

Oklahoma Developmental Disabilities Council

Program Performance Report

For Federal Fiscal Year 2014

Submitted on: Wednesday, December 31, 2014 04:17pm

Printed on: Wednesday, December 31, 2014 04:17 pm

Oklahoma Developmental Disabilities Council
2401 NW 23rd Street

Oklahoma City, OK
73107

Section I: Identification

State or Territory: OK - Oklahoma Developmental Disabilities Council
Reporting Period: October 1, 2013 through September 30, 2014

Name of Person to Contact Regarding PPR Information

Contact Last Name: Trudgeon
Contact First Name: Ann
Phone: (405) 521-4966
Email: ann.trudgeon@okdhs.org

State Authority

State Authority Establishing Council:
Did the State authority change in this fiscal year? N/A

Designated State Agency

Did your DSA change? N/A
If 'yes', Name?
Is the new DSA a service provider? N/A

Section II: Comprehensive Review Update

FFY 2014 was a year of exciting progress in Oklahoma. Following last year's decision to close the two remaining state institutions for people with I/DD, the census at these facilities was under 50 total at the end of the fiscal year. Developmental Disabilities Services (DDS) is ahead of schedule in closing these facilities, and much praise has been given to the division for their person-centered methodology in moving long-time residents into community homes. This has been the main priority for DDS, and the Council has been instrumental, as much reliance on person-centered descriptions of individuals has been done to ease transition.

The Council continues to be part of discussions of the Governor's Blue Ribbon Panel on the Waiting List. This work is becoming heavily influenced by the Community of Practice on Supporting Families, of which Oklahoma is one of six states selected to participate. Likewise the Community of Practice is influential to the Department of Human Services' Citizens Advisory Panel for Developmental Disabilities. The Council has become a very important partner to Developmental Disabilities Services, and we are pleased to be seen as such.

The legislature again appropriated \$1 million in new money to "move" the waiting list, and while this is helpful, more advocates are realizing that money is not the solution to this problem. Again, the Community of Practice on Supporting Families is working to help advocates understand that formal and informal supports, rather than formal services, is likely the answer to this problem that continues to grow.

The Department of Rehabilitation Services has undergone a leadership change, and as a result, more funding is being provided for individuals in need of this agency's services. Recently, for the first time in years, all priority groups of the agency are now open for new cases. This is a huge result.

The Department of Education continues to be in flux. A leadership change will occur with the November 2014 elections, and the agency has been rather stagnant for the past several months as a result of funding issues and the controversies surrounding "common core," which has recently been repealed in Oklahoma. Once this change settles, we hope to influence better policy and practice within the Special Education Services division, which has been very insular of late.

One of the most significant issues over the past year has been the defunding of several critical contracts supported by the Department of Education. The result of this has been the elimination of funding to Project PEAK, the original service offered to support students with autism. Also under-funded is work to improve technology access to students with disabilities. This is a most unfortunate issue, and one that must be addressed.

Oklahoma is a deeply "red" state, and as such The Affordable Health Care Act is not seen as popular by most. That being said, it represents some significant opportunities for Oklahomans with disabilities. The Council is working to remove the stigma of "Obamacare" in Oklahoma for disability advocates, in hopes that the opportunities the Affordable Health Care Act may afford Oklahoma and its citizens will be pursued.

Section III: Progress Report - Goals and Objectives

Goal 1: Advocacy and Self-Advocacy Skills Improvement

Oklahoma's advocates and self-advocates for people with intellectual and developmental disabilities will have access to training to improve systemic and individual advocacy skills, and assistance in placement on public and private; local, state, and national; boards, commissions and the like.

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

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities		used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

People First of Oklahoma
 Oklahoma Youth Leadership Forum and Alumni
 Oklahoma State Dept. of Education
 Oklahoma Dept. of Rehabilitation Services
 Zarrow Center for Learning Enrichment/OU
 Community Research Alliance
 colleges, universities & vo-tech schools
 Parent Groups
 Disability Orgs such as TARC, Oklahoma Parent Center, Down Syndrome Association, Sibshops, Oklahoma Family Network, Sooner SUCCESS,
 Oklahoma Autism Network, etc.
 Tribal Organizations
 Centers for Independent Living
 OKSAN

Other Collaborators Actual:

People First of Oklahoma
 Oklahoma Youth Leadership Forum and Alumni
 Oklahoma State Dept. of Education

Oklahoma Dept. of Rehabilitation Services
 Zarrow Center for Learning Enrichment/OU
 Community Research Alliance
 colleges, universities & vo-tech schools
 Parent Groups
 Disability Orgs such as TARC, Oklahoma Parent Center, Down Syndrome Association, Sibshops, Oklahoma Family Network, Sooner SUCCESS, Oklahoma Autism Network, etc.
 Tribal Organizations
 Centers for Independent Living
 OKSAN (Oklahoma Self-Advocacy Network)
 NAMI Oklahoma
 Oklahoma Department of Mental Health and Substance Abuse Services

Objective 1.1:

Recruit and train up to 25 individuals to become advocates and leaders in their community using the trademarked Partners in Policymaking curriculum annually through 2016.

Implementation activities:

Activity 1.1.1.: Implement outreach activities to attracts a diverse group of advocates to apply for Partners in Policymaking classes.

Activity 1.1.2.: Plan and create any necessary curricula for one Partners in Policymaking series each year, from August through May.

Activity 1.1.3.: Book speakers and purchase necessary materials; plan logistics and execute contracts required to implement the course.

Activity 1.1.4.: Screen and seat a class of 20-30 individuals from diverse backgrounds, cultures, and geography.

Activity 1.1.5.: Provide an orientation and 8 monthly courses, per the PIP curriculum

Activity 1.1.6.: Graduate the class each May, and provide them with assistance to become more involved in their communities in terms of advocacy.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 1.1.1.: On-going through 2016.

Activity 1.1.2.: Each spring/summer through 2016.

Activity 1.1.3.: Each spring/summer through 2016.

Activity 1.1.4.: Each summer through 2016.

Activity 1.1.5.: August - May through 2016.

Activity 1.1.6.: Annually in May through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Partners in Policymaking begins in October and runs through May of the following year on a one weekend per month cycle. The Oklahoma program is faithful to Partners in Policymaking, the trademarked curriculum written by Colleen Wieck and Ed Skarnulis. We believe consistency with the trademarked curriculum and competencies have led to our extraordinary outcomes in terms of Oklahoma Partners in Policymaking graduates.

To assure participation for as many individuals as apply, family respite waivers and travel reimbursement are provided, as approved by our Executive Director. Additionally, we cover all meal and hotel expenses, as appropriate. Partners in Policymaking students receive instruction from more than thirty guest speakers as well as books, brochures, and videos. Mentors (paid,

recent Partners graduates) are provided to self-advocates, upon request. Each student has repeated opportunities to engage with their state representatives and senators as well as leadership at Developmental Disabilities Services of the Oklahoma Department of Human Services; we encourage students to interact with elected and non-elected policymakers at all levels throughout the course and after they have graduated.

Each month, Partners students submit activity sheets tabulating advocacy activities across multiple sectors and issues. Students have become quite proficient in using social media in their advocacy outreach. This year legislators were contacted 243 times. Outreach and contact to the general public took place 24,339 times in issue areas of childcare, education, housing, vulnerable adults, Developmental Disabilities Services' waiting list, and the quality of services provided to persons with disabilities. This contact included radio shows and interviews, as well as newspaper editorials.

Fourteen students graduated from the 2013-14 class. This year, one in three students was male. Geographically, Partners graduates are well represented in the Oklahoma City and Tulsa areas, as well as southern Oklahoma. We must improve our recruitment in western portions of the state, as well as our retention rates for current classes.

This year, staff launched a blog at okpip.org which keeps our community apprised of state resources and is a space for curriculum sharing. Developmental Disabilities Council staff responsible for Partners in Policymaking sends advocacy opportunities, training announcements, and job vacancies to Partners graduates through our email distribution lists and facilitates an active Facebook presence at Oklahoma Partners in Policymaking.

Our Partners graduates indicate our level of advocacy training was not replicated, regardless of the issue, anywhere in the state. They remain our most effective recruitment device.

Partners in Policymaking contributes significantly to the staffing and programming of several allied agencies and initiatives, including the Oklahoma Family Network, Sooner SUCCESS, Oklahoma Autism Network, Oklahoma People First, Oklahoma Self-Advocates Becoming Empowered, Down Syndrome Association of Central Oklahoma, Oklahoma State Department of Health, Oklahoma Health Care Authority, and the Governor's Conference on Developmental Disabilities.

The majority of the 312 Partners in Policymaking graduates are working (with pay or as volunteers) directly within systems in Education, State/County and Municipal Government agencies or in the Non-Governmental Agency field. We are proud of a large and growing list of Boards, Committees and Commissions on which our graduates now serve as volunteers. They include: Governor's Blue Ribbon Panel on the Waiting List, Developmental Disabilities Council, Oklahoma Family Network (our Parent-to-Parent grantee), Oklahoma Association of Higher Education and Disability, Down Syndrome Association of Central Oklahoma, Oklahoma Commission on Children and Youth, Oklahoma Pardon and Parole Board, Oklahoma Catholic Diocese on Disability Issues, Oklahoma National Alliance on Mental Illness, Oklahoma Pediatric Acquired Brain Injury Task Force, Sotos Support Association, Oklahoma Council on Family Relations, LeFlore County Coalition for Healthy Living, Haskell County Health Coalition, Sequoyah County Systems of Care Advisory Committee, and the Oklahoma State Department of Health Newborn Advisory Advocacy Committee.

Our graduates are employed by many agencies and organizations that are making excellent efforts in supporting people with disabilities and their families. Among those organizations are Leadership in Neurodevelopmental Disabilities (LEND) faculty, Oklahoma Family Network, NICU

Family Coordination at Children's Hospital, National Alliance on Mental Illness, and the State Department of Health Newborn Screening Clinic.

In the area of education, our Partners in Policymaking advocates are monitoring Head Start programs, studying school-based social work, working with the Oklahoma Council on Family Relations, and working and studying in the area of religious education and collegiate student affairs. Numerous Partners graduates are guest faculty for nursing, social work, physical therapy and special education programs each academic year. Indeed, more than twenty Partners graduates are certified teachers, administrators, paraprofessionals or college instructors.

State, County and Municipal Government agencies working with Partners in Policymaking graduates include the Oklahoma Department of Human Services, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Department of Health, Oklahoma Commission on Children and Youth, Oklahoma Health Care Authority, Youth and Family Services agencies, Police Departments and other first responders, and the University of Oklahoma's Center for Excellence in Developmental Disabilities.

In the non-governmental (NGO) area, Partners in Policymaking graduates are involved with organizations such as the Oklahoma Family Network, Self-Advocates Becoming Empowered, Oklahoma Self-Advocacy Network, Oklahoma People First, Oklahoma Infant Transition Program, the Pervasive Parenting Center, National Alliance on Mental Illness, a service animal training organization called Hi-Aim, the Oklahoma Assistive Technology Center, and the Oklahoma Association of Higher Education and Disability.

Two brief but illustrative stories from last year's graduates:

Angela arrived to Oklahoma in 2012 – a single mom to a toddler with Down Syndrome. Almost immediately, our local Down Syndrome Association chapter urged her to take Partners in Policymaking. We were eager to admit her, and Angela was an engaged student with a keen interest on how we promote independent living in African-American communities and churches. Angela has gone on to serve as a family navigator in the pediatric and neonatal units of at the University of Oklahoma Children's Hospital where each day she teaches parent advocacy skills.

