
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, 2015
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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.

The Home and Community Based Services Statewide Transition Plan was submitted and passed the basic review stage. The Center for Medicaid and Medicare asked for additional information regarding systemic assessments, site-specific assessments, and heightened scrutiny. The Division of Developmental Disabilities (DDD) is currently working on action steps within the statewide transition plan in seven key concept areas: Dignity and Respect, Autonomy, Physical Accessibility, Privacy, Location, Community Integration, and Living Arrangements. Community Integration and Living Arrangements are areas identified as needing improvement with assigned action steps and progress towards completion being measured by DDD.

The Division of DD invested in achieving certification for over 40 people in the state to become certified by the Council on Quality and Leadership to conduct personal outcomes measure (POMs) interviews. Staff from Community Support Providers and the Division of DD completed training and reliability testing to become certified POMs interviewers. The data produced will assist providers and the Division in assessing quality of service and supports through achievement of outcomes and developing continuous quality improvement plans to enhance supports where improvement is needed.

The Division of Developmental Disabilities (DDD) also invested in increasing the community capacity to support people with intellectual and developmental disabilities and co-occurring disorders. Every Community Support Provider (CSP) was invited to have a staff participate in a certification program that will enhance the competency of South Dakota's system of supports for people with intellectual and developmental disabilities and co-occurring disorders. The 24-member cohort's first of three courses wrapped up in December 2015. The Behavior Support Specialist (BSS) Certification program participants must demonstrate competency in the

coursework by demonstrating how they implement the concepts in their day-to-day work as they progress through each course. Implementation of the strategies learned throughout the courses will positively impact the system's ability to support people with co-occurring disorders.

The Division of Developmental Disabilities collaborated with the SD Housing Development Authority and successfully submitted a grant application to the US Department of Housing and Urban Development (HUD) for Project Rental Assistance. The award is for \$2,797,972 to provide funding to assist 100 people with intellectual and developmental disabilities to obtain integrated project-based rental assistance for housing units integrated in multifamily properties, set aside for extremely low-income persons with disabilities who are eligible for community-based long term care services and supports such as those provided within the CHOICES Medicaid waiver program. This has been a collaborative effort between SD Housing, Department of Social Services and Department of Human Services.

2015 Legislative Session - Senate Bill 190 passed the 2015 Legislature and was, "An Act to clarify health coverage for applied behavior analysis (ABA), and to establish the Applied Behavior Analysis Provider Workgroup." The bill passed with overwhelming majorities in both the Senate and House and calls for certain insurance coverage of applied behavior analysis to provide an annual maximum benefit based on age range. The workgroup called for in the legislation is tasked with studying the certification and licensure of applied behavior analysis therapy providers and to advise and make recommendations to the Governor and the Legislature by Dec. 1.

South Dakota does not maintain a waiting list for services. Expansion funding was made available during the 2015 legislative session to cover those young adults over 21 who are moving to adult services from the education system and to support 80 children moving from the Statewide Family Support program to the local Family Support Programs.

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 CSPs in 17 locations. 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 this past year. Challenges continue for CSPs – 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.

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		X
Training	X	X
Technical Assistance	X	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	X
Coalition Development and Citizen Participation	X	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:		
<p>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 [SA04] representing 25 organizations/agencies [SC02]. Two members of the Council or Council staff as well as 6 graduates of Partners in Policymaking are members of SDEFA [SA05].</p> <p>The SDEFA serves as an advisory committee to the Division of DD and its State Employment Leadership Network activities. The SDEFA has and will continue to serve as an advisory committee to the Division of DD. Active collaboration and feedback among committee members will be vital as SD continues to move towards creating Employment First policies and procedures.</p> <p>The SDEFA and has sub-committees for specific areas identified by the EFA members. SDEFA updates are provided to the DD Council and other policymakers (27) [SC04]. Subcommittees during FFY15 focused on marketing, effective employment supports, Life Span Folders and Person Centered Practices.</p>		

Presentations were given with 105 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 webinars, SD PCT Gathering and on-site training. [SA06c]

The Achieving Dreams through Employment one-page flyer was developed and 1051 copies were disseminated and training was provided for staff of CSPs and SDDC. This one-page sheet is also included in each Life Span Folder that is distributed. [SA06c - 1051]

A survey of community support providers was completed to gather the types of classes and information that is being given to adults with I/DD receiving services. A Best Practices Report was created from the survey results and shared with community support providers and SDEFA members [SA06c – 93].

Providers were surveyed at various levels (ranging from executive management to job coaches) regarding training needs with 57 responses. Data will be analyzed and the Effective Employment Supports subcommittee will make recommendations based on the results.

The Person Centered Employment Guide was drafted, piloted, revised and finalized during FFY15. 496 copies were disseminated [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 members of SDEFA
- SA05 People attained membership on public/private bodies and leadership coalitions - 6 (Julie JD, Lisa Lynott-Carroll, Lori Bohm, Keven Moulton, Cindy Taber, Rose Trautman)
- 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 - 2,250
- SA06c Other – Number of people provided information and resources – 1,745
 - Presentations – 105
 - Achieving Dreams – 1,051
 - Best Practices report – 93
 - Person Centered Employment Guide - 496

Performance Measure 2.1 (systems change):		
SC01 Programs/policies created or improved -		
SC02 Number of organizations involved coalitions/networks/partnerships – 25 SDEFA members		
SC03 Organizations engaged in systems change efforts		
SC04 Number of public policymakers educated – DD Council & other state policymakers - 27		
SC05 Members of the general public reached		
Performance Measure 3 (resource leveraging):		
RL01 Dollars Leveraged		
Objective 2: Identify and fund employment initiatives that increase the number of people with developmental disabilities working in supported and competitive employment.		
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 August 2015, 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 that highlights successes in integrated employment and the positive impact of employment to inform self-advocates and families about the essential nature of employment in an individual’s life. • Develop an outreach campaign for “Supporting Real Lives Across the Life Span” folders and corresponding materials. <p>Financing and Contracting Methods</p> <ul style="list-style-type: none"> • Collaborate with DDD’s Financial Workgroup to define employment related services and 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. <p>Interagency Collaboration</p> <ul style="list-style-type: none"> • Enrich interagency collaboration to ensure seamless transitions between delivery service systems and promote an employment first philosophy. 		

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 looks to change the DD system's funding mechanism. This Financial Workgroup includes one parent (also a DD Council Member) and one self-advocate [SA04] 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 to discuss relevant topics; 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.

Another activity that has impacted 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 will continue 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.

Continuation of the PCT training for all DRS staff (11 offices) throughout the state and grant activities at 9 CSPs have 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. Four students [SA06a] have been accepted into the Post-Secondary Education (PSE) Pilot program called **Augie Access** for the first year of the three year project. There have been multiple Person Centered Thinking (PCT) trainings to ensure all the students are understood and supported well by all involved [SA01 – 37]. The enrolled Augie Access students continue to progress as mid-term is completed and there was only one incident where a student had a seizure but handled this well without further issue. The dorm life is working well for the two students that initially chose this option. As a result of the success they have had, the other two students would like to move into the dorms at semester time. Augie Access is working with the families to create a plan for this to occur. Staff from Augie Access and the Division of DD have presented information on Augie Access at 2 statewide conferences. 35 members of the general public attended those sessions. [SC05]

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 our 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 has since exploded into 17 Navigators as more and more Augustana students find value in spending time and becoming friends with Augie Access students. [SC05 - estimated 100 people reached through sharing of experiences] During J-Term, Peer Navigators will undergo Person Centered Thinking training to help them better assist the Augie Access students in achieving their goals.

