA06a Other – Number of people with developmental disabilities benefiting from projects –		
SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project		
SA06c Other – Number of people provided information and resources -		
Performance Measure 2.1 (systems change):		
SC01 Programs/policies created or improved		
SC02 Number of organizations involved coalitions/networks/partnerships – 30		
SC03 Organizations engaged in systems change efforts		
SC04 Number of public policymakers educated – 12		
SC05 Members of the general public reached – 5,519		
Performance Measure 3 (resource leveraging):		
RL01 Dollars Leveraged		
Objective 2: Collaborate with other agencies to increase the number of students who receive advocacy skills training.		
Implementation Activities:	Target Date:	
<i>Annually provide funding for the Youth Leadership Forum held for 30-40 students with disabilities.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually support activities for youth and young adults to learn advocacy skills.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
The Youth Leadership Forum (YLF) was held in June 2016 at Northern State University (NSU) in		

Aberdeen, SD. The Transition Services Liaison Project (TSLP) staff (5) coordinates the event with guidance from the YLF Steering Committee (6) [SA04]. Local facility arrangements were coordinated with NSU staff for dorm rooms and Aramark Services Inc. for meals.[SC02] This event provided a five-day leadership, self-advocacy and employment development training for 41 high school students with disabilities [SA02] (including 23 students with developmental disabilities [SA06a] and members of ethnic and racial minority groups) representing 31 communities across South Dakota. Additionally, 9 young adults with disabilities were selected to serve as team leaders and assistant team leaders [SA04].

The YLF staff joined with over 80 individuals, including YLF alumni, self-advocates, policymakers, several state and local agencies and organizations to provide support services and accommodations [SC05]. They also provided specific training programs on self-advocacy and leadership development, disability history, culture and ethnic backgrounds, the legislative process, self-determination, and career preparation to assist students in choosing vocations and making post-secondary educational choices.

YLF provided students the opportunity to participate in team building activities and disability specific workgroups where they learned about their specific disability and presented this information back to the larger group. They received hands on experiences with different types of assistive technology devices and applications. They also participated in workgroups to learn how the IEP process works and how they can be more involved by completing personal goal sheets. In addition to small group learning opportunities, the students participated in an afternoon of volunteering at one of 6 non-profit organizations [SC02] within the Aberdeen community. This provided them an occasion in which to gain hands on experiences in a real work setting.

15 state and local agency staff volunteered their time to spend an afternoon with the students to introduce their services as an option while they transition from school to the adult world. In addition to the training and educational opportunities in large and small group settings, YLF delegates had an opportunity to get to know each other and socialize in a safe environment. For many of the delegates, this is the first time to experience relationship building with peers who share similar disabilities and in some cases, different ethnic backgrounds. They also had several opportunities to participate in recreational events in the Aberdeen community. [SC02]

In addition to the people and organizations listed above, YLF impacts people that are employees or consumers at the volunteer sites, NSU campus staff and students, the Red Rooster Coffee House, Thunder Road, our funding sources and family and friends of the individual delegates that are selected to attend. TSLP staff share information about YLF at numerous conferences and events through presentations and booths. It is estimated that 300 people received information regarding YLF during the year. [SC05]

In line with the YLF mission and to keep the delegates engaged in self-advocacy and leadership development, TSLP staff provides opportunities for them to participate in TSLP activities. At this point, 4 YLF delegates volunteered to present information on the importance of self-advocacy and to promote YLF at TSLP sponsored events, including regional forums, teacher workshops and

conferences and special events. [SA04]

YLF delegates gather in Pierre for a one-day YLF follow-up event. This provided the opportunity for the YLF staff to review many of the topics covered during YLF as well as many of the services that are available to students in the state. It also provided the occasion to review the student's personal goal sheets and allowed for the students to get reacquainted with their new friends. The students participated in a tour of the state Capitol building and learned more about the legislative process. At the same time, the students were given information on the various disability boards, councils and organizations and how they could get involved as a self-advocate and future leader at the YLF and in the disability community.

Additional follow-up with teachers, parents and students that participated in the YLF event revealed that many of the students have enhanced self-confidence and self-advocacy skills which have lead them to some successful outcomes. Some examples of this include:

Four YLF Alumni applied for and were selected to participate in Partners in Policymaking.