Kodey is a higher education professional at a rural, eastern Oklahoma college. He is also married to a k-12 special education teacher and has two boys, one with autism. Very quickly after his Partners in Policymaking admission, Kodey understood that resources available for families like his, in small towns like his, were far and few between. He also realized that he could use his advocacy education to join various civic boards, ensuring that disability access issues were kept on agendas. Hence, Kodey started the Pervasive Parenting Center (pervasiveparentingcenter.org), which enjoins community leadership, educators, and healthcare professionals with regional families living with an I/DD diagnosis.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	14
SA02 People trained in leadership, self-advocacy, and self-determination:	14
SA03 People trained in systems advocacy:	14

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	312
SA05 People attained membership on public/private bodies and leadership coalitions:	21
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	9
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	243
SC05 Members of the general public reached:	24,339
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$83,734
-------------------------	----------

Objective 1.2:

Train, empower and build self-esteem of up to 25 youth leaders through the Youth Leadership Forum curriculum annually through 2016.

Implementation activities:

Activity 1.2.1.: Implement outreach activities to attracts a diverse group of advocates to apply for the Youth Leadership Forum.

Activity 1.2.2.: Plan and create any necessary curricula for one Youth Leadership Forum (YLF) each year, in June.

Activity 1.2.3.: Book speakers and purchase necessary materials; plan logistics and execute contracts required to implement the YLF.

Activity 1.2.4.: Screen and seat a class of 20-30 individuals from diverse backgrounds, cultures, and geography.

Activity 1.2.5.: Implement the YLF curriculum each June.

Activity 1.2.6.: Graduate the class each June, and provide them with assistance to become more involved in their communities in terms of advocacy.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 1.2.1.: On-going through 2016.

Activity 1.2.2.: Each winter and spring through 2016.

Activity 1.2.3.: Each winter and spring through 2016.

Activity 1.2.4.: Each spring through 2016.

Activity 1.2.5.: Each June through 2016.

Activity 1.2.6.: Each June through 2016.

Timelines established were:



All met

Partially met

Not met

Annual Progress Report:

Twenty-five students were selected to participate in the 2014 Youth Leadership Forum (YLF) and 21 arrived at camp in June, 2014. The students represented all areas of the state as well as a wide range of ethnic/cultural/financial backgrounds and disabilities. All 21 completed the week and were trained in leadership, self-advocacy, self-determination, and systems advocacy.

The selected young students come together on the campus of the University of Science and Arts of Oklahoma in Chickasha for five days of intensive leadership training and personal growth. In addition to the selected delegates, YLF invites 4-8 graduates from previous years' YLFs to attend and participate as mentors.

Five to 12 instructors, most of whom are classroom special education teachers, are contracted to deliver the classroom components of YLF. However, the YLF has been greatly enriched to have medical students, probation officers, psychology students (who are on-track to become school-based psychologists), and other adults with intellectual and developmental disabilities to serve as instructors. Rounding out the staff are 2-3 psychology interns (who provide individual counseling of YLF delegates as needed), nurses and attendant care providers, and members and staff of the Council. YLF also provides the opportunity for professionals in the field and advocates from outside Oklahoma to speak to the delegates.

The national YLF curriculum follows five main teaching principles: Principles of Leadership; The Experience of Disability; Technology and Resources; Living on My Own and Reaching My Goals; Leading In My Community. Activities and presenters are chosen specifically with these principles in mind. Activities include problem solving and collaborative skill building, advocacy training (personal and legislative), meeting with legislators, exploring career options, identifying important resources, creating their own personal leadership plan, and relationship building. The key to the YLF program is leadership by example. Our presenters are chosen for their message and how well they relate to youth with disabilities. These events are held on a college campus, giving youth the opportunity to experience life on a college campus and on their own (without parents).

One day of the week is devoted to visiting the State Capitol and learning the legislative process. The students are given a piece of mock legislation related to special education services. Delegates prepare to introduce, ask questions about, debate, and vote on the bill. Prior to this exercise they visit the offices of their individual members of the Legislature to share information about themselves and YLF. For many this is the first time at the Capitol and the first exposure to "their" legislators. Staff contacts every legislator who will have a delegate at the Capitol, as this session is outside the legislative session. We've been pleased that many legislators will make a special trip to the Capitol to meet their delegate and/or prepare a certificate for their delegate to take home.

One afternoon features a game we call "The Game of YLiFe." 2014 was the second time the Oklahoma YLF organized this original, interactive, hands-on simulation for YLF participants. The

game was created to provide life experiences one may face, make connections with agencies that may provide support and other valuable resources, and increase participants' knowledge of the various agencies and resources potentially available to them as they lead more independent lives. As research has proven, the more opportunities youth have to practice the components of self-determination (choice making, decision making, problem solving, goal setting and attainment, self-observation, self-evaluation, self-reinforcement, internal locus of control, self-awareness and self-knowledge), the better chance youth have to achieve positive adult outcomes. (Wehmeyer et al, 2011)

The Game of YLiFe begins with each participant receiving a starter amount of money. Tables representing various aspects of life are spread around the room. These include: Bank, Housing, Insurance, Employment, Post-secondary Education, Financial Aid, Benefits Planning and Assistance Programs, Planned Parenthood, Transportation, Rehabilitation Services, Human Services, Casinos, ATM, Pay Day Loan companies, and Police/Safety. After a quick introduction of each table, participants are fast-forwarded to the end of their senior year in high school and given prompts: Where will you live? How will you get around? Do you want to work? Do you want to go to college? Participants make choices and visit YLiFe resource tables they believe can assist them, answering those questions and finding assistance as needed. Staff do not prompt choices, but are available for questions and ideas.

Every 15 minutes, participants are aged five years. During these moments, "YLiFe Happens" stickers are given to all participants. These events represent everyday happenings (such as graduating college, becoming unemployed, getting married, having a baby, breaking a bone, etc.) and are designed to change the participants' situation and respond to a response to an unexpected challenge. Other events are given to the participants throughout the game (such as paying bills and finding insurance.)

At the end of the game, a large group discussion is held. Each table/representative discusses their observations, followed by the participants' observations and learning. Table representatives can share valuable advice. We had several students "mugged" during the simulation. All knew to contact the police, but didn't know how to describe an assailant without using descriptions of clothing. Our police officer reminded them to note hair color, height and build - characteristics that couldn't easily be changed. Participants noted that they didn't realize the difference between banks' and payday loan companies' interest rates and how easily one could get in financial debt by relying on "easy" money.

There was a critical issue at play prior to YLF, and that was a question of financing YLF. Council financial resources were extremely limited and staff needed to reach out to public and private agencies for support. With the generous support of the Department of Mental Health and Substance Abuse Services/Systems of Care, the National Alliance of Mental Illness, the Disability Law Center, Department of Rehabilitation Services, Jersey Mike's, Home Creations, Oklahoma County Commissioner (and Council member) Brian Maughan, and many private donors, the YLF was fully funded. These new partnerships are exciting, as they demonstrate what can be done through collaboration. Most of our partners have asked to be included in future opportunities with YLF.

The following outcomes are reported:

Transition planning: 38% of the youth were confident in their knowledge before the forum and only 29% responded, "I think so." But by the end of the week 100% of youth knew about transition planning, and of those 69% said "yes definitely." On the pre-forum questionnaire, 63% of the

students answered that speaking up in their IEP and transition meetings was “very much like me.” At the end of the week, 100% responded they were confident in speaking up in their IEP and transition meetings.

During YLF, participants are introduced to assistive technology, resources, and individuals who can answer questions regarding services and supports. On the pre-forum questionnaire, only 38% of the youth were confident they could describe things needed (accommodations or supports) because of their disability. After the forum, 71% of the youth could describe their needs and supports or identify individuals and/or agencies who can help.

Youth Self-Perceptions/Esteem: On both the pre- and post-forum questionnaire, youth were asked to name five positive characteristics of themselves. Youth were easily able to list five things on both questionnaires. There was a 10% increase in comments regarding friendliness and demonstrating the youth felt better about themselves socially by the end of the forum. The themes “before” and “after” YLF were similar. Responses on the pre-forum questionnaire included: compassionate, caring, kind, helpful, smart, hard worker, trustworthy, friendly, honest, good listener, healthy, talker, artist, and athletic. After YLF, responses included the above, but also had making friends easier, good at conversation, confident, and independent.

At the beginning of the week, 75% of the youth answered they were “Proud of myself” on the pre-forum questionnaire. At the end of the forum, youth were given the same statement again, with 95% of the youth answering “Very Much Like Me!”

YLF curriculum is heavily weighted towards advocacy (personal and systems) and leadership skills. As such, many of our activities include collaboration skills and styles of leadership as well as studying legislative processes to help participants grow as leaders for themselves and others. On the pre- and post-forum questionnaires, 5 questions indicate those outcomes for youth: At the end of the forum, ALL youth felt comfortable in understanding the different styles of leadership.

At the beginning of the forum, 25% of the youth did not respond favorably in understanding the lawmaking legislative process. At the end of the forum, 94% of the youth responded they understood the process, with 41% responding without a doubt they understood the process. At the beginning of the forum, only 17% of the youth were confident they knew how to contact their legislators. At the end of the forum, 100% of the youth responded they knew how to contact their legislators, with over half answering “Yes, definitely.”

At the beginning of the forum, 19% of the youth knew their rights and the laws in place to protect themselves and others with disabilities. At the end of the forum, 82% of the youth responded on the forum survey they knew their rights and the laws that protect themselves and others with disabilities.

On the pre-forum questionnaire, 61% of the youth answered with a confident “Yes! Definitely” in response to understanding the importance of voting. On the post forum questionnaire, 92% of the students answered “Yes! Definitely” in response to this question.

Responses from the 21 who answered the question related to one or more of themes: “I learned a few things I didn’t know, such as disability history,” “I figured I would just get leadership skills, but ended up learning about IEPs and so much more along with strengthening up my leadership skills,” “I learned more than I expected because of working together. I understand what to do,” and “I learned about the history and culture of people with disabilities and I didn’t expect that.”

Parents of attendees were also surveyed and asked to give their input and perspective. Four of 21 completed the survey. Responses were very positive and measurable. The following quotes

are from these responses:

"He was made to feel his voice can be heard."

"His self-confidence and social interaction skills have greatly improved."

"I have a sense of relief that he will do well in life. He has goals he will accomplish!"

We are also proud that 5 YLF graduates serve on the boards of the Council, the Oklahoma Parent Center, the Office of Disability Concerns, and a legislative study committee called RESPECT: Rethinking Special Education, Competency and Transition. Three of our graduates are employed in the field of disabilities, and at least two more are studying to become special education teachers. Several have made presentations on their personal advocacy at state and national conferences.

Several states, including California, are replicating some of our original curriculum pieces, such as the YLF Olympics, which provides good physical activity for our delegates during the YLF.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	21
SA02 People trained in leadership, self-advocacy, and self-determination:	21
SA03 People trained in systems advocacy:	21

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	15
SA05 People attained membership on public/private bodies and leadership coalitions:	2
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	16
SC03 Organizations engaged in systems change efforts:	4
SC04 Number of public policymakers educated:	151
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$45,000
-------------------------	----------

Objective 1.3:

Provide training and support in regional areas of the state through 2 Youth Leadership "On the Road" conferences annually in FFY 2015 and 2016.

Implementation activities:

Activity 1.3.1.: Brainstorm the Youth Leadership "On the Road" in terms of audience, content and timelines. Include YLF graduates in planning sessions.

Activity 1.3.2.: Revise Objectives and Activities based on discussions and determinations from brainstorming sessions.

Activity 1.3.3.: Field test with focus groups the instruction to be included in the "On the Road" sessions, including evaluation.

Activity 1.3.4.: Set dates and schedule 1-2 "On the Road" sessions per year in FFY 2015 and 2016.

Activity 1.3.5.: Evaluation of first series of trainings to determine cost and return on investment.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 1.3.1.: Through August 2014.

Activity 1.3.2.: August 2014.

Activity 1.3.3.: By December 2014.