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 will use the month of January for employment internships around campus. Augie Access students will work 40-60 hours during the month in a position that suits their interests, preferences, and abilities – as determined through Person Centered Planning. During J-Term 2016, Augie Access students will be assisting the Science department, assisting in the Childcare Center on campus, doing tasks for Sudexo (the company who runs the Huddle and the dining hall), preparing updates to the Writing Center’s website, assisting the football department, working for the Student Success Center, and much more! [SC02 – 6] During J-Term, Peer Navigators will be ‘job coaches’, of sorts, to the Augie Access students. Students will be supported by Peer Navigators who will assist the students in learning the tasks and expectations of the positions, and will fade as support needs lessen.

Augie Access students will also have the opportunity to take courses from the course catalog, should they chose, during J-Term. In addition to those opportunities, Augie Access students will also be training to become volunteers with the FRIENDSLink program, moving from a participant in the activities to a volunteer who assists other participants. This volunteer opportunity will allow 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 assist 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. 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. Just this fall, students have participated in all the Orientation activities, have 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. Each semester, Augie Access students must take at least 1 course from the catalogue of classes. They are allowed to take more, depending on their wants and abilities. These classes can be supported through Peer Navigators.

Below is one story that reflects how the program is a success as students are expanding their horizons and participating in full inclusion in PSE options.

It's not at all uncommon for parents to worry that their child will hole up in their dorm room and be very lonely at college, and it's no different for our students in Augie Access. When a student has an intellectual or developmental disability, it can be difficult for them to acclimate to their surroundings, make friends, and become involved in campus life. As a part of our Rec/Leisure course, we take a few minutes each day to touch base about the many activities that are happening on campus and coordinate navigators and plans for the students who would like to attend. This one student in particular would only attend one event per week, saying with a smile that he was only "allowed to do one fun thing each week". His parents contacted me, and we both shared a concern about this, as he had voiced to his parents he was "a little lonely", but was too nervous to go out into the dorm and knock on the doors of some of the people he knew. With the assistance of peer navigators, who would drop by just for the chance to hang out, this student began to venture out more and more. Before too long, he started attending movies on his own that were shown in the Back Alley in addition to the football games he enjoyed so much. From there, he has blossomed into an independent young man who would rather be on campus than go home for a visit; playing video games with fellow students, attending movies, games, and events on campus, as well as going out with fellow students to eat in the community. He averages 4-5 events per week now, and many people are beginning to know him across campus.

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]

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective – Augie Access - 37
- 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 –
Financial Workgroup members - 2
- SA06a Other – Number of people with developmental disabilities benefiting from projects
Augie Access – 4
- 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 – Establishment grants – 9
- SC02 Number of organizations involved coalitions/networks/partnerships - Augie Access -6

<p>SC03 Organizations engaged in systems change efforts - PCT trg for DRS staff & CSPs with Establishment Grants - 20</p> <p>SC04 Number of public policymakers educated - Augie Access - 5</p> <p>SC05 Members of the general public reached – Augie Access -135 (presentations and Peer Navigators sharing their experience)</p>		
<p>Performance Measure 3 (resource leveraging):</p> <p>RL01 Dollars Leveraged</p>		
<p>Objective 3: Provide training for SSA beneficiaries with developmental disabilities.</p>		
Implementation Activities:		Target Date:
<p><i>Support a minimum of 4 trainings for 30 SSA beneficiaries on employment.</i></p>	Anticipated target date:	2012-2013
	Met:	X
	Partially Met:	
	Not met:	
<p>Annual Progress Report:</p> <p>This objective was completed and reported during FFY2013.</p>		
<p>Performance Measures:</p>		
<p>Performance Measure 1.1 (self-advocacy/advocacy):</p> <p>SA01 People trained in area related to goal/objective</p> <p>SA02 People trained in leadership, self-advocacy, and self-determination</p> <p>SA03 People trained in systems advocacy</p>		
<p>Performance Measure 1.2 (self-advocacy/advocacy):</p> <p>SA04 People active in systems advocacy</p> <p>SA05 People attained membership on public/private bodies and leadership coalitions</p> <p>SA06a Other – Number of people with developmental disabilities benefiting from projects –</p> <p>SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project</p> <p>SA06c Other – Number of people provided information and resources -</p>		
<p>Performance Measure 2.1 (systems change):</p> <p>SC01 Programs/policies created or improved</p> <p>SC02 Number of organizations involved coalitions/networks/partnerships</p> <p>SC03 Organizations engaged in systems change efforts</p> <p>SC04 Number of public policymakers educated</p> <p>SC05 Members of the general public reached</p>		
<p>Performance Measure 3 (resource leveraging):</p> <p>RL01 Dollars Leveraged</p>		

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	
Health	X	X
Employment	X	X
Housing	X	
Transportation	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	X
University Center(s)	X	X
State DD agency	X	X
SD Parent Connection	X	
Community support providers	X	X
SD RehabACTion	X	
SD Employment First Alliance (formerly known as the Alliance for Full Participation State Team)	X	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. 5 events or conferences were funded during FFY15.</p>		
<p>Lifescape organized a final GreenStar Symposium held in October 2014. 225 people attended – including self-advocates, family members, professionals and students [SA06c]. Breakout sessions included topics such as Employment, alternative therapies, nutrition, mental health issues, communication and motivational sessions. The planning and conference involved 30 organizations [SC02].</p>		
<p>Feedback from conference participants –</p> <ul style="list-style-type: none"> - I really enjoyed getting pamphlets to take home to help me with all topics I learned. - Broader explanations of disorders to better understand and help the people I work with daily. - The “conflict is good” session was excellent. - The different sensory options and great information about sensory. 		
<p>Black Hills Works hosted a technology conference entitled “Creating Possibilities: Innovation in Motion” in May 2015. 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. 80 people [SA06c] from 4 states attended the conference. Participants included community support provider staff, educators, state I/DD agency staff and 12 self-advocates. 2 nationally known keynote speakers (Therese Willkomm and Marcia Scherer) and 19 breakout session speakers shared a wide variety of information. Attendees were asked to report the number of people who will benefit from the information shared at the event, the total number of people with disabilities impacted by this information would be 2,695 [SA06b].</p>		
<p>9 representatives from the Division of DD attended [SC04]. Since the conference, the Division of DD has created a technology workshop that has put together 4 Pilot Projects that cover a wide range of assistive technology – from independent public transportation to remote supervision. [SC01]</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. Collaborators included the Black Hills Works (organizer), SD School of Mines and Technology (location and speakers), 8 vendors, and the 21 speakers. [SC02-31]. Black Hills Works is engaged</p>		

in systems change [SC03].

A Sampling of Thoughts, Comments, & Feedback:

A lot of interesting information! It was really great to meet and network with such a great variety of people.

I enjoyed all of the ideas and inspiration I came away with!

Great topics that can be applied immediately – and, many we had not thought about before.