A teacher reported to YLF staff that a delegate gave a speech to his board members this fall on his experiences at YLF. He sent his speech to YLF staff to share with others and is included here is the first paragraph: "My name is _____, I am a senior and I am a student with Autism. I have received special education services throughout my academic career, and recently had the opportunity to attend the YLF in Aberdeen. While there I learned about self-advocacy and resources I can utilize to help me be successful while in college. I learned how there are many other diverse people with disabilities. When I was at YLF, I felt like I was at an equal playing field with everyone around, despite all of us having different disabilities. Because even though we all have disabilities, I realized that we are not that much different from all of the people who don't have disabilities."

A delegate with a developmental disability was on a tour of a local business with his classmates to learn more about the type of work that the employees did there. He liked the type of work, so he stepped up and asked the employer for a job. He was hired and continues to work there.

Two parents shared with YLF staff that their daughters will now tell them that they can handle certain issues on their own. They reported that their self-confidence improved because of what they learned and experienced at YLF.

A new project funded by the Council is the **Middle School Advocacy and Leadership Project** that began in August 2015. The Center for Disabilities (South Dakota's UCEDD) received a grant from the Council to fund a pilot program at 3 Middle Schools in their area. The special education teachers agreed to implement a systematic strategy for infusing and integrating self-advocacy, self-determination and leadership instruction into lesson plans and daily instruction. A 2-day training was conducted for 3 teachers [SA01] that addressed the development of an advocacy and leadership action plan (ALAP) to describe the goals, activities and measures that teachers will develop and implement. All 3 teachers [SA04] gathered pre-test data about current levels of self-determination of middle school students participating in the project. Teachers also completed

Person-Centered Thinking training. Teachers are compiling materials that will be organized into a manual with supporting materials describing strategies for integrating self-advocacy, self-determination, leadership and person-centered thinking strategies into the daily instruction and curriculum for middle school youth.

In year one, there were 11 students [SA06a] with developmental disabilities participating. In all students' cases, there was a substantial increase in self-determination in all subdomains that students were assessed. This means that the overall level of self-determination for all students increased substantially after the teachers implement their ALAP.

Teachers and students involved in this project were invited to present during the Center for Disabilities Symposium in April 2016. 20 people attended the session. The teachers also shared information about self-determination at the 2016 Lighting the Way Autism Conference with 15 people attending this session. [SC05]

Year 2 of the pilot began in August 2016 with 3 teachers participating in the 2-day training on self-determination and developing Advocacy and Leadership Action Plans (ALAP). 9 students with developmental disabilities are targeted [SA06a] while 15 other students are estimated to benefit from the teachers involvement in the project [SA06b].

Another project working with youth with disabilities is the Person Centered Transition Assessment (PCTA) pilot begun by SD Parent Connection in Spring 2016. This project is a tool for students, families schools and supporting agencies to combine formal and informal systems and services to work intentionally toward common goals to achieve more positive outcomes. The project expands the work the PCTA facilitators can do in various areas of the state.

The two-year pilot provides time to incorporate PCTA into SDPC's Parent Training and Information Center to ensure continuation beyond the grant funding.

During FFY16, 4 individual student PCTAs were conducted. [SA01] 9 PCTA Facilitators [SA04] are involved in education and outreach to raise awareness and advocacy so that families will request and organizations will implement PCTAs as valid assessments for transition planning. Flyers and PCTA planning tools were developed and distributed. PCTA Facilitators hosted a booth during the Gallery Walk at the SD Person Centered Thinking Gathering in September 2016 – 190 attendees included family members, self-advocates, Family Support 360 Coordinators, Vocational Rehabilitation Counselors, direct support professionals, educators and a wide array of other professionals in the human service field. [SC05]

4 students with developmental disabilities and their families/transition teams gained information to plan transition. [SA06a] 4 schools used PCTA as a transition assessment tool. [SC01]

Chamberlain and Webster School Districts, SD School for the Deaf, Rehab Center for the Blind, SD Developmental Center, SD PCT Gathering Committee, Lifescape and SD Parent Connection are the 8 partners involved in PCTA efforts. [SC02] Five of these organizations are working to imbed PCTA

intro transition assessment planning. [SC03]

One comment from an evaluation stated, “I believe this group should grow and be introduced to more children.”