Activity 1.3.4.: 1-2 by end of FFY 2015; 1-2 by end of FFY 2016.

Activity 1.3.5.: By September 30, 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

After much review of this objective, the Council had a hard time articulating the outcomes desired for this activity. For that reason, we did not move forward on this activity. We are very committed to youth leadership and development, and have worked diligently on statewide outreach to youth with disabilities, and will continue to do so.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0

SA02 People trained in leadership, self-advocacy, and self-determination: 0

SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0

SA05 People attained membership on public/private bodies and leadership coalitions: 0

SA06a Other self-advocacy measure: 0

SA06b Other self-advocacy measure: 0

SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 1.4:

Assist six self-advocate or family members to attend conferences in the field of I/DD through the Consumer Involvement Fund annually through 2016, as funding is available.

Implementation activities:

- Activity 1.4.1.: Write policies and brochure announcing Consumer Involvement Fund.
- Activity 1.4.2.: Using Council website and conference display tables, provide information to the general public about the Consumer Involvement Fund.
- Activity 1.4.3.: As applications to the fund are submitted, seek approval of the Council's Executive Committee.
- Activity 1.4.4.: As applications are successful and processed, seek documentation on conference learning objectives, planned personal goals of the recipient in terms of new information gathered, and personal outreach to policymakers and other advocates.
- Activity 1.4.5.: Present conference information to Council.
- Activity 1.4.6.: Stay in touch with recipient to discuss long-term outcomes resulting from the conference experience.

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity 1.4.1.: By 12/2012. (complete)
- Activity 1.4.2.: On-going through 2016, as funding is available.
- Activity 1.4.3.: On-going through 2016, as funding is available.
- Activity 1.4.4.: Quarterly through 2016, as funding is available.
- Activity 1.4.5.: Quarterly at Council meetings through 2016, as funding is available.
- Activity 1.4.6.: Annually through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The Consumer Involvement Fund is temporarily suspended for lack of funding. No activity took place this reporting period, however, the Council continues to promote this activity and has made attempts to raise private funding to resume these activities. Because our activity statements state, "as funding is available," we DO consider this goal paritally met.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 1.5:

Assist up to 3 professionals to attend training and educational opportunities in their chosen field, through the Professional Development Fund annually through 2016, as funding is available.

Implementation activities:

Activity 1.5.1.: Write policies and brochure announcing Professional Development Fund.
 Activity 1.5.2.: Using Council website and conference display tables, provide information to the general public about the Professional Development Fund.
 Activity 1.5.3.: As applications to the fund are submitted, seek approval of the Council's Executive Committee.
 Activity 1.5.4.: As applications are successful and processed, seek documentation on conference learning objectives, planned personal goals of the recipient in terms of new information gathered, and personal outreach to policymakers and other advocates.
 Activity 1.5.5.: Present conference information to Council.
 Activity 1.5.6.: Stay in touch with recipient to discuss long-term outcomes resulting from the conference experience.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 1.5.1.: By 12/2012. (complete)
 Activity 1.5.2.: On-going through 2016.
 Activity 1.5.3.: On-going through 2016, as funding is available.
 Activity 1.5.4.: Quarterly through 2016, as funding is available.
 Activity 1.5.5.: Quarterly at Council meetings through 2016, as funding is available.
 Activity 1.5.6.: Annually through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The Professional Development Fund is temporarily suspended due to lack of funding. No Activity took place this year, however, the Council continues to promote this activity and has made attempts to raise private funding to resume these activities. Because our activity statements state, "as funding is available," we DO consider this goal partially met.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 1.6:

Provide funding and technical assistance to up to 5 statewide organizations to provide conferences and trainings using experts in the field of the I/DD annually through 2016, as funding is available.

Implementation activities:

- Activity 1.6.1.: Revise conference support policies to reflect the need for long-term evaluation and outcome measures.
- Activity 1.6.2.: Discuss with Council proposed changes, including a potential change in the level of financial contribution to such conferences.
- Activity 1.6.3.: Design outcome measurement format for conference support.
- Activity 1.6.4.: Discuss proposed revisions with potential conference planning teams to determine methodology for implementation of appropriate outcome measures.
- Activity 1.6.5.: Select conferences at which Council funding can be invested to pilot revised outcome measures policy.
- Activity 1.6.6.: Evaluate the process and the results gathered and make any changes to affect better outcome measurements.

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity 1.6.1.: Fall 2012. (complete)
- Activity 1.6.2.: Winter 2013. (complete)
- Activity 1.6.3.: Winter 2013. (complete)
- Activity 1.6.4.: Winter/Spring 2013. (complete)
- Activity 1.6.5.: Spring/Summer 2013, as funding is available. (on hold; conference support funding unavailable in FFY 13 and FFY 14)
- Activity 1.6.6.: Spring/Summer 2014. (on hold; conference support funding unavailable in FFY 13 and FFY 14)

Timelines established were:

All met

Partially met

Not met

Annual Progress Report:

Due to budgetary considerations, the Council did not provide any financial support for conferences this year. The Council was able to support the Self-Advocates Becoming Empowered national conference, planned during FFY 2014, but executed (and partially funded by the Council) during FFY 2015. Results below are indicative only of the planning/provision of technical assistance for the SABE conference, not the actual implementation - which will be reported in the next period.

Planning was done under the auspices of the Oklahoma Self-Advocacy Network (OKSAN, also reported under Goal 2), which was financially supported by the Council. The numbers below do not begin to tell the story of how involved self-advocates were in planning this conference - and the depth of their involvement in decision-making, contract negotiation, logistical planning, report writing, working with hotels and transportation hubs, fund-raising, solicitations for in-kind and financial support, and the like. Planning for this conference likely took twice as long, because self-advocates were very earnest in their desire to learn all that is involved in conference planning.

One example of this was a discussion about "snack breaks" during the conference.

Self-advocates wanted to provide cans of soda to all participants. They learned that cans of soda at the conference center were priced at \$3.00 per can, plus sales tax and service fees -- making each can of soda actually cost nearly \$5.00 -- or about 1000 times the cost of a soda at a grocery store. For 800 guests, ONE can of soda per person would equate to a budgetary impact of \$4000. This was a huge "aha" moment for self-advocates - and this information was extrapolated in terms of their own state self-advocacy conference. Once the budgetary impact was known, they voted to NOT include soda at the conference, but came up with the great idea of asking the hotel to set up a "canteen" so that sodas could be individually purchased by individuals who chose to consume one. While sodas were still more expensive than could be found in a grocery store, it was an individual cost and choice, rather than a provided "extra," AND it eliminated the service fee -- so soda was \$4, instead of \$5.

Another example was a discussion about the program. Several committee members wanted to use 2-3 pages to provide opportunities for "free" advertising for organizations that were participating in the planning. We discussed the nuts and bolts of how print production works for a conference program, including information that pages had to be added in quantities of 4 at a time (not individually), and that each set of pages created an additional fee for printing and colored ink charges. Self-advocates then understood that NOTHING was "free" to the planning committee and while such offers are VERY kind, they do include a budgetary impact for funders -- which meant the potential of additional fund-raising OR increased registration fees. Again, once it was very clear HOW such decisions impacted the budget, better decisions were made and understood. There was never just a "no" from funders -- all was always explained and then voted on.

These types of discussions happened at every meeting, and much was learned by all (including self-advocacy advisors) about the real work of conference planning, budgeting, and fund-raising. It was an invaluable process that just cannot be told in numbers.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	30
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	12
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 1.7:

Assist and promote at least 50 trained individuals per year to identify and seek membership on public or private; local, state or national public policy-making board, commissions, councils, committees, and the like.

Implementation activities:

Activity 1.7.1.: Assure PIP, YLF and OKSAN trainees have an interest in serving on a board, and are properly prepared for board service by having meeting management skills and a vitae or resume reflecting their training and skills.

Activity 1.7.2.: Collect information from PIP, YLF, and OSAN trainees on the boards, etc. that interest them in terms of potential service.

Activity 1.7.3.: Collect information on Oklahoma public entities that seat public members to their boards, etc., including their missions, goals and objectives, and application processes.

Activity 1.7.4.: Create strategic relationships with Oklahoma public entities, and educate them on Council programs.

Activity 1.7.5.: Introduce PIP, YLF, and OKSAN trainees as candidates for open positions

Activity 1.7.6.: Outreach to Oklahoma private non-profits to offer board candidates.
 Activity 1.7.7.: As interest in local or national volunteerism is identified by trainees, individually broker introductions and relationships.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 1.7.1.: Improve training content by Winter 2013; implement system-wide by Winter 2014.
 Activity 1.7.2.: On-going through 2016.
 Activity 1.7.3.: Winter 2013.
 Activity 1.7.4.: On-going through 2016.
 Activity 1.7.5.: On-going through 2016.
 Activity 1.7.6.: On-going through 2016.
 Activity 1.7.7.: On-going through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Partners in Policymaking graduates have recently been appointed to the Oklahoma Pardons and Parole Board, and a national think tank of foster care policies and practice, as well as to a local Metropolitan Arts Council. We are very excited about the diversity of these opportunities and know when issues of disability arise in these meetings, our Partners in Policymaking graduates will have a strong advocacy opportunity. A total of 21 Partners in Policymaking graduates attained membership on committees, councils and the like during FFY 2014.

One class member this year ran for the Oklahoma House of Representatives. While his bid was unsuccessful, it was a valuable learning experience not only for him, but his Partners in Policymaking peers.

Planning for the Self-Advocates Becoming Empowered Conference, about 40 people served on the planning committees associated with this work. This work was completed under the auspices of the Oklahoma Self-Advocacy Network.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 63
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$2,104
-------------------------	---------

Section III: Progress Report - Goals and Objectives

Goal 2: Support the Oklahoma Self-Advocacy Network

The Oklahoma Self-Advocacy Network (OKSAN) will be a strong, effective leader of statewide efforts to promote rights and opportunities of Oklahomans with intellectual and developmental disabilities.

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

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Oklahoma People First, Inc.
 National Youth Leadership Network
 Oklahoma Family Network
 TBI Raiders
 SibShops
 Other disability organizations with self-advocacy affiliations or desire to create self-advocate affiliations

Other Collaborators Actual:

Oklahoma Self-Advocacy Network, Oklahoma People First, TBI Raiders, Thunderbird Clubhouse, Self-Advocates Becoming Empowered Board of Directors and Advisors, Administration on Intellectual and Developmental Disabilities, Aging Services Division of the Oklahoma Department of Human Services, Oklahoma Family Network, University of Missouri, Bricktown Merchants Association, Oklahoma City Convention and Tourism, local restaurant owners, Oklahoma Assistive Technology Center.

Objective 2.1:

As a member of the Oklahoma Self-Advocacy Network, provide guidance, assistance and funding to strengthen the organizational and management skills of the individual and organizational members of the Oklahoma Self-Advocacy

Network by developing and training 25 discreet self-advocates per year in leadership and organizational skills development.

Implementation activities:

Activity 2.1.1.: Fund the development of a training series of leadership and organizational development skills, as identified by Oklahoma's self-advocacy leaders.

Activity 2.1.2.: Set training logistics and seat a class of self-advocates for each session of the series.

Activity 2.1.3.: Evaluate class outcomes and revise training as necessary; set new timelines and additional trainings as needed.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 2.1.1.: By September 2013. (complete)

Activity 2.1.2.: Annually from September 2013 to September 2016.

Activity 2.1.3.: Annually from September 2013 to September 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The Oklahoma Self-Advocacy Network is tasked with strengthening the self-advocacy movement in Oklahoma by equipping self-advocates with a range of leadership and advocacy skills. Training continued in the Self-Advocacy Leadership Training (SALT). Observation of those in the training sessions led to seven individuals being identified as having strong potential to continue their training and become certified trainers. Project staff observed a marked increase in the skills of the OKSAN co-chairs and steering committee members (all of whom have had the training in previous project years.) Self-advocates who attended the Self-Advocate Leadership Training also became actively involved in planning for the SABE conference and were committed to meeting conference timelines.