Remote monitoring is definitely a progressive and exciting venture that will promote independence for the people we support.

I am currently beginning to support people in the use of tablets and technology services. I have returned to work armed with a plan and goals for people! I am truly excited to begin this process and feel that I learned so much at Creating Possibilities that is going to make all of this so much more possible and less stressful. Thank you so much for the experience.

Every session I attended (including the plenary sessions) was very useful to me. No yawners in this lineup!

The territory I cover is very rural. The information obtained at the conference has provided me with ideas and resources that will help the people I work with to be able to come up with devices that can be made with off the shelf items. Also, I look forward to being able to provide options and choices to the people I support so they can have a say in what they need and not just have someone tell them that this is what they get.

Self-Advocacy: Involvement of 12 self-advocates from People First gave attendees and opportunity to see how technology can positive impact real people/lives. In addition, those advocates have this ability and desire to get others excited about doing thing on their own – using technology as appropriate.

The **Lighting the Way Autism Conference** is held annually. In June 2015, 190 people attended the conference [SA06c] including educators, families, individuals with Autism Spectrum Disorders, support personnel, service providers and community members. A parent networking session was attended by 20 parents [SA06c]. There were three main strands for the breakout sessions – Best Educational Practices, Health and Medical Issues, and Transition Issues and Services. The conference planning committee includes staff from 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].

Feedback from conference participants –

- Awesome presenter with great knowledge
- Great information – everybody should have the opportunity to hear this for awareness and sensitivity.
- Good job. I learned a lot of good things and knowing our rights.
- The wealth of information has been extremely helpful and to hear how the people with ASD go about their daily lives.
- So valuable to listen to someone who actually experiences autism on a day to day basis –

not just someone who has studied autism.

- I especially appreciated the self-advocacy issues, the culture of autism and working to develop deep interests into something useful.

The **Feel the Joy Retreat** was held in August 2015 at Joy Ranch near Watertown. The Retreat is for adults involved with the Family Support (FS) 360/PLANS program (self-directed services program). The FS360/PLANS program provides a range of services and supports to adults with an intellectual/developmental disability (I/DD) so they can stay in their home communities and live successfully on their own or in a family member's home. The Retreat is a 3 day 2 night training and self-advocacy awareness opportunity for adults that are no longer eligible for the Youth Leadership Forum (only for High School Juniors and Seniors). It provides training in on health, safety, advocacy, person-centered thinking and wellbeing. It also provides an environment for socializing, creating new friendships, and networking with various organizations and resources.

36 self-advocates and 1 family member participated in the full event [SA01]. A planning committee made up of adults with I/DD, a family member, a transition liaison and 6 FS360 coordinators planned the Retreat [SC02 – 10]. Collaborators included SD Lutheran Outdoors, Division of DD, 6 community support providers, SD Advocacy Services, Division of Rehabilitation Services, Fallout Creative Community and the Council. [SC02 – 12]

Project Search Training – The Transition Services Liaison Project (TSLP) hosted a Project SEARCH training titled "Reaching the Goal of 100% Employment" in January 2015. The training event was coordinated by TSLP staff and Project SEARCH staff in Brookings and it enhanced the skill and knowledge base of Project SEARCH teams that work with youth with developmental disabilities as they prepare for competitive employment. Susie Rutkowski, one of the founders of Project SEARCH was the presenter for this training and her consultant/training/travel fees were covered by a Mitsubishi Electric America Foundation grant. Susie developed the training agenda based on several years of research that identified evidence based practices that will lead to successful employment outcomes. The training was designed for Project SEARCH team members and the goal was to get three to four team members from each site to participate in the training. We exceeded this goal as we had 29 individuals interested in attending, including three from Yankton where they are researching the possibilities in their community. Due to inclement weather conditions, only 20 were able to attend on the first day and 17 on the second day of the training [SA06c – 20] [SC01 – 3]. Participants included staff from local school districts, CSPs, State and local DRS, SBVI and TSLP and represented four communities within the state. [SC02 – 14]

The **Caring for Smiles** is an ongoing program that is designed to provide training and tools for dental offices and their staff who treat or have a desire to treat patients with developmental disabilities. When the program started in 2008 there was a shortage of dental providers for people with disabilities to access for dental care. Since the 2008 initial training, there has been great participation from the dental profession in treating people with developmental disabilities. This year's training was to assure the level of access continued for people with developmental disabilities. Training was provided to all the new health care professionals, since 2008, who

previously have not had an opportunity to effectively learn to treat this population.

Training for Caring for Smiles took place on May 2015, in conjunction with the South Dakota Dental Association's annual meeting. Dr. Paul Glassman was guest speaker/trainer for the event, along with project liaison Nance Orsbon, Delta Dental, Dr. Dave Peterson and Dr. Jaclyn Schuler. Dr. Peterson and Dr. Schuler shared their personal experiences as dental providers who currently treat a significant numbers of people with developmental disabilities. Dr. Peterson is currently the dental provider at the South Dakota Developmental Center and provides training to many South Dakota dental professionals at the Center. Dr. Schuler not only treats many individual with disabilities in her private office but provides dental treatment for individuals with disabilities in a hospital setting. Dr. Peterson, a skilled professional in treating patients with disabilities, has volunteered to work one-on-one with dental offices for a more hands on training. At this year's training there were 274 dental professional in attendance along with 13 support staff from the Community Support Providers around the state. [SA06c] 72 new providers were trained. We estimate there are roughly 2,658 adults and children with developmental disabilities that will benefit from the outcome of this training. [SA06b]

We have involved 12 agencies/organization in the Caring for Smiles project [SC02]: Delta Dental of South Dakota, Community Support Providers of SD, South Dakota Dental Association, Division of Developmental Disabilities, SD Department of Human Services, South Dakota Developmental Center, South Dakota Department of Health, South Dakota Council on Developmental Disabilities, South Dakota Dental Hygiene Association, Lake Area Technical Institute Dental Assisting School, USD Dental Hygiene, and South Dakota Department of Social Services. The support from the 12 agencies and organizations involved with the Caring for Smile program has been a tremendous asset to the program.

Dr. Paul Glassman focused the training on "Achieving and Maintaining Oral Health for People with Special Needs". The training educated participants with the following:

- I. Overview of People with Disabilities and the challenges they face in the community
- II. Treatment planning for People with Special Needs and the role of the hospital
- III. Incorporating prevention of Dental Disease
- IV. Delivering dental care in the dental office to patients with special needs.

In an effort to further achieve our goal, in September 2015 we offered a similar training just for dental hygienist. Approximately 50 hygienists attended the training. The South Dakota Oral Health Coalition, the lead organization for Caring for Smiles, is very pleased with the outcome thus far and looks forward to findings and outcomes to be reported in September 2016.