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):
 SA01 People trained in area related to goal/objective – 7
 SA02 People trained in leadership, self-advocacy, and self-determination – 41
 SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):
 SA04 People active in systems advocacy – 36
 SA05 People attained membership on public/private bodies and leadership coalitions - 3
 SA06a Other – Number of people with developmental disabilities benefiting from projects – 47
 SA06b Other – Number of people with developmental disabilities estimated to benefit from the project - 15
 SA06c Other – Number of people provided information and resources

Performance Measure 2.1 (systems change):
 SC01 Programs/policies created or improved
 SC02 Number of organizations involved coalitions/networks/partnerships – 36
 SC03 Organizations engaged in systems change efforts – 10
 SC04 Number of public policymakers educated
 SC05 Members of the general public reached - 415

Performance Measure 3 (resource leveraging):
 RL01 Dollars Leveraged - \$

Objective 3: Provide and promote opportunities for self-advocates and family members to become members of other boards and councils.

Implementation Activities:	Target Date:	
<i>Annually utilize the Partners, Youth Leadership Forum and SD Advocates for Change networks to tell people with developmental disabilities and their family members about leadership opportunities and how to apply. Specifically include information on local transportation boards as a place for involvement.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	

Annual Progress Report:

As mentioned in Goal 4, every effort is made to share information about opportunities to join other boards and committees including local, state and national groups.

11 Partners Graduates were appointed, re-appointed or took a leadership role on the Family Support Council, SD Council on Developmental Disabilities, Behavioral Health Advisory Council, local school board, Board of Service to the Blind and Visually Impaired or SD Parent Connection. [SA05]

Three Youth Leadership Forum participants were selected to join the Self-determined Youth group to learn more about self-advocacy and to further develop their leadership skills. They are preparing presentations for future conferences. [SA05]

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective
- SA02 People trained in leadership, self-advocacy, and self-determination
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy
- SA05 People attained membership on public/private bodies and leadership coalitions - 14
Family Support Council – 2
DD Council – 6
Behavioral Health Advisory Council – 1
Local school board – 1
Bd of SBVI – 1
SDPC Board President – 1
Self-Determined Youth – 3
- SA06a Other – Number of people with developmental disabilities benefiting from projects
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project
- SA06c Other – Number of people provided information and resources -

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved
- SC02 Number of organizations involved coalitions/networks/partnerships
- SC03 Organizations engaged in systems change efforts
- SC04 Number of public policymakers educated
- SC05 Members of the general public reached

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged

Goal 6: Self-Directed Services – Advocate for and support activities that move South Dakota’s developmental disabilities service system to a self-directed model (i.e. person-centered organizations; use of person-centered thinking skills; individual budgeting; revision of Medicaid waivers, etc.).

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	X	X
Strategies	Planned for this goal	Strategies Used
Outreach		
Training	X	
Technical Assistance		
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination		X
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign	X	X
Coalition Development and Citizen Participation	X	X
Informing Policymakers	X	
Demonstration of New Approaches to Services and Supports		
Other Activities		
Intermediaries/Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	X	X
University Center(s)	X	X
State DD agency	X	X
Community support providers	X	X
Office of Special Education	X	X
Local education agencies	X	X
Objective 1: Collaborate with the Division of Developmental Disabilities and Core Stakeholders Workgroup to develop a self-directed service system model for our state.		
Implementation Activities:	Target Date:	
Quarterly each year, Council members	Anticipated target date:	2012-2016

<i>and staff will participate on the Core Stakeholders Workgroup and report to the full Council on identified needs and areas for collaboration related to training, pilot programs, etc.</i>	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually determine the need to issue Requests for Proposals based on discussions and needs assessments completed by the Council or other boards and committees.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Annual Progress Report:		
<p>Currently, the Council Director and two state agency representatives participate in the Core Stakeholders Workgroup. Information from the Workgroup is shared with the full Council and discussions regarding needs and areas for collaboration are explored.</p> <p>During FFY15, the Post-Secondary Education Pilot Program described in Goal 1 was begun and the Live.Life.Well program was piloted.</p> <p>The Division of Developmental Disabilities' Core Stakeholders Workgroup meets quarterly to discuss topics related to systems change and self-directed services. There are 35 members [SA04] on the Workgroup representing 25 organizations or agencies [SC02] and the remaining members are parents and people with intellectual/developmental disabilities. FFY15 included discussions regarding several key initiatives as well as areas being considered for enhancement within the CHOICES Medicaid waiver program, including individual budgets, self-direction, conflict-free case management, employment, technology, intensive supports, and fee-for-service. Other topics included the HCBS Settings Rule and Transition Plan, Division of Rehabilitation Services Establishment grants, the DDD Financial Workgroup, Public Forums, LifeSpan Folders, Technology Pilots and National Core Indicators Project.</p> <p>Core Stakeholder Workgroup members have been involved in discussions on the same topics as the DDD Financial Workgroup. These include: a lack of the ability for choice and self-direction; residential options as 24-hour supports will not be sustainable in the future; renewed focus on employment with a change in expectations and culture. The financial workgroup is laying the foundation for a long-term reimbursement solution. Other areas discussed include conflict-free case management, defining home-like environments, crisis supports, technology, transportation and other areas.</p> <p>Conflict-Free Case Management was implemented during FFY16. The Division of Developmental Disabilities (DDD) began the case management provider enrollment process in December 2015; laying out the new service and process to become a qualified Medicaid provider with case manager transitions planned to begin on June 1, 2016 through November 2016. The new service will require a Medicaid waiver amendment as well as change in administrative rules.</p>		