Oklahoma Self-Advocacy Network activities provided experiences in leadership, teamwork, organization, and public speaking for more than 158 self-advocates statewide. Oklahoma Self Advocacy Network (OKSAN) project staff supported and mentored SALT trainers at four regional two-day SALT classes in Duncan, Tulsa, Pryor and Shawnee. Project staff reviewed the training with trainers after each class and met with trainers on two occasions to review and update the curriculum.

Oklahoma People First, Inc. (OPF) actively promoted SALT during the meetings and conference calls to members across the state. These recruiting efforts helped recruit all 64 SALT training participants. OPF supported the training by paying for food and hotel costs through a grant they received from the Administration on Intellectual and Developmental Disabilities (AIDD).

Through Self Advocacy Leadership Training (SALT), self-advocates demonstrated the ability to conduct and organize four SALT classes to 64 participants in Duncan, Tulsa, Pryor, and Shawnee. Seven trainers who were recognized last year went on to become certified train-the-trainers. As such, they organized training materials, prepared participant folders, and set-up the training rooms and slideshow projectors with minimal support. This also served as an opportunity to mentor those starting the process.

Barriers:

Transportation continued to be an issue. Self-advocates have to rely on public transportation or other people to bring them to meetings. To overcome this issue, we tried to schedule trainings and OKSAN meetings in centralized locations, and during times when public transportation was available. The project also tried to accommodate employment schedules, by starting later on Fridays and working on Saturdays. We also tried a Saturday-Sunday training, but many people also worked on Saturday.

Seven additional self-advocates met the requirements this year (year 3 of the program) to become SALT co-trainers by attending the two-day SALT class and the two-day training-the-trainer class. The trainers certified during year 1 of the program assisted in training and mentoring the new trainer candidates. The trainer candidates were required to train sections of the SALT curriculum during the training-the-trainer class. The newly certified trainers will be scheduled to train with experienced trainers in the coming year.

A total of 71 individuals were trained in SALT and certified as trainers have become much more active self-advocates.

Three self-advocates presented on SALT at the 2014 Governor's Conference on Developmental Disabilities. Presentations were also made by self-advocates to Oklahoma Community-based Providers (OCP) members, Oklahoma People First annual executive officers' retreat, annual OPF conference, four On the Road Conferences (regional resource trainings for families, self-advocates and professionals, sponsored by Sooner SUCCESS) and at OPF statewide planning meetings. The number of participants was more than 150.

Many of those who have been involved in one or several levels of the training stepped up and became very active members of the planning committee and sub-committees for the 2014 National SABE Conference.

A major outcome of this program/process has been a substantial increase in self confidence and the ability to advocate for oneself and others:

Participants said they would use ideas from the training in: Personal life – 82%, In my community - 90%, In my job – 82%, and/or in Advocacy efforts 88%. 84% said their knowledge had increased.

Many of the Person-Centered Thinking tools (from another Council project based at the Center for Learning and Leadership) were used to train SALT trainers. Before each training, self-advocates used the donut sort tool to assign training responsibilities. After each training, self-advocates used the "what worked/what didn't work" tool to evaluate the training. During a two-day training in September for self-advocates, SALT trainers and trainer candidates, as well as project staff, trained the donut sort, learning log, what worked/what didn't work, good day/bad day, routines and rituals, and the one-page profile. Each SALT trainer developed a one-page profile which included "what supports I need to be a good trainer," "what's important TO me as a trainer," and "why I train." The benefits of using the Person-Centered Thinking tools has been remarkable. PCT skills gave SALT trainers management tools and valuable insight into themselves as leaders and trainers.

Please note: the person-centered planning tools listed above are better described in a chart attached to the Program Performance Report.

One self-advocate from Shawnee started coming to the meetings about a year ago. He started

attending the OKSAN meetings and participated in a SALT class. After having these experiences, he then took charge of the Self-Advocates Becoming Empowered Transportation Committee by working with Will Rogers Airport management staff, training staff at the airport, and scheduling volunteers for the airport. He assisted other committees and took on additional responsibilities during the actual conference. (And he bought his wife and mother to volunteer with him throughout the SABE Conference!)

Another self-advocate said, "I would never have run for a statewide OPF office, if I had not been a trainer and learned leadership skills."

Tomas, another self-advocate who has become a SALT trainer, said, "I would never have had the courage to speak to Sherri Coale, OU Women's Basketball Coach, and players on the OU women's basketball team, if I had not been involved with SALT and become a trainer. I was always very shy and was afraid people would not be nice to me. But now, I have the confidence to meet new people and talk to them. I have made friends with Coach Coale and Assistant Coach Jan Ross, and two of the basketball players call me friend. I was also invited to attend a practice session with the OU women's basketball players and had a great time. All of the players came by and gave me high fives. I was even invited to be a part of one of the OU videos."

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	158
SA02 People trained in leadership, self-advocacy, and self-determination:	64
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure: Attendees at SALT presentations/various groups during the year	150
SA06b Other self-advocacy measure: Certified as co-trainers in the SALT curriculum.	7
SA06c Other self-advocacy measure: SALT trained ind. and certified trainers active self-advocacy	71

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:

\$10,974

Objective 2.2:

As a member of the Oklahoma Self-Advocacy Network, and to implement this organization's strategic plan, support at least two annual efforts to end usage of "The R-word" in public policy and in the public vernacular.

Implementation activities:

Activity 2.2.1.: Develop tactics and timelines annually to increase public awareness about the offensiveness of "The R-Word" with public service announcements, billboard placements, and a web-site devoted to the topic.

Activity 2.2.2.: Working annually with Legislative Staff, continue to remove offensive or derogatory language from state statutes as such policy or proposed policy is open for debate.

Activity 2.2.3.: Develop a methodology to assess public acceptance or lack of acceptance of "The R-word."

Activity 2.2.4.: Produce electronic and print versions of "R-Word" campaign materials for use by assorted media in Oklahoma.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 2.2.1.: Placement of PSAs and other media "buys" for March of each year, through 2016; website "theR-wordhurts.com" on-line as of March 2012. (PSA produced; funding not available in FFY 13 of 14 to make media buys)

Activity 2.2.2.: Speak with Legislative staff in October of each year and monitor bill development through May of each year through 2016.

Activity 2.2.3.: By June 2013. (complete)

Activity 2.2.4.: By June 2013. (complete)

Timelines established were: All met Partially met Not met

Annual Progress Report:

No media buys were completed this year due to budgetary constraints. However, the Council did use this information to fund-raise for the organization.

The Council produced in-house information pertaining to I/DD, self-advocacy, and the "R" Word in Oklahoma statutes and policy. Staff hand delivered this information to all members of the Oklahoma Legislature.

During Developmental Disability Awareness Day at the State Capitol, 750 self-advocates handed out information on I/DD, and the "R" Word. 75% of these individuals wore T-shirts created

especially for the event.

The Council produced a short video called "A Good Life" which includes Oklahomans with and without disabilities describing what a good life means to them, and which underscores that disability doesn't change how one views what a good life includes. This video has been shown and shared hundreds of times, and has influenced at least one state, Missouri, to create a similar video for their communities. This video has been uploaded to YouTube and other media-sharing websites, and can be viewed at <https://www.youtube.com/watch?v=JltNAXbkOhY>.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure: Self-advocates attending DD awareness day at State Capitol	750
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	4
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	147
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 2.3:

As a member of the Oklahoma Self-Advocacy Network, provide guidance, assistance, and funding to support the application to SABE to host the 2014 SABE

National Conference, and, if application is successful, to host the 2014 SABE Conference.

Implementation activities:

Activity 2.3.1.: Meet regularly with the OKSAN membership to discuss and write proposal to SABE.

Activity 2.3.2.: Discuss logistics for registration and conference attendee management, and write a contract with same.

Activity 2.3.3.: Submit application to SABE, and attend 2012 SABE Conference to learn of application's success.

Activity 2.3.4.: If approved, develop and implement a strategic plan to implement the conference.

Activity 2.3.5.: Amend State Plan annually to reflect new steps in the process to host the SABE Conference, if application successful.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 2.3.1.: On-going through notice of acceptance of SABE application, or, if successful, through at least October 2014.

Activity 2.3.2.: By May, 2012. (complete)

Activity 2.3.3.: Submit application by June, 2012; attend SABE Conference in August-September, 2012. (complete; application accepted)

Activity 2.3.4.: By 12/1/2012; implementation by October 2014. (conference planning team meeting regularly; conference scheduled for October 14)

Activity 2.3.5.: Summer of 2014, 2015.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Self-Advocates and staff spent many hours focused on preparing to host the 2014 Self-Advocates Becoming Empowered (SABE) conference this past year. As an important note, SABE conference planning occurred during FFY 2014, but the actual conference was held early in FFY 2015. It's difficult to separate the accomplishments without noting that the conference has occurred, but this is an important distinction.

Center for Learning and Leadership (Oklahoma's UCEDD) staff helped the SABE planning committees by creating a large time line, which allowed self-advocates to see what activities needed to be completed, and by what date. Each committee, which was co-chaired by a self-advocate with a staff person from one of the major funding partners as support, worked on all aspects of the conference.

Conference planning meetings occurred in Oklahoma City and Tulsa to reach more than 75 self-advocates, each of whom provided rich input and worked independently to accomplish tasks outside of planned meetings. Kevin Wilson, a self-advocate from Pryor in northeast Oklahoma, said, "I was very happy the planning committee met in Tulsa. I wanted to be a part of planning the SABE conference, but because of my job and limited income, I could not afford to drive to Norman every time the committee met." Five other self-advocates had no transportation to attend any planning meetings outside of Tulsa. The value of inclusion was important to OKSAN and self-advocates, and we are pleased this value was honored and accommodated.

The University of Missouri (MU) conference planning team met twice with self-advocates to review the tasks that needed to be completed for the conference. MU specifically worked with the registration committee on all components of registration before, during and after the conference. Five self-advocates attended meetings with the hotel. Working with the hotel helped them gain an understanding of all parts of conference planning, including food costs, room assignments/physical accessibility, audio-visual needs, logistics, and coordinating sessions. Erica Lovercamp, MU Planning Coordinator, said, "I was very impressed with the eagerness, dedication, and capabilities of the self-advocates I worked with on this conference."

Many self-advocates were part of budget meetings, which helped them understand the costs of the conference and to be responsible with funder dollars. These meetings prepared self-advocates with the information needed to make important decisions for the conference, giving them an opportunity to "learn to do it themselves." Reviewing the budget and costs of the conference, especially food, was very enlightening to self-advocates. After going over the cost of snacks, one self-advocate said, "A COKE COSTS HOW MUCH?" The self-advocates understood why the conference cost so much. Beyond the SABE Conference, this new recognition of conference costs is continuing to be considered. One self-advocate said at a recent meeting of the Oklahoma People First (OPF) Board, "We need to get a better handle on the conference budget." This is a dramatic change that shows an increase in personal responsibility and better understanding of budgeting for conference expenses.

The Marketing Committee worked with the MU Conference Planning Team on finalizing the conference web site and reviewing t-shirts, tote bags, and other promotional items. Working with Dale Rogers Training Center (an employment provider for people with disabilities), the committee approved awards and pens for the conference.