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective - Feel the Joy Retreat – 36 self-advocates
- 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 – 2,695		
Creating Possibilities – 2,695		
Caring for Smiles 2,658 (duplicative of above)		
SA06c Other – Number of people provided information and resources – 822		
Greenstar – 225		
Creating Possibilities – 80		
Lighting the Way – 190 (conference) and 20 (parent event)		
Project Search – 20		
Caring for Smiles - 287		
Performance Measure 2.1 (systems change):		
SC01 Programs/policies created or improved – 7		
Creating Possibilities – 4		
Project Search - 3		
SC02 Number of organizations involved coalitions/networks/partnerships - 115		
GreenStar – 30		
Creating Possibilities – 31		
Lighting the Way – 6		
Feel the Joy Retreat – 22		
Project Search – 14		
Caring for Smiles - 12		
SC03 Organizations engaged in systems change efforts -		
SC04 Number of public policymakers educated – Creating Possibilities - 9		
SC05 Members of the general public reached –		
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:		
The Council provided assistance with registration fees, mileage, lodging, meals and personal assistance or childcare for 84 people [SA06c]. Assistance was provided to attend the SABE Conference, Families for HOPE Conference, Lakota National Education Conference, National Down		

Syndrome Conference, summer camp, Lighting the Way Autism Conference, Spinal Muscular Atrophy Conference, NAMI Annual Conference and others. There were 59 parents or family members and 25 people with disabilities [SA06a] who used these funds for a portion of their expenses. These 84 people reported to the Council that they shared what they learned with 362 others (232 family members, 97 professionals and 33 people with developmental disabilities) [SC05]. The Council collaborated with 10 local Family Support 360 Programs and Community Support Providers. [SC02].

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 - 25
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project
- SA06c Other – Number of people provided information and resources - 84

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 – 362

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:	
<i>Bi-annually provide financial support for the Dare to Dream Conference.</i>	Anticipated target date:	2012-2016
	Met:	
	Partially Met:	
	Not met:	X

Annual Progress Report:

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]

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 –

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		X
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.</p> <p>During the year 1,466 handbooks were disseminated. Assuming that most people take 2 handbooks at an event, 733 people are estimated to be reached with resources [SA06c]. In addition to the hard copies of the handbooks, each of the handbooks is available for download from the Center’s website. Website hits for the handbooks totaled 4,220 and while the system does not track the number of downloads, visits to these handbook documents typically results in</p>		

downloads. An additional 2,110 people received information and resources not counted elsewhere [SC05]. The “Watch Me Grow” booklet was translated into Lakota and 500 disseminated through the Rosebud Sioux Tribe HeadStart Program. [SA06c]

The South Dakota DD Network had a presence at 7 conferences or events – Children’s Day at the Capitol, 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, and more. Members of the general public estimated to be reached through these events is 950 (unduplicated from numbers reported elsewhere) [SC05].

Five (5) public listening sessions were held in Sioux Falls (2), Rapid City, Kyle and Yankton reaching 781 people [SC05]. Topics that received discussion included education (more services during school, more teacher training on person centered planning and disabilities, post-secondary education opportunities, seclusion and restraints), employment (jobs, benefits, vocational rehabilitation), transitions, housing, Traumatic brain injury (more services in state, lack of services), more outreach on the reservations and in rural areas, guardianship, accessibility at colleges and universities, and training needs.

In addition, a World Café was held at the USD Center for Disabilities’ Spring Symposium held in Chamberlain (100 people participated [SC05]). Themes from the discussions were:

- What are people willing to take a risk on? – helping people have a VOICE in their community; all issues surrounding childcare for special needs kids (weekend availability, evening availability, staffed by people trained in helping special needs kids); and transportation for all people with disabilities
- Who are potential allies in our effort? – co-workers; people who think outside the box (especially those in positions of power at whatever level they function) e.g. within a school, a department, a school board, a business, a policymaker, etc.
- What are the next steps we can take? – Invest time in face-to-face communication with those in power; put yourself out there on the front line and become the change you seek; give a clear voice to your issues and concerns and to the successes; and use and promote person-centered thinking and action.

The information from the public listening sessions and World Café is used by the Council when discussing changes to the current state plan objectives and activities and will be used to help set the direction for the next five-year state plan.

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. 9000 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 12 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 – 15]. 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 and video-conference costs. 2 people with disabilities, 2 family members and 14 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 200 people [SA06c] came through the Capitol Rotunda in February 2015 to share the refreshments and talk or take home information from the 10 organizations/agencies represented [SC02].

Other activities through the Outreach and Support grant included the continued dissemination of two copies of the “Be Safe” DVD and curriculum. Six agencies utilized these DVDs with 100 people with developmental disabilities and 30 staff. [SA01 – 130].

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, SD Council for Exceptional Children Conference, Lighting the Way Autism Conference, Youth Leadership Forum, Special Education Conference, Partners in Policymaking, SD Early Childhood Conference and Oglala Lakota College presentation – 1045 bags were disseminated during FFY15 [SA06c].

Other requests for the resources included a Regional Down Syndrome Conference
50 copies of Criminal Justice/Human Services Handbook were disseminated at conferences [SA06c]

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

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

60 copies of the All One in the Image of God booklet were disseminated. [SA06c] 75 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 - 130 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 – Disability Advocacy Network – 18 (2 self-advocates, 2 family members and 14 professionals) 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 – 1053 Info & Resources – 733 + 500 Criminal Justice Handbook – 50 Housing Guide – 95 Transportation Fact Sheet – 40 All One in the Image of God – 60 "I Want a Job" DVD - 75		
Performance Measure 2.1 (systems change): SC01 Programs/policies created or improved SC02 Number of organizations involved coalitions/networks/partnerships – 22 Dis. Advocacy Network - 12 Dis Awareness Day – 10 SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated – Dis. Advocacy Network - 15 SC05 Members of the general public reached – 14,186 Info & Resources – 2,110 DD Network (listening sessions) – 781 + 100 DD Network (conferences) – 950 LifeSpan Folders – 9,000 Dis Awareness Day – 200 DD Network Bags – 1,045		
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</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	

<i>release.</i>		
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 2015. 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 17 small weekly newspapers with a readership of 25,803 printed the PSA. If half of the subscribers read the PSA, that would be 12,901 people [SC05].</p> <p>105 posters were mailed to agencies and organizations including Council grantees, Family Support 360 Coordinators, DDD Resource Coordinators, Transition Liaisons, Community Support Providers, Independent Living Centers and others interested in doing awareness. An addition 20 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]</p> <p>Oahe Inc was featured in the Mobridge Tribune on March 25, 2015 focusing on the small program maintained in this rural community that allows people with developmental disabilities to remain in their home community to receive services rather than move away. Readership is 3,031. If half the subscribers read the article, that would be 1,515 people. [SC05]</p> <p>News Center 1 had a news story about the local university hosting the People First group to share their experiences working in the Rapid City community. In addition to running during the local news, the video remains on their website for viewing. Six of the 12 individuals who presented were current or former members of the SD Advocates for Change Leadership Team or DD Council. [SA04]</p> <p>At the Pierre Mayoral Proclamation Reading, 20 advocates, family members and support staff attended and were part of a photo opportunity with the mayor. [SA04 – 12 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, 18 advocates family members and support staff attended and had their photo taken with the mayor. [SA04 – 11 advocates, 3 family members, 4 others]</p> <p>The Department of Human Services Communication Officer used information shared by the</p>		

Council Director to engage the public through the department’s Facebook page. Tapping into the statewide, national and international interest in DD Awareness Month, the “Spread the Word...” campaign and other DD-related focus activities, led to reaching 5,181 people during the first week of March with 456 people engaged. Increases from the previous week of 655% and 1,202% respectively. [SC05 – 5,181].