The Division of DD has partnered with Community Support Providers (CSP) and South Dakota Parent Connection to launch **technology pilots** as a way to monitor and assess the role of technology in enabling people with intellectual and developmental disabilities to have greater control over their own lives and to experience the full benefits of citizenship. Six pilots are underway involving different types of technology including transportation, sensor and monitoring technology as well as artificial intelligence and care navigation technology to support person-centered, coordinated care for people with intellectual and developmental disabilities and their families. All have similar goals of increasing independence and self-direction, ensuring health and safety, while increased employment outcomes have also been experienced in one pilot.

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective
- SA02 People trained in leadership, self-advocacy, and self-determination
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy – 35
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other – Number of people with developmental disabilities benefiting from projects
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project -
- SA06c Other – Number of people provided information and resources -

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved – 4
- SC02 Number of organizations involved coalitions/networks/partnerships – 25
- SC03 Organizations engaged in systems change efforts - 4
- SC04 Number of public policymakers educated -
- SC05 Members of the general public reached –

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged

Objective 2: Provide funding for Person-Centered Thinking trainings (such as People Planning Together, Families Planning Together, etc.).

Implementation Activities:	Target Date:	
<i>Annually work with Division of Developmental Disabilities and other agencies to identify opportunities for Person-Centered Thinking trainings to be sponsored by the Council and other agencies.</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually promote participation of self-advocates and family members in these</i>	Anticipated target date:	2012-2016
	Met:	X

<i>trainings.</i>	Partially Met:	
	Not met:	
Implementation Activities:	Target Date:	
<i>Annually fund opportunities for 40 people with disabilities to attend People Planning Together trainings.</i>	Anticipated target date:	2012-2013
	Met:	
	Partially Met:	X
	Not met:	
Annual Progress Report:		
<p>For many years, the Division of DD had taken the lead in providing Person Centered Thinking (PCT) Skills training for community support providers (CSPs) and developing a base of self-advocates and family members as certified trainers. For the past several years, the Division of DD, the SD Developmental Center and the Community Support Providers Association of SD have collaborated to continue these efforts.</p> <p>Council support for PCT trainings is no longer requested. The Council promotes participation in PCT trainings through its website calendar and newsletter.</p>		
Performance Measures:		
<p>Performance Measure 1.1 (self-advocacy/advocacy):</p> <ul style="list-style-type: none"> SA01 People trained in area related to goal/objective – SA02 People trained in leadership, self-advocacy, and self-determination SA03 People trained in systems advocacy – 		
<p>Performance Measure 1.2 (self-advocacy/advocacy):</p> <ul style="list-style-type: none"> SA04 People active in systems advocacy – SA05 People attained membership on public/private bodies and leadership coalitions SA06a Other – Number of people with developmental disabilities benefiting from projects - SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project SA06c Other – Number of people provided information and resources – 		
<p>Performance Measure 2.1 (systems change):</p> <ul style="list-style-type: none"> SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached 		
<p>Performance Measure 3 (resource leveraging):</p> <ul style="list-style-type: none"> RL01 Dollars Leveraged 		

SECTION III: SATISFACTION WITH COUNCIL SUPPORTED OR CONDUCTED ACTIVITIES

Section III.a. Individual Responses

1. Number of responses: 277

2. Respect: I (or my family member) was treated with respect during project activity.
Yes **100 %**
No **0 %**

3. Choice: I (or my family member) have more choice and control as a result of project activity.
Yes **98 %**
No **2%**

4. Community: I (or my family member) can do more things in my community as a result of project activity.
Yes **93 %**
No **7 %**