One of the biggest aspects of conference planning was fundraising - not only for conference expenses, but for Oklahoma self-advocates' registration fees. As a kick-off, the SABE Planning Committee co-chair set-up two fundraisers with Sonic and Joe's Crab Shack, which helped provide scholarships for self-advocates in the Oklahoma City area. Two self-advocates presented to the Oklahoma Community-based Providers (an organization of providers who contract with Developmental Disabilities Services). One self-advocate made a presentation on fundraising to OPF members in Tulsa and provided examples. With the success of these events, each OPF chapter was challenged to set a fundraising goal for local self-advocates. According to the OPF Director, over \$17,000 was raised. The Tulsa chapter raised \$9000, Anadarko raised \$3800, Shawnee raised \$5500, OKC Metro raised \$1200 and Norman raised \$800. Near the end of conference planning, one self-advocate also announced that she had negotiated a deal with Johnnie's, a local hamburger chain with many locations statewide. This deal provided a "kick back" on all food sold on one day per month, when a customer identified OPF as their charity of choice. This deal extends for one year and is renewable - so OPF could continue to see benefits from this for years. On her own, the self-advocate negotiated the agreement, and created and distributed a flyer for this fundraiser. Again, this shows terrific growth in personal responsibility and initiative.

In reviewing promotional merchandise for the conference, committee members met with three agencies to discuss costs and products. Self-advocates were involved with meetings at the airport to determine logistics of the volunteers and with private transportation providers to negotiate wheelchair-accessible transportation. Self-advocate co-chairs and other planning committee members participated in several conference calls with MU planners as they worked to set-up the web site, online registration and to send out regular e-blasts with information about the conference. Four self-advocates participated in meetings with the Oklahoma City Convention and

Visitors' Bureau, which led to a \$10,000 contribution!

Fifteen self-advocates helped the Sessions Committee review proposals and decide which breakout sessions would offer the greatest opportunity for conference attendees to take away something positive from the conference. Clear expectations were developed for the review process. If all the requirements in the proposal were not met, the session was rejected, regardless of who submitted the proposal.

An important goal of the conference planners was for participants to leave the conference hotel and explore downtown Oklahoma City. We also wanted to expose Oklahoma businesses and citizens to people with a variety of disabilities. The planners sought to meet this goal by hosting a "Night on Bricktown" (an entertainment district downtown). Committee members first toured Bricktown to determine accessibility for people using wheelchairs, including restaurants, sidewalks, elevators for access to the canal, and parking. Conference planners worked with the Bricktown Merchants Association. Unfortunately, problems arose due to the restructuring of the Association and only four restaurants initially agreed to participate. With only 10 days left before the conference, CLL project staff and self-advocates personally visited other restaurant managers and received commitments from four additional restaurants in Bricktown. The Bricktown Association also failed to provide the appropriate certificates, so CLL and the Oklahoma Disability Law Center printed new certificates and delivered the new samples to the participating restaurants so they would know what certificate to honor. Ultimately, every conference guest was given a meal voucher for participating Bricktown restaurants, and in spite of poor weather, those restaurants were full of our guests and the restaurant owners were thrilled about the business generated.

When the managers of the restaurants were asked why they decided to participate, they responded that the presentation made by self-advocates on behalf of the conference planning team was very well thought out and professional. The manner in which self-advocates responded to the initial difficulties of the Bricktown Merchants Association speaks well for their ability to adapt and persevere in the face of challenges. The "Night on Bricktown" was an absolute success because of the leadership, adaptability and resiliency of the self-advocates and planning committee.

The DD Council was one of nine organizations that committed large amounts of staff time to assist in the planning of the SABE conference. The organizations helped self-advocates develop a comprehensive strategic plan including: budgeting, logistics, back-up plans etc. The actual conference will be reported on in depth in the PPR due in 2015.

Self-advocates served as co-chairs for the major conference committees, which included Registration, Sessions, Marketing, Volunteer, and Transportation. Planning the SABE Conference provided self-advocates with leadership opportunities and demonstrated their capabilities as leaders to project partners and community members. They led discussions that resulted in decisions on the conference logo, conference web site, speakers, entertainment, merchandise, conference registration form, call for papers application, audio visual needs, meeting rooms, adaptive equipment needs, transportation options, accessibility at hotel and restaurants, and meals for the conference. Several self-advocates assisted the sessions committee in reviewing proposals and selecting presentations for the conference. OPF held seven SABE planning meetings on Saturdays in Norman and four meetings in Tulsa to involve more OPF members across the state. During DD Awareness Day at the Capitol, self-advocates handed out the SABE Save-the-Date cards to every legislator, the Governor and Lt. Governor's offices, and the Secretary of State.

Self-advocates trained hotel and conference center staff on disability etiquette and appropriate interactions, and provided information to OKC police on the downtown beat.

The success of SABE is in large part due to the partners. The DD Council committed financial and staff support for SABE. The Council provided funding for the keynote speakers and scholarships for Oklahoma self-advocates. Council staff helped the Marketing Committee promote the conference and coordinated the volunteers, and served as co-chair for the Volunteer Committee.

The Oklahoma Disability Law Center was actively involved in SABE planning meetings and provided financial support. The Center for Learning and Leadership committed staff, who provided a significant amount of time coordinating all the activities of the conference, and provided financial support for self-advocates attending the conference from Oklahoma. CLL staff co-chaired the Marketing and Registration Committees and administered conference evaluations.

As a partner for the SABE conference, OPF has paid for many conference expenses upfront. This was extremely important since our other partners could not pay for services or goods until after the event. OPF accepted the responsibility and risk to sign the contract with the Renaissance Hotel and Cox Convention Center.

Developmental Disability Services of the Oklahoma Department of Human Services committed volunteer time at the conference and provided financial support. The Oklahoma Family Network provided funds for scholarships, stuffed conference bags, and volunteered time. An OKSAN representative from Thunderbird Clubhouse volunteered his time. Aging Services provided nursing services and the Oklahoma Assistive Technology Center at OUHSC donated all the adaptive equipment for the conference and provided volunteers for the wheelchair repair shop.

One self-advocate and SABE planning committee member was extremely shy prior to joining SABE planning committee. The more trainings and meetings he attended, the more he learned to speak-up without being prompted. These activities have increased his overall confidence and he says, "The more opportunities I get, the more confident I am. I was afraid people would laugh at me. Now I know they won't."

We look forward to presenting information from the conference in the next annual report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	75
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	30
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	9
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	150
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Section III: Progress Report - Goals and Objectives

Goal 3: Welcoming Communities

Communities support, welcome, and better meet the needs of individuals with intellectual and developmental disabilities and their families.

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

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination	planned	used
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports	planned	used
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency		

Other Collaborators Planned:

Emergency Preparedness Task Force
 Oklahoma State Department of Health
 state emergency managers
 OUHSC/Child Study Center
 Oklahoma Mental Health and Aging Coalition
 Duncan Group Homes
 print and electronic media outlets
 CAAVA of Oklahoma, Inc.
 Senior Law Resource Center
 Oklahoma Bar Foundation
 City of Norman
 Local Family Crisis/Domestic Violence Shelters
 Prodigy Public Relations

Other Collaborators Actual:

FAST Team, Oklahoma State Dept. of Health, Dept. of Human Services-Aging Services Division, Oklahoma Disability Law Center, Progressive Independence (CIL), Oklahoma Dept. of Mental Health and Substance Abuse, Oklahoma County City-County Health Dept., Oklahoma State Dept. of Health (Child Guidance Clinics), Chickasaw Nation, Choctaw Nation, EduCare Program, OUHSC/Child Study Center, Oklahoma Mental Health and Aging Coalition, Duncan Group Homes

Objective 3.1:

Increase by 10% annually through 9/30/2016 the number of Oklahoma Counties that have included individuals with intellectual and developmental disabilities in the development or revision of County Emergency Plans

Implementation activities:

Activity 3.1.1.: Provide each county emergency manager with training, resources and guidelines in the ADA and other pertinent laws.

Activity 3.1.2.: Compile list of individuals with ID/DD willing to participate in emergency planning and drills.

Activity 3.1.3.: Provide names of individuals with intellectual and developmental disabilities to local emergency managers so they can become resources to the county in terms of people with intellectual and developmental disabilities.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 3.1.1.: Annually by 9/30/2016.

Activity 3.1.2.: By 4/30/2013 (complete)

Activity 3.1.3.: June: 2013,2014,2015,2016

Timelines established were: All met Partially met Not met

Annual Progress Report:

Self-advocates and self-advocacy organizations needed to participate this year were very involved in the planning of the National SABE conference. Therefore these activities were placed on hold, but will be addressed in the coming year by the Oklahoma Self-Advocacy Network.

Council staff stayed involved with FAST (Functional Access Support Team). The Oklahoma State Department of Health, through an Emergency Preparedness Grant, is the lead.

The team involves seven state agencies: Oklahoma State Department of Health, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Disability Law Center, Oklahoma City-County Health Department, ODDC, Progressive Independent Living (CIL), and Department of Human Services-Aging Services Division. 12 individuals from these agencies compose the team.

In its early development, FAST worked specifically with Emergency Managers and built a good rapport. Due to realignments, retirements, etc., that rapport has softened significantly. FAST decided to move in a new direction and work toward training the shelter “boots on the ground” groups: Red Cross, Medical Reserve Corp., Faith Based Organizations, Non-Governmental Organizations, etc.

A new training was developed this year using the subject matter expertise of team members and their respective agencies. The training consists of multiple segments dealing with specific groups of people most likely to be encountered in disaster situations. Segments include: Mental Health in disaster situations; Americans with Disabilities Act responsibilities; People First Language;

Literacy/Health Literacy; Durable Medical Equipment; Children/Childcare; Working with People with Intellectual and Developmental Disabilities, Deaf, Blind and Deaf/Blind communities; accessibility information formats; HIPPA; and Working with the Aging population.

The pilot training took place in early November, results of that training and others provided during 2015 will be reported in next year's PPR. We have developed outcomes-based evaluations and follow-up that will be used in future training sessions.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	12
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	7
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$7,500
-------------------------	---------

Objective 3.2:

Support children and youth siblings of people with intellectual and developmental disabilities to better understand the family dynamics of being a sibling. By implementing 3 new SibShops programs annually through 2014 program will assist in finding and accessing services and supports, as well as developing advocacy

skills for participants and for their sibling.

Implementation activities:

Activity 3.3.1.: Identify and engage community members in planning and implementation of Sibshops in their area.

Activity 3.3.2.: Provide facilitator training and technical assistance to start-up Sibshops

Activity 3.3.3.: Attend first and last series sessions to provide assistance, feedback and obtain evaluation data from facilitators, Sibshop participants and parents.

Activity 3.3.4.: Provide assistance in identifying local funding and sustainability partners.

Activity 3.3.5.: Use evaluation data to modify established and replicated sites to fit community need.

Activity 3.3.6.: Support network leaders as they assume responsibility of for replication and sustainability in new areas.

Activity 3.3.7.: Conduct annual follow-up and document results of existing Sibshops to assess viability and continuation.

Activities undertaken were:



All met

Partially met

Not met

Timelines:

Activity 3.3.1.: Annually through 2014

Activity 3.3.2.: Ongoing 2013 and 2014

Activity 3.3.3.: Ongoing 2013 and 2014

Activity 3.3.4.: As new groups start in years 2013-2014

Activity 3.3.5.: Ongoing 2013-2014

Activity 3.3.6.: Ongoing 2013-2014

Activity 3.3.7.: Annually in 2013, 2014, 2015 and 2016

Timelines established were:



All met

Partially met

Not met

Annual Progress Report:

The Sibshop Initiative finished the 5th and final year of funding from the Council. The program has built a strong coalition with Sooner SUCCESS (a medical home model), the Oklahoma Department of Mental Health and Substance Abuse Services, the Oklahoma Parents Center (Oklahoma's Parent Training Initiative project), several Faith-Based Organizations, J.D. McCarty Center (a children's in-patient and out-patient clinic) and the University of Oklahoma Physicians Group in order to be able to continue the program. The volunteer network of facilitators and community groups have been instrumental in finding the resources and "freebies" to continue their sibshop groups.