More than just DD Awareness Month is celebrated in South Dakota. Governor Dugaard proclaimed the week of September 13-19, 2015 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 - 44
 - News Center 1 – 6 self-advocates
 - Local Proclamations – 23 self-advocates, 5 family members, 10 others
- 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 -
 - Local proclamations –
- SC05 Members of the general public reached –20,332
 - PSA – 12,901
 - Posters – 1,250
 - DHS FaceBook – 5,181
 - Proclamations – 1,000

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged

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

Implementation Activities:

Target Date:

Break Through Inc. will offer speaking

Anticipated target date: 2012-2016

<i>events to a minimum of 2,500 students and adults across South Dakota in October 2012 and from August 2014 thru 2016.</i>	Met:	
	Partially Met:	X
	Not met:	

Annual Progress Report:

The Council has again funded Ben Anderson, Break Through, Inc., to provide sessions to K-12 students, teachers, parent groups and other organizations on the subject of disability awareness and bullying. The purpose is to promote inclusion, advocacy and self-determination with a focus on Native American students and school personnel. During FFY15, 16 presentations were made at 5 schools, 2 Native American Colleges, the Lakota Nations Education Conference, and one Native American Youth Project. 867 people attended the sessions. [SC05] [SC02 – 9]

Feedback from participants –

- I think that we often forget that we have to take responsibility for ourselves and that we can't always rely on others to be there to pick us up and instead of thinking of the disability in a negative way it should be used as an opportunity to find the confidence in ourselves. (educator)
- He showed us the positive self-empowerment people with disabilities have, by seeing and hearing the journey he went through his eyes. So we can put ourselves in the shoes of people with disabilities so we can educate our community. (para educator)
- This is a story of survival and adapting to situations even if a person is disabled. What can be roadblocks can be overcome and a person can be “whatever” they want to be. (parent)

The Canistota Clipper ran an article and picture of Ben Anderson presenting at the High School. “The Canistota High School got the privilege of having a guest speaker ... with a very important message. This guest speaker talked about discrimination, getting an education, and his life story. ... This guy gave us one great presentation and great moral. Quit bullying!” Readership is 550, if half read the article, 275 people were reached. [SC05]

The Council provided a mini-grant to the Fallout Creative Community for an Art & Music Tour. The project facilitated creative interaction between people with developmental disabilities and people in the 6 communities where Art & Music Events and Concerts were held. A core group of 11 people (7 with disabilities) [SA04] put together and ran the events and played in the band, “Better Ride”. Attendees numbered 200+ [SC05] with 130 of them being people with developmental disabilities. The Art & Music events provided opportunities for interaction while participating in painting and sculpting or coloring or painting the mural pieces at each location. All audience members are encouraged to participate in the art activities and also to join the band on stage to perform some well-known songs and many songs written by the band members.

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 – Fallout – 11 (7 self-advocates and 4 others) 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 - Ben Anderson – 9 SC03 Organizations engaged in systems change efforts SC04 Number of public policymakers educated SC05 Members of the general public reached – 1,342 Ben Anderson – 1,142 Fallout - 200
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		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		
Strategies	Planned for this goal	Strategies Used
Outreach	X	X
Training	X	X
Technical Assistance	X	X
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination		

Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		X
Demonstration of New Approaches to Services and Supports		
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</i>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	

<i>to Dream Conference. Assist in securing speakers who are self-advocates; and promote the event to self-advocates statewide.</i>	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:		
<p>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 13 advocates and 15 support staff from 9 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 in giving a presentation and keeping it moving smoothly while including the audience in discussion and activities [SA02 – 28].</p>		
<p>Members of the Leadership Team provided information to their local People First Chapters and reached a total of 180 people (110 advocates [SA06a] and 70 support staff and family members [SA06c]).</p>		
<p>Four newsletters were published with 200 people receiving copies through the mailing list. Topics for the newsletters were SABE Conference, Employment, Summertime Fun, and Bullying 2.0 Follow-up. Additional copies of newsletters are provided at presentations and at conference exhibit booths to reach an additional 450 people. [SC05]</p>		
<p>5 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]. 12 public policymakers were educated during these interactions [SC04].</p>		
<p>13 advocates benefited directly from involvement on the SDAC Leadership Team [SA06a]. 14 organizations are involved with SDAC events and the Leadership Team members [SC02].</p>		
<p>Leadership team members created a Presentation on “Health Relationships” that was presented at the national Self Advocates Becoming Empowered (SABE) conference in October 2014. 75 people attended our session. [SA06b] In February 2015, the Leadership Team brainstormed, created and wrote a presentation called, “Responsibilities”. Members learned more about responsibilities, plus learned how to write a presentation (e.g. outline main points of presentation, elaborating details in specific sections, having good overall flow, learned how to write for a specific audience level.</p>		

In September, SDAC hosted an Advocacy JAM – cuz it’s not Just Another Meeting! This event is for self-advocates with disabilities, staff support and friends and family. The event featured presentations by self-advocates from across the state and the SDAC Leadership Team presented the new “Responsibilities” and “BEATLES” presentations. 175 attended the JAM (120 people with disabilities, 6 family members and 49 direct support professionals and others). [SA06B – 120] [SC05 – 55]

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 – 28 (13 self-advocates and 15 others)
- 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 - 123
 - Local Presentations – 110
 - Leadership Team Members - 13
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project – 75+120 = 195
- SA06c Other – Number of people provided information and resources – 70+55 = 125

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 – 12
- SC05 Members of the general public reached – 450 + 200 = 650

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:

At least annually utilize the SDAC newsletter to tell self-advocates about leadership opportunities, how to apply, and offer assistance with completion of applications.

Target Date:

Anticipated target date:	2012-2016
Met:	X
Partially Met:	
Not met:	

Annual Progress Report:

Through the SDAC Newsletter, Advocates TALK!, 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.

7 advocates were added to the Leadership Team and 6 members termed off in September [SA05].

Members of the Leadership Team did not expand their participation on other boards and committees this year. At least no activity was reported to the Council Director.

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 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 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		
Child Care		
Health		
Employment		
Housing		
Transportation		

Recreation		
Formal and Informal Community Supports		
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		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
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:		
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 27 people (8 advocates [SA06a], 15 family members and 4 assistants) [SA02] in 2015.

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]

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, 198 family members and guests attended the graduation banquet held in Sioux Falls. [SC05]

During the January session's mock testimony, 5 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 – 10]

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]

SD Partners in Policymaking has a Facebook page. There are 310 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 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 (155) on this page are active in advocacy efforts for themselves, their family members or others throughout the year. [SA04]

Year 23 graduates said:

"I now know what it means to advocate"

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

"The experience taught me how to make changes."

"I now believe in myself."