5. Satisfied: I am satisfied with project activity.
Strongly Agree **88 %**
Agree **11 %**
Disagree **1 %**
Strongly Disagree **1 %**

6. Better Life: My life is better because of project activity.
Strongly Agree **81 %**
Agree **17 %**
Disagree **1 %**
Strongly Disagree **1 %**

7. Rights: Because of this project activity, I (or my family member) know my rights.
Yes **97 %**
No **3 %**

8. Safe: I (or my family member) are more able to be safe and protect myself from harm as a result of activity.
Yes **97 %**
No **3 %**

9. Comments:

Projects funded by the Council are required to complete an evaluation. If the project chooses to use the Consumer Satisfaction Survey those results were reported in this section.

Projects using the Consumer Satisfaction Survey were: Youth Leadership Forum, Lighting the Way Autism Conference, Creating Possibilities Conference, SD Advocates for Change Leadership Team, NADSP Introducing Credentialing to SD, Person Centered Transition Assessment, Middle-School Self-Determination Project, Partners in Policymaking and Adventure Camp.

There were very few comments provided by participants. Most expressed appreciation for the opportunity, the speakers, the networking opportunities, etc.

Section III.b. Stakeholders Responses

1. Number of responses: 26

Public policymaker (local, state or national) – 0
 Representative of a public or private agency – 15
 Parents – 7
 Persons with a disability – 3
 Family members – 1

2. Impact: Council activities have improved the ability of people with developmental disabilities and family members to:

- a. Make choices and exert control over the services and support they use

Rating	# of people responding	%
6 Strongly Agree	9	36
5 Somewhat Agree	6	24
4 Agree	10	40
3 Disagree		
2 Somewhat Disagree		
1 Strongly Disagree		

- b. participate in community life:

Rating	# of people responding	%
6 Strongly Agree	9	36
5 Somewhat Agree	6	24
4 Agree	10	40

3 Disagree		
2 Somewhat Disagree		
1 Strongly Disagree		

3. Satisfaction: Council activities promote self-determination and community participation for individuals with developmental disabilities.

Rating	# of people responding	%
6 Strongly Agree	10	40
5 Somewhat Agree	5	20
4 Agree	10	40
3 Disagree		
2 Somewhat Disagree		
1 Strongly Disagree		

4. Comments:

A Stakeholder Satisfaction Survey was provided to all Council grantees and emailed to the DD Council mailing list of 400+ individuals. Questions and responses were:

What does the Council do well?

Persons with a Disability –

- Helping people with developmental disabilities find resources and materials.
- Allowing the opportunity for people to work to make change in the state regarding disabilities.
- training, technical assistance, coordination with related councils, committees and programs, coalition development and citizen participation.

Representatives of a public or private agency –

- Include various stakeholders as council members and provides stipends for people with ID/DD to travel to attend council meetings.
- Great communicators. Encourages new and creative ideas.
- Provides leadership roles & education for people with disabilities. These roles are also meaningful and not just token positions.
- Partner with other community organizations, provide people with up to date information, provide families and individuals with disabilities support in a variety of ways.
- Provide financial support to those interested in trainings in state and out of state.
- Supporting and educating communities – funds were used for the Lighting the Way Conference on autism spectrum disorders. Many community members attend the conference, including: family members, educators, other service providers, legislators, administrators, physicians, nurses, etc. Additionally, this conference is an interagency

collaborative effort. And the Council provides scholarships to parents so they can attend the conference.

- Provides support to individuals with disabilities and family members with the ability to attend different events (assistance with registration fees, mileage and/or per diem). The Council also provides a means for individuals to request assistance for expenses to attend an event that a large number of people do not have to budget for e.g., attendant care or child care. Assistance can also be extended to assist with costs for a staff member to attend training, when these costs cannot be met by their employer.
- Provides assistance for entities/groups to host events which all individuals can fully participate (provides assistance with auxiliary aids and services).
- The Council's process for requesting assistance is simple and the paperwork is limited.
- Provides an avenue to support staff time involved with activities to provide information and increase knowledge of individuals with disabilities and family members (i.e., work and disseminate legislative bill tracking sheets) having the ability to host meetings, e.g., Disability Advocacy Network through the provision of utilizing the DDN and provision of interpreters.
- The Council has active members that are involved in the system. They attend and participate in conferences, training opportunities and on committees. They listen to what their constituents have to say and act on the issues presented by making funds available in those areas. The Council demonstrates good interagency collaboration and involve citizens with disabilities in the decision making process.
- Seeks stakeholder input to develop goals; support consumers and families to gain self-advocacy skills through individual and program financial support; support system change activities through grant funding; dissemination of information through website and other avenues.