There were 51 Sibshop events during the period of September 1, 2013 – June 30, 2014. A total of 390 siblings attended the 51 Sibshops: 203 were female siblings and 187 were male siblings. Sibshops counted on 205 volunteers to facilitate and coordinate these events. Most Sibshops had siblings attend the events who were between the ages of 6-14. We offer programming for ages 5-15, but we had very few 5-year-old siblings and even fewer 15-year-olds siblings. A few Sibshops utilize 15-year-old siblings as junior facilitators.

Eight Sibshops struggled with various issues in Year 5. Four events, out of 51, were scheduled but no siblings attended and three Sibshops struggled with poor attendance. Three Sibshops seemed to have lost interest and never capitalized on their community support. Two Sibshops

re-grouped and partnered with faith-based respite opportunities/Parents' Night Out programs and their attendance grew with each event. Of the 8 Sibshops mentioned, 5 have moved forward and are serving siblings in their respective communities. The 3 struggling with poor attendance were encouraged to send volunteers to be trained at the Don Meyer Training held in Oklahoma City, at no cost to them, and have successfully re-organized with events scheduled for the fall school year. The 3 Sibshops that lost interest have not planned any events at this time. Sibshops State Coordinator will continue to reach out to these facilitators in an effort to assist in re-establishing their programs. (It is worth noting that Oklahoma is the only state with a full-time, statewide coordinator for Sibshops programs. This funding was originally provided by a grant from the Council, but will continue with support from Sooner SUCCESS.)

A big event for Year 5 was the Training Workshop by Don Meyer. Don came to Oklahoma City and conducted his two-day workshop. More than 50 participants were in attendance from all across Oklahoma, and even a few from out-of-state. The State Coordinator facilitated a working lunch on day one of the training, discussing best practices among Sibshops and providing a brief explanation of possible collaboration between Sibshops and faith-based respites/parents' night out. The State Coordinator also invited Daniel Gebreli, OU student and amateur film maker. Daniel filmed a documentary on a Tulsa Sibshops sibling and her little brother with a special healthcare need. Daniel introduced the documentary and had a Q&A session immediately following the viewing. In evaluations, this particular documentary was very well received. On day two of the training, Don Meyer facilitated a Sibshops event as a demonstration and training tool. There were 10 siblings that voluntarily participated and they were a wonderful representation of our State – 2 from Mustang, 3 from Norman, 2 from Enid, 1 from Oklahoma City, and 2 from Edmond. Don also coordinated an adult sibling panel during the training, with 5 adult siblings discussing the lifelong role of the typical sibling. Adult siblings represented various special healthcare needs: mental illness, Down syndrome, hearing impairment, and cerebral palsy.

The Don Meyer training was funded by Sooner SUCCESS and the Oklahoma Department of Mental Health and Substance Abuse Services. The Oklahoma Parents Center donated large tote bags for all attendees and the Oklahoma Developmental Disabilities Council donated Sibshops Manuals, that were made available to six first-generation trainees at no cost. St. Luke's United Methodist Church donated the facility for this two-day event.

Evaluations rated the overall workshop as excellent. Evaluations also gave an overview of who was in attendance, with service providers being the largest group, and parents and special education educators as second and third. We also asked about any family members with disabilities, and the overwhelming response was autism.

The Sibshops Initiative met their goal of opening two new Sibshops, in Poteau and Bethany. Ten matching grants were also awarded. Children's Hospital Foundation served as the fiscal agent for this effort.

The State Sibshops Coordinator developed a simple and inexpensive brochure. These were duplicated by Sooner SUCCESS at no charge to Sibshops. 700 of the brochures have been distributed at resource fairs, disability trainings, support groups and family events of all kinds.

Evaluating Sibshops was also an ongoing objective. The evaluation forms designed by Denise Caudill from Outcome Zone, and provided through her contract with the Oklahoma Developmental Disabilities Council, were utilized for siblings and volunteers. An online survey, Qualtrics, was designed by the State Sibshops Coordinator, and utilized by the facilitators for

reporting detailed data post-event. This survey could be completed in a very short amount of time, collected specific data, and was well received by facilitators.

We held two unexpectedly and overwhelmingly terrific family events that were very successful and well-attended during this grant period. The first event was held in conjunction with the Norman Sibshops. Partners were Sooner SUCCESS, JD McCarty Center and OU Physicians Live to Give Volunteers. It was a 4-hour February Family Event held in the conference area at the JD McCarty Center in Norman. There were more than 100 attendees with programming offered for parents (parent-to-parent format lead by a parent), siblings (Sibshops) and children with special health care needs. A Valentine's theme was used for crafts and decorations. The traditional Sibshops curriculum was utilized for the sibling activities. The children with special healthcare needs were partnered one-on-one with volunteers from the OU Physicians Live to Give program. This group had their own crafts and games. Lunch was provided by OU Physicians and enjoyed by all attendees as one big group. We played a few Sibshops games and adapted them for the families to play all together. We had a table full of handouts for attendees to pick up as they chose. Handouts included information on community services, public programs, Sibshops, and many others. The weather was unfavorable with wind and precipitation, but families rolled out

The Live to Give Volunteers are coordinated by Kelli Hayward with OU Physicans. Kelli stated in an email, "I cannot explain how incredible Saturday was for our program and for me personally. For 6 years we've had Live to Give, wherein we have monthly volunteer opportunities that I plan, attend, watch our volunteers assist, etc. This by far has been one of my favorites, and I hope we can do it again!"

Our second event was in Mustang. The 2 ½ hour event was enjoyed by over 120 attendees. Partners were Sooner SUCCESS and Mustang Parks and Recreation Department. This was also a family event for any family living in Canadian County that had a child with special healthcare needs. Mustang Parks opened their Aquatics Center for a Family Pool Party. Lifeguards volunteered their time and the Parks Department donated soft drinks and bottled water for everyone. Sooner SUCCESS provided light refreshments, and donated door prizes added to the festive atmosphere. Mustang Sibshops volunteers coordinated the event, welcomed guests, and promoted Sibshops. Goodie bags were provided for all of the children that included Sibshops brochures, handouts from non-profits and government agencies on services available, and community information. This was our second year to hold this event. Mustang Parks Aquatics Director, Jean Heasley, stated in an email, "My lifeguards were actually arguing over who was getting to lifeguard at the Sibshops Pool Party. They all wanted to be there!"

A third successful event for the Sibshops Initiative was offering a Sibshops at the Children's Behavioral Health Conference, Embassy Suites Hotel & Conference Center, Norman. Sibshops received a small grant for programming expenses. The Sibshops Initiative coordinated the event while partnering with the Oklahoma Department of Mental Health and Substance Abuse Services and Sooner SUCCESS. The State Coordinator was assisted by 2 Sibshops facilitators and 1 Sibshops coordinator. We had 11 youth between the ages of 6-12. We provided a Sibshop for children with mental health and behavior issues, and their siblings. We played Sibshops games, had peer support activities, and with grant funding were able to bring in 2 special programs – Building Minds (lego teamwork programming) and the Museum of Osteology (animal skulls). We also worked with the Norman Police Department for a community service visit so the youth could experience a "hands on" police encounter. We asked the 11 youth to evaluate the event, and responses were very positive. The favorite event was Building Minds (lego building) and meeting the Norman Police officer was also highly ranked. We were not allowed to take photographs at this event, but the youth made a large bubble display that most likely was a world record. A

mental health technician was provided at the our 8-hour event and he commented, "This has been the most fun I have had in years, and the kids really seemed to enjoy the games. The activities were very inventive."

The Family Event programming will be replicated in the future. We found it to be a successful method of program exposure and reaching our target population, as well as developing community support which leads to program sustainability.

Successful relationships were formed with the donations of food, supplies, and facilities in various communities. Sibshops events were hosted by many great facilities such as a public library, community center, child development center, church gymnasium and many others. Donations of food were provided by pizza restaurants, churches and individuals. Relationships were formed with OU Physicans Live to Give, OUHSC FOCUS online newsletter, AmeriKidz tabloid and Children's Hospital Foundation (CHF). CHF provided free promotion of Sibshops events through their online newsletter, served as fiscal agent for the program, and their marketing department donated the development of marketing flyers for Sibshops events.

In summation, the reporting period was shorter and under-funded, but very positive accomplishments were achieved, targets and timelines were met, and challenges were confronted and best efforts were made to have positive outcomes.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	255
SA02 People trained in leadership, self-advocacy, and self-determination:	50
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	390
# of Siblings attending Sibshops during year	
SA06b Other self-advocacy measure:	250
# of volunteers and others conducting Sibshops	
SA06c Other self-advocacy measure:	220
# involved in other capacities of support special events.	

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	4
SC02 Number of organizations involved coalitions/networks/partnerships:	6
SC03 Organizations engaged in systems change efforts:	6
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	700
SC06a Other systems change measure:	0

SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: \$22,978

Objective 3.3:

By 2014, create a multi-disciplinary Task Force to discuss and write a plan to address issues faced by parents who have intellectual and developmental disabilities.

Implementation activities:

Activity 3.5.1.: Develop an Advisory Committee and work plan to support parents with intellectual and developmental disabilities.

Activity 3.5.2.: Review existing materials on supports and services for parents with intellectual disabilities and develop/update materials for use in the project.

Activity 3.5.3.: Develop a marketing strategy to identify and contact social service agencies, faith-based agencies, health clinics, and the like, which may have contact with parents with intellectual and developmental disabilities, and provide them with program materials and technical assistance to support these parents.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 3.5.1.: By 2013. (complete)

Activity 3.5.2.: By 2014.

Activity 3.5.3.: By 2015.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The Advisory Committee did not meet during FFY 2014. When the committee last met, it became clear that there were far more issues involved in supporting parents with intellectual and developmental disabilities than originally believed. Council staff originally believed that parenting training and resource identification would be sufficient to help support these parents. Our colleagues in the field - both at Developmental Disabilities Services and within a private provider agency - shared with us a huge issue in terms of supporting parents with intellectual and developmental disabilities. Their major concern is that service hours being provided to parents are being used to provide child care services for their children - in other words, the service hours weren't being used for the individual with disabilities, but rather for the child of the person with disabilities.

We also investigated parent training courses offered by public agencies. It was very clear from our discussions that people with intellectual and developmental disabilities were NOT a part of

their outreach, and, in fact, parents with intellectual and developmental disabilities were not seen as even a potential target for their work. There was no response to our request that they adapt their curriculum somewhat to accommodate the needs of parents with intellectual and developmental disabilities. This is a huge systemic issue.

In the coming year, we will be visiting with Through the Looking Glass to learn more about this issue and best practices.

Two other initiatives new to the Council at the end of FFY 2014 may also improve the work of this task force:

First, the Department of Human Services' Child Welfare Division has been in communication with the Developmental Disabilities Council and is in the process of working with us to offer information and assistance to them on the issue of keeping families intact when a parent has an intellectual or developmental disability. Early meetings have been very informative on not only our side, but theirs. We are in the early stages of these discussions and 2015 hopefully will be a year this objective can move forward.

Second, the Council is a partner in a federal grant called Adopt Oklahoma Kids (AOK). The Council is excited to be working with the Department of Human Services staff working on adoption and permanency planning for youth who are in the custody of the Department. We expect to support and train their staff on person-centered thinking and planning and perhaps additionally infuse their work with the materials and ideals from the Supporting Families Community of Practice.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	6
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0

SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: \$0

Objective 3.4:

Support Court-Appointed Advocates for Vulnerable Adults of Oklahoma, Inc. to assure the legal and civil rights of 10 vulnerable adults per year are protected in court proceedings, and better assure prevention of abuse, neglect, and exploitation of vulnerable adults by guardians and non-guardians.