From Facebook Group – Partners Graduate wrote – "Well, it's here... the night before my baby boy's first IEP meeting for preschool--I'm sure you all know that means he's actually at the tender transitioning age of almost-three. I've seen bits & pieces of the eval and the IEP, and I'm at a loss

for words. I can't be any more ready for the meeting than I already am, so I'm going in there tomorrow with my "big girl PIP panties" on and negotiate the IEP that best fits my little guy's needs. Ugh, evaluations are a downer. ... A few things the IEP didn't mention... My son has a smile that will light up an entire Cathedral, but he does not yet know how to manipulate his hands into "... the church, and the steeple, to see all the people...." My son LOVES music!! LOVES IT!! 🎵 The Beatles, John Lennon, any Classic Rock... and then there's Taylor Swift. He may or may not be able to sing his favorite songs; but guess what, he HAS FAVORITE SONGS!!! 🎵 He is a person, who has a glorious smile, delightful laugh, a passion for music, and favorite songs. Respected people, I ask you this: Wouldn't it be sad if other people didn't recognize or consider these abilities? ... My "case" is my son ... I have a "body of evidence" for various IEP needs that is almost 3 years old, and well-documented. I'm simply going to state the key points in my case using a speakers method (and a bit of my own legal and sales tricks).

8 or more Partners and speakers responded with positive thoughts and ideas for the meeting. The results... "Thank you all so much for your support! And I thank God for what Partners and its speakers have taught me. But For the strategies I learned in Partners, Cade's IEP meeting would not have been successful. ..."

During December 2014, 4 Partners in Policymaking graduates (2 parents – 1 a DD Council member; and 2 self-advocates – 1 a member of the SDAC Leadership Team) presented as part of a university class final project for a Partner graduate and her classmate. The theme was the self-advocacy movement from the 1980s through today and what the movement means for future educators. Here is a quote from the university student, "[The self-advocates] were a hit! They answered questions honestly and effectively. [The parents] had many valuable parent and educator stories that the whole report ended up a huge home run!"

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 27 (8 self-advocates, 15 family members and 4 others)
- SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy - 155
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other – Number of people with developmental disabilities benefiting from projects – 8
- 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 – 30
- SC03 Organizations engaged in systems change efforts
- SC04 Number of public policymakers educated – 10

SC05 Members of the general public reached – 5,357 Continuing Ed – 159 PSAs, etc. – 5,000 Graduation – 198		
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:		
<p>The Youth Leadership Forum (YLF) was held in June 2015 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 (11) [SA04 - 16]. Local facility arrangements were coordinated with NSU staff for dorm rooms and Aramark Services Inc. for meals. This event provided a five-day leadership, self-advocacy and employment development training for 42 high school students with disabilities [SA01] (including 18 students with developmental disabilities [SA06a] and members of ethnic and racial minority groups) representing 28 communities across South Dakota. Additionally, 8 young adults with disabilities were selected to serve as team leaders and assistant team leaders [SA04].</p> <p>The YLF staff joined with over 75 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.</p> <p>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</p>		

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.

13 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]

Through the fundraising efforts of the TSLP staff, and support from the State Special Education Programs and Division of Rehabilitation Services resulted in \$57, 835 of leveraged funds for the support of YLF. [RL01]

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 80 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]

Two individuals serve on the ASPIRE youth advisory council. One alumnus was named Miss Wheelchair SD 2015. Five were selected to participate in the Self-Advocacy Leadership Team funded by OSEP (2 have a developmental disability). A former YLF delegate, team leader and mentor was appointed to the SD Advisory Council for Children with Disabilities. [SA05 – 9]

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:

A YLF delegate diagnosed with Asperger's Syndrome, who struggles with social skills and connecting with peers presented at a Transition Forum with one of the TSLP staff.

A very shy delegate that shared during YLF that she was bullied while growing up – shared this information at a Transition Forum and how she is now better able to handle these situations. She indicated that YLF had changed her life as she now has close friendships, is able to speak in front of a group and is much more goal orientated. She is planning to apply for an assistant team leader

position at a future YLF

Five YLF delegates agreed to participate in a self-advocacy leadership project that will require several meetings/trainings throughout the school year and at different locations. One of these selected delegates strongly resisted the idea of attending YLF in June as he refused to get into the staff vehicle when it was time to leave. After much prodding, he got into the car and attended the full week of the event. When asked to participate in the self-advocacy leadership project, he was willing and eager to get started.

A Native American student, attending an out-of-district placement in Aberdeen attended YLF 2015 with the support of full-time staff due to his anxiety level. Following YLF, this student felt that he might like to also attend a summer program sponsored by the Aberdeen VR district office (with staff support). His mother could really feel his confidence grow and he was speaking up more about what he wanted. Following numerous meetings, it was decided that he would attempt to attend school at an Aberdeen High School. This individual is now a full time student at the High School, enjoying his peers, academics, and supports through the Life Skills program there!

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 2 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 10 people (1 self-advocate, 2 family members and 7 teachers) [SA01] that addressed the development of an advocacy and leadership action plan to describe the goals, activities and measures that teachers will develop and implement. All 3 teachers [SA04] have gathered pre-test data about current levels of self-determination of middle school students participating in the project. Teachers have 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.

There are 9 students [SA06a] with developmental disabilities are participating. 25 other students [SA06b] with developmental disabilities are also benefitting from observing instruction during classroom activities and other environments. Five organizations are partnering for this project. [SC02] and engaged in systems change efforts [SC03].

Performance Measures:

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective – 52

YLF – 42

MS Adv. & Leadership – 10 (1 self-advocate, 2 family members and 7 others)

SA02 People trained in leadership, self-advocacy, and self-determination

SA03 People trained in systems advocacy

Performance Measure 1.2 (self-advocacy/advocacy):

<p>SA04 People active in systems advocacy – 31 YLF – 16 + 8 + 4 = 28 MS Adv. & Leadership - 3</p> <p>SA05 People attained membership on public/private bodies and leadership coalitions YLF - 9</p> <p>SA06a Other – Number of people with developmental disabilities benefiting from projects – 27 YLF – 18 MS Adv. & Leadership - 9</p> <p>SA06b Other – Number of people with developmental disabilities <u>estimated</u> to benefit from the project - MS Adv. & Leadership - 25</p> <p>SA06c Other – Number of people provided information and resources</p>		
<p>Performance Measure 2.1 (systems change):</p> <p>SC01 Programs/policies created or improved</p> <p>SC02 Number of organizations involved coalitions/networks/partnerships – YLF - 19</p> <p>SC03 Organizations engaged in systems change efforts – MS Adv. & Leadership - 5</p> <p>SC04 Number of public policymakers educated</p> <p>SC05 Members of the general public reached - - YLF – 75 + 80 = 155</p>		
<p>Performance Measure 3 (resource leveraging):</p> <p>RL01 Dollars Leveraged - \$57,835</p>		
<p>Objective 3: Provide and promote opportunities for self-advocates and family members to become members of other boards and councils.</p>		
Implementation Activities:	Target Date:	
<p><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></p>	Anticipated target date:	2012-2016
	Met:	X
	Partially Met:	
	Not met:	
<p>Annual Progress Report:</p> <p>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.</p> <p>12 Partners Graduates were appointed or re-appointed to the Family Support Council, SD Advisory Council for Children with Disabilities, SD Council on Developmental Disabilities and the Behavioral Health Advisory Council. One former YLF delegate, team leader and mentor was appointed to the SD Advisory Council for Children with Disabilities. [SA05]</p>		
<p>Performance Measures:</p>		
<p>Performance Measure 1.1 (self-advocacy/advocacy):</p>		

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 - 13 SD Advisory Council for Children with Disabilities – Sarah Carda, Lori Larson Family Support Council – Laura Aeschlimann, Lori Larson, Keven Moulton, Kevin Waterman DD Council – Kathie Erdman-Becker, Reed Haug, Connie Schmitz, Peggy Waltner, Chuck Henrie Behavioral Health Advisory Council – Katherine Jaeger, SD Advisory Council for Children with Disabilities – Tracy Glanzman,
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 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		X
Education and Early Intervention		
Child Care		
Health		X
Employment		X
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	
Informing Policymakers	X	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:	
<i>Quarterly each year, Council members 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>	Anticipated target date:	2012-2016
	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:		
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.