Parent/Family Member

- In the past helped develop a resource guide, helped get those guides out to certain places.
- Develop and offer training to people with disabilities through Partners in Policy Making.
- Outreach, support and educating communities with trainings.
- They always put the maximum effort in the activities that are deemed the best bang for the buck. They are always looking and working on new ideas.
- Outreach, training, supporting and educating communities.
- Coordination with related councils, committees and programs, DDC Notes.
- Everything I have attended that the council was involved in has been excellent. They do a wonderful job assisting with stipends too. Very pleased.

What could the Council do better?

Person with a Disability

- Ignore political party in appointing members who otherwise would have much to contribute.
- Sharing resources or information online other than their website. For example maybe a Facebook page.

Representative of a public or private agency

- more sharing of info with agencies.
- The grant process is very documentation heavy. Many other grants require less documentation.
- Demonstration of new approaches to services and supports.
- Facilitate planning and activities to fix system weakness in the state that effect people with disabilities.
- Information regarding the Council's ability to provide assistance to individuals with disabilities or family members is noted on the website and through other entities, and word of mouth – perhaps a bit more “advertising” of this.
- Same is true if an entity wants to host a training activity – there is the ability to apply for support, and not many entities take advantage of this.
- The Council is a wonderful “Resource” and how can this be communicated more broadly – in terms of providing disability related information, resources, brochures, financial backing, and it can provide support to impact change for service delivery systems.
- Marketing and advertising on events.
- The Council does a good job of supporting the activities funded and outreach to nonprofits in need of financial support for special projects. Would like to see a more in-depth explanation on the direction or the course the Council is taking on a regular basis. The website has information to help guide in the grant process and the Council is represented at different events with an informational booth, however feel that a verbal presentation at these events would be beneficial to enhance awareness and creative demonstration projects.

Parent/Family Member

- Outreach to citizens with disabilities in Watertown, who are not receiving services through Human Service Agency. There are citizens who are unaware of resources available to them to meet their disability needs. Human Service Agency does not help those who do not use their facility/agency.
- Make places safe for our children to play at and hang out at like the parks, pools.
- Share ideas with other DD councils and other states to see what's working and not for the council and others.

SECTION IV: MEASURES OF COLLABORATION

1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the DD Network (The State DD Council, Protection and Advocacy Agency, and UCEDD) has jointly identified:
 - a. Employment for people with disabilities statewide and especially in rural areas
 - b. Continued support and development of self-advocacy initiatives
 - c. Need for training in rights, self-advocacy and self determination
 - d. Helping parents understand and get the most from special education services
 - e. Sharing information broadly and efficiently
 - f. Creating one voice for many disability organizations

2. Description of Collaboration issue/barrier or expected outcome:

Helping parents understand and get the most from special education services was the barrier worked on during FFY16. The expected outcome would be more parents having the knowledge and skills they need to advocate effectively for their child.

3. Check applicable areas of emphasis:

- Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Quality of Life
- Other – Assistive Technology
- Other – Cultural Diversity
- Other - Leadership
- Other – please specify:

4. Describe the Council's specific role and responsibilities in this collaborative effort. Include any technical assistance expertise you can provide to other States in this area:

The DD Network provided opportunities for parents of children and youth with disabilities to attend trainings and events to strengthen their advocacy skills. In particular, parents were encouraged to attend the Office of Civil Rights training on IEPs and 504 plans; attend the Special Education Conference, and Transition Conference. The Network continued dissemination of the "Special Education Guide – What Parents Need to Know" and surveyed parents on various topics.

The Council supported parents to attend the Center for Disabilities' Spring Symposium and State Special Education Conference. Partners in Policymaking (with Council funding) provides an in-depth look at special education and how it is implemented in South Dakota. All members of the DD Network provide information and referral to other resources to many parents throughout the course of the year.

5. Briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired:

No problems were encountered

6. Describe any unexpected benefits of this collaborative effort:

No unexpected benefits.