Implementation activities:

Activity 3.7.1.: Support CAAVA of Oklahoma, Inc. to maintain relationships and agreements with judges in Oklahoma Counties currently being served by CAAVA.

Activity 3.7.2.: Support CAAVA of Oklahoma, Inc. to develop relationships and seek judicial agreements with one new judicial district each year through 2016.

Activity 3.7.3.: Support CAAVA of Oklahoma, Inc. to maintain and strengthen certification of CAAVA volunteers.

Activity 3.7.4.: Support CAAVA of Oklahoma, Inc. to recruit, train and certify new volunteers to serve the program in all active CAAVA judicial districts.

Activity 3.7.5.: Support CAAVA of Oklahoma, Inc. to educate judges, attorneys, advocates, and others about the rights of vulnerable adults, and the rules related to guardianship.

Activity 3.7.6.: Support CAAVA of Oklahoma, Inc. to be awarded grant funding from public and private sources to continue the organization's efforts.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 3.7.1.: On-going through 2014. (complete)

Activity 3.7.2.: On-going through 2014. (complete)

Activity 3.7.3.: On-going through 2014. (complete)

Activity 3.7.4.: On-going through 2014. (complete)

Activity 3.7.5.: On-going through 2014. (complete)

Activity 3.7.6.: On-going through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Court-Appointed Advocates for Vulnerable Adults is an important concept and represented important work. Sadly, CAAVA experienced what many non-profit organizations experience when young and under-funded, and the non-profit organization has ceased to exist.

In early FFY 2014, the Council staff cleaned out the CAAVA office and stored office equipment

and supplies. Staff of the Council continue to monitor minimal but significant activities of the CAAVA volunteers and continue to work with judges on issues of guardianship and guardianship alternatives.

Council staff have made very initial contact with the state association of Court-Appointed Special Advocates (CASA). Both the Council and CASA hope to create an agreement for CASA to resume the program as soon as possible, but a lack of staff time and financial resources has not allowed this to happen as yet.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 3.5:

Increase the capability of 20% of Domestic Violence/Domestic Crisis shelters without physical or programmatic accessibility annually with basic, essential pieces of assistive technology and information about social service providers to

assist families that include an individual with intellectual or developmental disabilities who would be otherwise be denied access to these services.

Implementation activities:

Strategy 3.8.1.: Work with Domestic Violence and Domestic Crisis shelters to identify potential barriers to services for families that include a person with an intellectual or developmental disability.

Strategy 3.8.2.: Research assistive technology needs including costs, availability and usefulness of identified materials and equipment.

Strategy 3.8.3.: Work with local shelters and local funding sources to secure needed materials and equipment to assure these families are not denied shelter services.

Strategy 3.8.4.: Publicize results of project to intellectual and developmental disabilities services agencies and domestic violence and sexual assault agencies to promote additional work in future, while assuring the confidentiality of center locations and clients.

Activities undertaken were: All met Partially met Not met

Timelines:

Strategy 3.8.1.: By 2015. (initial survey complete; suprisingly negative response. Will take another look working with DHS Domestic Violence Task Force.)

Strategy 3.8.2.: During FFY 2015-16.

Strategy 3.8.3.: During FFY 2016.

Strategy 3.8.4.: During FFY 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

With the Council's recent success in partnering with emergency shelters in each Oklahoma county, Councils staff believed it would be a great coup to also provide some basic equipment and skill assessment to Oklahoma's many domestic violence shelters. Unfortunately, our outreach to these centered was rather soundly rebuffed.

Council staff continue to serve on the Department of Human Services' Domestic Violence Task Force and are building relationships with shelter operators. Perhaps this idea can be revitalized in future years.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 3.6:

Conduct 14 screenings within communities statewide to identify children with autism spectrum disorders and other developmental disabilities and provide appropriate referral to local resources starting in 2013 and continuing annually; and build systemic capacity in each of these areas to serve underserved population groups.

Implementation activities:

Activity 3.6.1.:Facilitate ASD screening clinics along with providing referral to available local resources.

Activity 3.6.2.:Strengthen family support by identifying family partners in targeted areas.

Activity 3.6.3.:Network, collaborate and develop specific ASD partners at agencies and organizations.

Activity 3.6.4.:Coordinate information and services between agencies and families.

Activity 3.6.5.:Identify and begin developing community partners for long-term sustained screening capacity and replicable outreach network.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 3.6.1.:Annually through 2015
Activity 3.6.2.:Annually through 2015
Activity 3.6.3.:Annually through 2015
Activity 3.6.4.:Annually through 2015
Activity 3.6.5.:Beginning in 2013 and annually through 2015

Timelines established were: All met Partially met Not met

Annual Progress Report:

The overarching goal of the Oklahoma Early Access Project for Autism is to further a systematic statewide plan within local communities to meet the needs of young children with Autism Spectrum Disorders by improving access to screening and needed services, especially in underserved populations. During the first three years of the project we have developed and implemented ways to increase autism awareness and build capacity for early identification of autism and other developmental delays. This has been accomplished by building relationships with partners throughout the state, by implementing a model for conducting high-quality screenings, and by training Community Screening Partners (CSPs) to implement this model in their own communities. During this reporting period, our efforts were focused on expanding and ensuring the long-term sustainability of our awareness and early identification partnerships. To this end, our activities were focused on the following areas: (1) promoting awareness of autism and early identification for current and future stakeholders in early childhood fields as well as to the general public; (2) providing in-depth training, resources, and supports for Community Screening Partners who can provide quality screening services in their own communities; and (3) providing direct screening, referral, and support services for families in underserved communities.

The outreach and awareness activities of the Oklahoma Early Access project serve to increase public awareness of autism and the importance of early identification throughout the state. Additionally, outreach and awareness activities serve as the foundation for identifying and training Community Screening Partners who can further these efforts by providing community-based awareness and screening activities locally and sustainably. In conjunction with Early Access screening services (provided by both the Early Access Screening Team and Community Screening Partners), promotional and awareness materials were distributed in more than 12 Oklahoma communities where screenings were offered. These 5000 promotional efforts were undertaken in conjunction with outreach through additional local partners (including public schools, Head Starts and other early childhood partners), local media outlets, and social media (Facebook).

In order to further augment our awareness and outreach activities, the Early Access Project also initiated a partnership with the national Act Early State Systems project during this grant year. Through participating in multiple national webinars and quarterly conference meetings we were able to gain additional insight and resources to share with the general public and our partners across the state.

The Early Access Project offers a half-day awareness training entitled “An Introduction to Autism Spectrum Disorders” for professionals who work with young children. This training also serves as the first level of training for service providers who go on to complete training as Community Screening Partners. During this reporting period, 44 service providers received this awareness level training, including professionals from the Oklahoma City Latino Community Development Agency and several Choctaw Nation programs. The Early Access Project also collaborated with

the Oklahoma Childcare Partners to present awareness information and resources for a group of 12 childcare support professionals and policy makers.

As part of Early Access' goal to also promote awareness of autism and early identification among future professionals in early-childhood fields, the Early Access team facilitated awareness and early intervention observation for 40 students from the University of Central Oklahoma, East Central University, and Southwestern Oklahoma State University.

At the core of the Early Access project is the expansion of autism screening capacity through the development of new Community Screening Partners who receive training, resources, screening kits, and protocol—along with ongoing promotional and technical assistance. During the reporting period, 6 Health Department Child Guidance teams—comprised of 23 total professionals—completed Community Screening Partner Training. These 6 teams, in addition to 15 previously trained Community Screening Partner teams, received screening tools and resources, customized awareness and promotional materials, and follow-up assistance as needed. In addition to these resources and tools, the project also continued our financial support of the statewide Autism Coordinator at the Oklahoma Family Network to serve as a resource to families and the Community Screening Partners who serve families across the state.

In addition to the Community Screening Partners who completed the 3-level training during the grant year, 23 professionals from the Oklahoma City Latino Community Development Agency and the Choctaw Nation of Oklahoma received levels one and two of the training process, consisting of in-depth training in the Early Access screening process and administration of screening instruments. In the coming year, these teams will complete level three of the training as Community Screening Partners.

During this reporting year Early Access piloted a variation of our model to help improve services in underserved rural communities. This test case involved training an individual professional (in this instance, a school psychologist who serves multiple public schools in the Oklahoma panhandle). The Early Access Project may, in the future, replicate this alternative training option for other remote regions of the state where identifying and training an entire screening team is more difficult.

Though the primary emphasis of the Early Access Project is now focused on expanding and supporting the Community Screening Partner Network, the Early Access Team has continued to provide direct screening services, referrals, and resources to children and families. Most of these screenings were conducted in conjunction with observation and hands-on participation by the Community Screening Partner trainees. Early Access staff and Community Screening Partners provided 100 screenings during this reporting period.

The Early Access Project also provides immediate resource and referral services for many families who contact us with concerns regarding their children's development. These families, rather than being scheduled for a screening by the Early Access team, are referred to a Community Screening Partner in their area or to appropriate diagnostic and treatment services, if their child has already been identified as being at risk for autism or other delays. During this reporting period, our outreach and awareness activities resulted in our Family Support Coordinator being contacted by more than 45 families who were given immediate referrals and resources.

The Early Access Project was able to meet or exceed 12 of its 15 outcome targets within this

reporting periods deadlines. The greatest successes, in this regard, were related to the expansion of the Community Screening Partner (CSP) network. Beyond to projected targets of 4 new teams and 11 team members, we were able to complete training for 6 new Community Screening partners with a total of 23 professionals completing the training process. This was accomplished through our partnership with the Oklahoma Department of Health's Child Guidance program, which allowed us to streamline and accelerate the screening process for more teams than originally projected. The expansion of the CSP network was prioritized by our project during this period since it forms the key to the long-term success and of Early Access' mission of building screening capacity throughout Oklahoma. As more opportunities to train additional Community Screening Partners became available, more resources were shifted toward this core component of the Early Access Project. We were also able to meet our goals for providing ongoing support for the 16 previously trained CSPs as well as to developing a method for tracking screening activities for all CSPs in the future.

As a result of the additional opportunities to increase the number of CSPs, our goals regarding direct screening services were affected. Rather than providing direct screening services and referrals for 40 families in 8 communities, the Early Access screening team provided screening and referrals to 29 families in 5 communities. Though the project provided direct services for fewer families than projected during the reporting period, we feel that this was justified considering that our training efforts have expanded community-based screening services available to families across the state. This is further evidenced by the fact that the project also exceeded our projection for the number of families we were able to refer directly to community-based screening and assessment providers. During the reporting period we were able to refer 45 families directly to local Community Screening Partners and other service providers rather than scheduling them for a screening with the Early Access screening team. This surpassed our goal 35 families and evidences the fact that we have been able to further shift the emphasis of the Early Access Project away from direct services and toward building and supporting community-based capacity.

The projects awareness targets were all reached during this reporting year as well. Largely due to the increased number of partnerships for future Community Screening Partners, we were able to provide awareness level training to 54 professionals rather than the projected 40. Through our new partnerships with groups including the Oklahoma Childcare Partners, we were also able to exceed our goal of training policy makers in autism awareness (5 versus a projection of 2).

The major breakthrough that occurred during this year of the project was greater than expected opportunities to grow the Community Screening Partner network through our partnership with the Child Guidance program. Similarly, a new relationship with Choctaw Nation was established during this reporting period that has contributed to our success is building awareness as well as laying the groundwork for further capacity building in the coming year. As with the Child Guidance programs and other Early Access partnerships, we have found that our initial contact and partnerships at the Choctaw Nation have opened up additional opportunities to expand the scope of our efforts and collaboration with the tribe and its various early childhood programs.