During FFY15, the Post-Secondary Education Pilot Program described in Goal 1 was begun and the Live.Life.Well. program was piloted.

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.

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.

Live.Life.Well. is a Health and Wellness Initiative piloted by the Division of DD that received funds from the DD Council during FFY15. The program paired a person with a disability with a support staff or community member to increase physical activity and implement nutrition programs to improve health outcomes. Data is gathered and monitored quarterly, with participant's approval, to monitor progress and success in the key areas of weight, blood pressure, BMI and other health measures.

Two community support providers (CSPs) developed programs specific to their agencies. Programs address a variety of things from physical activity, nutrition and community engagement. Some of the programs included were a "Walk across South Dakota", focus on drinking more water, yoga class, monthly education program focusing on different health issues (i.e. diabetes awareness, maintaining weight during the holidays, etc.) creating a calendar of community events and smoking cessation. There were 35 self-advocates that participated in the program. [SA06a] 25 CSP staff participated as mentors/buddies throughout the pilot. [SC05] While there have been 35 people with developmental disabilities that have formally participated in the program, it is estimated that 70 self-advocates have informally participated through various activities and events held at the two CSPs. [SA06b] It is estimated that 6 programs or policies were created or improved through this project [SC01]. Two CSPs as well as 6 community organizations were involved in partnering for the success of the participants. [SC02]

Over the last year the percentage of people who were considered overweight decreased from

77% to 71%. Over the last year the number of self-advocates who said they were not exercising at all decreased from 15 people to 5 people. The number of people who are exercising 1-3 and 4-7 times a week has increased. The percentage of staff that were in the obese weight category decreased from 41% to 38% and the number of people the healthy weight category increased from 25% to 29%.

During the South Dakota Gathering Live.Life.Well. presented during a breakout session. Three self-advocates who have participated in Live.Life.Well. shared success stories. One self-advocate reported that she had quit smoking, two others reported that they had lost over 30 pounds. In addition to these improved health outcomes the data collected from Live.Life.Well. has also showed a significant increase in the number of hours volunteered in the community and five self-advocates who were not previously competitively employed have gotten jobs since the implementation of Live.Life.Well.

Conflict-Free Case Management continued to be discussed during FFY15 and a lot of the activities and discussion will be shared through public meetings and other venues during the spring of 2016. The Division of Developmental Disabilities (DDD) will begin 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, 2015. The new service will require a Medicaid waiver amendment as well as change in administrative rules.

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 –Core Stakeholders - 35
- SA05 People attained membership on public/private bodies and leadership coalitions
- SA06a Other – Number of people with developmental disabilities benefiting from projects Live.Life.Well - 35
- SA06b Other – Number of people with developmental disabilities estimated to benefit from the project - Live.Life.Well - 70

SA06c Other – Number of people provided information and resources -		
Performance Measure 2.1 (systems change):		
SC01 Programs/policies created or improved – Live.Life.Well - 6		
SC02 Number of organizations involved coalitions/networks/partnerships – 33		
Core Stakeholders – 25		
Live.Life.Well - 8		
SC03 Organizations engaged in systems change efforts		
SC04 Number of public policymakers educated -		
SC05 Members of the general public reached – Live.Life.Well - 25		
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 trainings.</i>	Anticipated target date:	2012-2016
	Met:	X
	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 – PPT - SA05 People attained membership on public/private bodies and leadership coalitions SA06a Other – Number of people with developmental disabilities benefiting from projects - PPT - 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

SECTION III: SATISFACTION WITH COUNCIL SUPPORTED OR CONDUCTED ACTIVITIES

Section III.a. Individual Responses

1. Number of responses: **378**

SDAC (SD Advocates for Change JAM)	96
YLF (Youth Leadership Forum)	25
LTW (Lighting the Way Conference)	102
GRNS (GreenStar)	97
FTJ (Feel the Joy Retreat)	29
CP (Creating Possibilities Tech Conf)	29

2. Respect: I (or my family member) was treated with respect during project activity.

Yes **326 98%**

SDAC 79 82%	YLF 25 100%	LTW 99 97%	GRNS 66 68%	FTJ 28 97%	CP 29 100%
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No **6 2%**

SDAC 2 2%	YLF 0 0%	LTW 3 3%	GRNS 0 0%	FTJ 1 3%	CP 0 0%
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3. Choice: I (or my family member) have more choice and control as a result of project activity.

Yes **274 90%**

SDAC 65 68%	YLF 23 92%	LTW 92 90%	GRNS 48 49%	FTJ 26 90%	CP 20 69%
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No **32 10%**

SDAC 5 5%	YLF 2 4%	LTW 6 6%	GRNS 10 10%	FTJ 1 3%	CP 9 31%
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4. Community: I (or my family member) can do more things in my community as a result of project activity.

Yes **260 84%**

SDAC 69 72%	YLF 23 92%	LTW 83 81%	GRNS 42 43%	FTJ 23 79%	CP 20 69%
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No **51 16%**

SDAC 4 4%	YLF 2 4%	LTW 9 9%	GRNS 23 24%	FTJ 4 14%	CP 9 31%
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5. Satisfied: I am satisfied with project activity.

Strongly Agree **232 75%**

SDAC 82 85%	YLF 20 80%	LTW 60 59%	GRNS 22 23%	FTJ 22 76%	CP 26 90%
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<u>Agree</u>	78	25%															
SDAC	14	13%	YLF	5	20%	LTW	42	41%	GRNS	7	7%	FTJ	7	24%	CP	3	10%
<u>Disagree</u>	1	0%															
SDAC	1	1%	YLF	0	0%	LTW	0	0%	GRNS	0	0%	FTJ	0	0%	CP	0	0%
<u>Strongly Disagree</u>	0	0%															
SDAC	0	0%	YLF	0	0%	LTW	0	0%	GRNS	0	0%	FTJ	0	0%	CP	0	0%

6. Better Life: My life is better because of project activity.

<u>Strongly Agree</u>	205	56%															
SDAC	69	72%	YLF	18	72%	LTW	55	54%	GRNS	25	26%	FTJ	23	79%	CP	15	52%
<u>Agree</u>	142	40%															
SDAC	23	24%	YLF	7	28%	LTW	47	46%	GRNS	46	47%	FTJ	6	21%	CP	13	45%
<u>Disagree</u>	16	4%															
SDAC	4	4%	YLF	0	0%	LTW	0	0%	GRNS	11	12%	FTJ	0	0%	CP	1	3%
<u>Strongly Disagree</u>	0	0%															
SDAC	0	0%	YLF	0	0%	LTW	0	0%	GRNS	0	0%	FTJ	0	0%	CP	0	0%

7. Rights: Because of this project activity, I (or my family member) know my rights.

<u>Yes</u>	231	92%															
SDAC	79	82%	YLF	24	80%	LTW	99	97%	GRNS	0	0%	FTJ	29	100%	CP	0	0%
<u>No</u>	19	8%															
SDAC	16	17%	YLF	1	4%	LTW	2	2%	GRNS	0	0%	FTJ	0	0%	CP	0	0%

8. Safe: I (or my family member) are more able to be safe and protect myself from harm as a result of activity.

<u>Yes</u>	228	91%															
SDAC	79	82%	YLF	23	92%	LTW	97	95%	GRNS	0	0%	FTJ	29	100%	CP	0	0%
<u>No</u>	22	9%															
SDAC	16	17%	YLF	2	4%	LTW	4	4%	GRNS	0	0%	FTJ	0	0%	CP	0	0%

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, Dare to Dream Conference, Feel the Joy Retreat, Lighting the Way Autism Conference, Creating Possibilities Conference, Community Theatre and Families Planning Together.*

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

SDAC JAM –

“VERY inclusive! LOVED seeing so many people of all disabilities and learning from “everyone”!”

“I will use this content in my own advocacy and to help others to stick up and advocate for themselves and friends or family.”

YLF –

“The most helpful thing is that I have a say.”

“The people are so caring and understanding that even when I make mistakes, their criticism is positive and constructive.”

“It’s helpful to know you have friends that are just like you.”

LTW –

“Better understanding of students with ASD to help in the future situations in the classroom.”

“The wealth of information has been extremely helpful and to hear how the people with ASD go about their daily lives.”

GRNS –

“I really enjoyed getting pamphlets to take home to help me with all topics I learned.”

“Broader explanations of disorders to better understand and help the people I work with daily.”

CP –

Attendees who completed this survey indicated that the people they support would benefit from the information shared at Creating Possibilities as evidenced by increases in: independence, choice/decisions making, safety, community participation living options, medical condition management, connecting with others and employment options. We know that attendees highly valued the opportunities to network with others. These opportunities often result in people making long lasting contacts which can result in shared learning and thus improved services for people with disabilities.

Section III.b. Stakeholders Responses

1. Number of responses: 61

Public policymaker (local, state or national) – 2

Representative of a public or private agency – 28

Parents – 7
 Persons with a disability – 22
 Family members – 2

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	28	46
5 Somewhat Agree	7	12
4 Agree	23	38
3 Disagree	1	2
2 Somewhat Disagree	0	0
1 Strongly Disagree	1	2

b. participate in community life:

Rating	# of people responding	%
6 Strongly Agree	26	43
5 Somewhat Agree	13	21
4 Agree	19	31
3 Disagree	2	5
2 Somewhat Disagree	0	0
1 Strongly Disagree	0	0

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

Rating	# of people responding	%
6 Strongly Agree	30	49
5 Somewhat Agree	10	17
4 Agree	17	28
3 Disagree	2	4
2 Somewhat Disagree	0	0
1 Strongly Disagree	1	2

4. Comments:

A Stakeholder Satisfaction Survey was provided to all Council grantees and emailed to the Partners listserv. Questions and responses were:

What does the Council do well?

Persons with a Disability - Conferences and trainings; telling about the advocacy committees; outreach; involves a lot of different people with different ideas and backgrounds; getting people involved with projects and seeing the training through to the end; coordination with relating councils, committees and programs; they assist members who are all part of the group; and they support us and our goals very successfully.

Representatives of a public or private agency - Excellent resource of support, training, providing education and exposure to people with disabilities about rights/responsibilities, etc.; they do great at bringing people together; providing outreach and training; keeping people informed; teachings people how to advocate for themselves, informing policy makers and seeing it through; help with costs for families to attend trainings and maintain events calendar; listening to needs and allowing for input; Youth Leadership Forum & Partners in Policymaking; the council is very approachable and helpful, always willing to listen and they participate in the activities they fund.

Parent/Family Member

Everything - I cannot believe all the things they sponsor; information distribution/outreach; Partners in Policy making and training; enjoy the newsletter and having upcoming events listed; sending council notes out with great information; and coordination with other programs.

What could the Council do better?

Person with a Disability

Help with training materials for monthly advocacy meetings; raising awareness of its activities to all of South Dakota not just the developmental disabilities community; more education in all communities; and better coordination with councils.

Representative of a public or private agency

Continue to outreach in all parts of the state, small communities, schools, etc.; I think the council could make the group (SDAC) bigger; have more opportunities for people to connect and learn more about how they can be advocates and impact their communities; invite more lawmakers to activities where individuals participate/lead the activities.

Parent/Family Member

Supporting and educating communities; more opportunities for individuals to learn employment needed skills after high school age - if they still need to learn math, money handling, reading, etc. so they can find employment outside of the sheltered workshop; barrier elimination and new approaches to services and supports; help with inclusive programs in local areas/resources (ex: family activities, formation or info about regular life stuff-cooking classes, photography, art, etc. in inclusive settings); and the emailed newsletter could have a face lift and come a little more often.

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. Sharing information broadly and efficiently
 - d. Creating one voice for many disability organizations
 - e. Need for training in rights, self-advocacy and self determination
 - f. Helping parents understand and get the most from special education services

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

Continued support and development of self-advocacy initiatives remains a priority for the DD Network. The DD Network believes that self-advocacy is an important tool for people with developmental and intellectual disabilities who seek full lives. The expected outcome is that self-advocates are provided training and opportunities to utilize self-advocacy skills in the real world.

The DD Network uses a variety of strategies to encourage self-advocates to become active in a variety of boards, committees, councils and initiatives. Training, technical assistance, interagency collaboration and coordination, involvement in discussions about system design and redesign, informing policymakers and outreach.

South Dakota's UCEDD, the Center for Disabilities, has created a Self-Advocacy Committee that has goals for sharing information with other self-advocates. South Dakota Advocacy Services' has maintained a focus on providing training for people with disabilities through Partners in Policymaking classes and continuing education opportunities for all past graduates of Partners in Policymaking. Staff have attended the SDAC JAM and provided commentary that supports people first thinking in the changes to the HCBS waiver services.

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 Council supports people with developmental and intellectual disabilities to participate in workgroups and to attend trainings so they can be knowledgeable about all areas that affect their lives. The Council provides funding and the Council staff provides direction and technical assistance for the South Dakota Advocates for Change Leadership Team in planning and meeting goals set through the grant.

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

One problem that has been identified is the support from the community support providers in supplying staff to support self-advocates attendance at various events. The DD Council provides transportation reimbursement, but it has still been difficult to get self-advocates to attend events or meetings. The other factor is a shortage of staff to assist self-advocates in planning for and attending an event or meeting.

6. Describe any unexpected benefits of this collaborative effort:

Because of the emphasis on self-advocacy, self-advocates have become more educated on their rights and are able to share that information with other self-advocates. The close working relationship amongst the DD Network Partners has also resulted in self-advocates and families being more knowledgeable about the service system. Another benefit of this close relationship is there is a lot of communication to share information about workgroups and state boards and open positions on those boards and committees. The DD Network Partners then share that information throughout their independent listserv and other groups.