One unexpected complication that was faced during this year of the project was a technical hurdle that hampered our efforts to track the screening efforts of our Community Screening Partners. Due to IT and internet policies at some of our partner agencies, our original web-based screening tracking system was not functional for many of our Community Screening partners. We were, however, able to develop an interim solution and are currently working to improve our tools for tracking screening across the CSP network in the future.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	96
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	79

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	54
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure: # of children screened throughout the year	100
SA06b Other self-advocacy measure: # of families supported and given immediate referral to services	45
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	10
SC03 Organizations engaged in systems change efforts:	6
SC04 Number of public policymakers educated:	5
SC05 Members of the general public reached:	5,000
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$32,055
-------------------------	----------

Section III: Progress Report - Goals and Objectives

Goal 4: Implement Person-Centered Thinking Practices

Oklahoma's population of persons with intellectual and developmental disabilities, including those receiving and not receiving formal supports and services, will be aware of the concepts of Person-Centered Thinking. Advocates and service providers of the population will be aware of Person-Centered Thinking concepts and tools, and will have access to formal training in Person-Centered Thinking tools.

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

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination	planned	used
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports	planned	used
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

The BIOS Companies (private provider agency)
 Oklahoma Community-based Providers, Inc.
 Oklahoma Autism Network
 Aging and Disability Resource Consortium
 OKSAN
 individuals with I/DD and their families

Other Collaborators Actual:

The BIOS Companies (private provider agency), Oklahoma Community-based Providers, Inc., Oklahoma Autism Network, Aging and Disability Resource Consortium, Oklahoma Self-Advocacy Network, individuals with I/DD and their families, Ability First (Provider Organization), Dept. of Human Services/Developmental Disabilities Services (DDS)

Objective 4.1:

Promote awareness by self-advocates and their advocates and service providers of true person-centered thinking concepts and tools by providing the Essential

Lifestyle Planning (ELP)/Person-Centered Planning Training Overview at least 4 times per year, and the full 2-day training at least 3 times per year. Continue to increase awareness and capacity within Oklahoma by certifying 2 new trainers annually in the process, and maintaining certification of all trainers annually.

Implementation activities:

Activity 4.1.1.: Maintain certification in ELP by Council staff affiliated with the program.

Activity 4.1.2.: Train 225 individuals annually in the overview of skills necessary to promote person-centered thinking, using the "overview" of the 2-day training session.

Activity 4.1.3.: Follow-up with individuals receiving the overview training to schedule, seat and implement the 2-day training.

Activity 4.1.4.: Train 75 individuals annually with the skills necessary to provide and compose a Person Centered Plan using the 2-day training.

Activity 4.1.5.: Identify potential certified trainers for the 2-day training and work with them to increase capacity to provide this training in Oklahoma.

Activity 4.1.6.: Certify at least 2 Oklahoma trainers annually to become training mentors to serve Oklahoma and other states.

Activities undertaken were:



All met

Partially met

Not met

Timelines:

Activity 4.1.1.: Annually through 2016.

Activity 4.1.2.: Annually through 2016.

Activity 4.1.3.: Annually through 2016.

Activity 4.1.4.: Annually through 2016.

Activity 4.1.5.: Annually through 2016.

Activity 4.1.6.: Annually through 2016.

Timelines established were:



All met

Partially met

Not met

Annual Progress Report:

Twenty-six two-day Person-Centered Thinking (PCT) trainings were conducted across the state with more than 520 participants. The PCT project manager at the Center for Learning and Leadership (CLL, Oklahoma's UCEDD) became the training coordinator at BIOS, Oklahoma's largest community-based provider and a founding partner in the Oklahoma Learning Community on Person-Centered Practices, in April of this year. The partnership with BIOS continues to expand the capacity and impact of PCT across the state. BIOS conducts a minimum of 2 PCT trainings a month with a minimum of 20 participants at each. BIOS continues to embed person centered thinking and planning in its day-to-day operations.

CLL has partnered with Ability First, a community-based provider agency in Duncan. The Executive Director and two of her staff have attended the two-day PCT training. Ability First has identified 2-3 staff as potential plan facilitators for the organization.

The objectives not met in this project year were with families. With the project coming to an end at CLL, the PCT family trainer took another position in May of 2014. CLL conducted a one-day pilot training with families, but only 5 family members attended. Two other one-day trainings were scheduled, but had to be cancelled due to lack of participants. Eleven family members were able to attend shorter presentations on PCT. Families say they cannot attend two full days of training

because of the demands of their children and finding child care. Work continues on getting a one-day PCT training curriculum for family members approved by the national Learning Community. After the trainings, five families requested plan facilitations for their children with disabilities. PCT is a powerful tool for families, but training must be made more accessible for them. However, because of the partnership with BIOS, the number of trainings and plan facilitations far exceeded the expected numbers. By partnering with Oklahoma People First and the Oklahoma Self-Advocacy Network, we were able to exceed the expected numbers with self-advocates. Family members who have attended the training sessions have said the person centered plans they did develop were valuable tools in IEP meetings and, when the occasion has arose, hospital staff.

The trainings with self-advocates in this project year were very well-received. We used many of the PCT tools to train the trainers of the Self-Advocate Leadership Training (SALT) (see Goal 2 Objectives). Before each training, self-advocates used the Donut Sort tool to assign training responsibilities. After each training, self-advocates used the What Worked/Didn't Work tool to evaluate the training. In a two-day training in September for self-advocates, SALT trainers and SALT trainer candidates, project staff trained the Learning Log, Donut Sort, What Worked/Didn't Work, Good Day/Bad Day, Rituals and One Page Profile. Each SALT trainer developed a trainer one-page profile. This profile included What Supports I Need to Be a Good Trainer, Great Things about Me as a Trainer, What's Important TO Me as a Trainer, and Why I Train. It is impossible to separate PCT from SALT. The benefits of using the PCT tools have been manifold. The PCT tools gave self-advocates and SALT trainers valuable insight into themselves as leaders and trainers. Six additional trainings were delivered to self-advocates on developing a One-Page Profile, What Worked/Didn't Work, Donut Sort, and the Learning Log PCT tools. Oklahoma People First continues to support this project in promoting trainings and strategic planning with the PCT partners. Self-advocates have become stronger trainers and advocates by utilizing PCT tools for personal and professional development.

Please note: the person-centered training tools mentioned above are better described in an attachment to this report.

Several PCT tools were used with members of Oklahoma Self Advocacy Network and with trainers associated with the Self Advocacy Leadership Training. The Working/Not Working tool continues to be used to evaluate the SALT training and trainers. This tool and process gave the trainers and participants (in Tulsa SALT class) the opportunity to identify what they wanted to change and what they wanted to keep the same. The information was used to make revisions to the curriculum and the training agenda. The 4+1 Question tool is a way to collect and evaluate information about what people have done in a specific situation and it can help identify next steps. This tool was used as a problem solving and negotiation tool to define roles within the OKSAN network and the SABE Planning Committee. We have also started to use the Donut Sort to define trainer roles and responsibilities.

One self-advocate, who had a PCT planning meeting, was living at home and wanting to move to a place of her own. The plan facilitation helped identify the supports she needed to be successful in the community. She has a community provider who is working with her and she has rented a house that is being modified. She also was a participant in selecting her roommates and staff. She moved into her new home in August of 2014.

One self-advocate who previously was reticent to speak in front of others has become a vocal advocate for herself and others. She was certified as a SALT trainer and has done a remarkable job. She served on the SALT training curriculum committee and provided valuable input in the

development of the curriculum. She has also taken on more responsibility with activities of Oklahoma People First (OPF) and is a vital member of OKSAN. She co-chaired one of the SABLE conference committees and did an excellent job in completing assignments.

Another self-advocate who nobody thought would be able to become a SALT trainer has taken to it "like a fish takes to water." Even though he has not been able to master all of the modules, he has presented on two different sections of the curriculum. He has become more self-confident and was appointed to be the interim treasurer for OPF and then later elected to the post by his peers. He currently has a job, but is using the skills and confidence he has gained through his PCT planning to look for another "real job."

This past year the Oklahoma State Department of Education's (OSDE) Special Education Services unit initiated "Boot Camps," a training to fast track the certification of special education teachers. Council staff member and certified PCT trainer Jenifer Randle approached OSDE to train Boot Camp participants in one-pager profiles and in the communication chart. OSDE reviewed the training tools and found them beneficial to the point of adding them to the Boot Camp training. This training has been provided on three occasions with 120 teachers in attendance. Some of these participants have, after the training sessions, reached out to the Council as a source of additional information and resources.

Eight certified trainers were supported in maintaining their certification this past year. One new trainer was certified and two additional trainees are being mentored through the certification process.

Evaluation results of the two-day training sessions include:

83% of those attending PCT training felt their knowledge had increased, while 16% felt their knowledge had increased somewhat. 90% found the information presented was very useful, 7% of attendees felt the information was somewhat useful.

When asked if they would use the ideas presented in work 83% said "yes" with 14% responding "perhaps." When asked if they would use the information in their advocacy work and efforts 90% said "yes" with 9% responding "perhaps." 69% responded "yes" they would use the information in their personal lives and 26% said "perhaps" they would.

Three main outcomes have been tracked in regard to the training phase of Oklahoma's person centered planning community:

Outcome 1: People learn the basic meaning of PCT and the difference between "important FOR and important TO."

When participants were asked if their knowledge of PCT increased and if it provided opportunities for discussion, comments and questions amongst those participating in the meeting, the following responses were given; 78% "strongly agreed" and 20% "somewhat agreed" that their knowledge had increased and that opportunities for discussion, comments, and questions had occurred.

Outcome 2: People learn about the basic PCT tools and their uses.

When asked if they will use these new PCT ideas in their personal life, family, social relationships or community connections: 53% responded "Yes, definitely," 24% responded "Perhaps," 5% responded "No, I doubt it."

Outcome 3: People gain a new appreciation for the significance and need for Person Centered

Thinking.

When asked if they felt PCT training was needed and if it provided useful information 74% "Strongly Agreed," 16% "Somewhat Agreed," 1% "Somewhat disagreed."

When asked if they would use the new PCT ideas.

70% responded "Yes, definitely," 11% responded "Perhaps," and 1% responded "No, I doubt it."

With outcome indicators showing a positive response from those attending training sessions and BIOS Corporation continuing its work in person centered training along with the addition of Ability First, this is a major shift in thinking and service provision.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	788
SA02 People trained in leadership, self-advocacy, and self-determination:	520
SA03 People trained in systems advocacy:	79

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	99
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	120
# Special Education Teachers trained in PCT and tools	
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	7
SC03 Organizations engaged in systems change efforts:	7
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$30,187
-------------------------	----------

Objective 4.2:

Working with individuals with intellectual and developmental disabilities and their

identified teams, implement plan facilitations for at least 12 self-advocates annually through 2016.

Implementation activities:

Activity 4.2.1.: Identify and get permission from self-advocates inside and outside formal service systems to conduct plan facilitation sessions.

Activity 4.2.2.: Conduct plan facilitation sessions, using approved tools and methodologies.

Activity 4.2.3.: Develop and implement evaluation methodologies for the self-advocate and other members of the team.

Activities undertaken were:



All met

Partially met

Not met

Timelines:

Activity 4.2.1.: On-going through 2016.

Activity 4.2.2.: On-going through 2016.

Activity 4.2.3.: On-going through 2016.

Timelines established were:



All met

Partially met

Not met

Annual Progress Report:

Thirty-six individual plans were developed in conjunction with the initial transition meeting with residents moving out of the Southern Oklahoma Resource Center (SORC). Only 8 residents of SORC left without a person-centered plan. Community providers and case managers who participated in these facilitations said the information was invaluable in planning the transitions of the individuals moving from the institution.

The facilitations, which were conducted in conjunction with the initial transition meetings, provided an opportunity for family members, guardians, friends, and the SORC staff to gain an understanding of each individual's "Important To and Important For," support needs, and preferences. This information will assist staff in supporting SORC residents as they transition to the community. Family members expressed relief that the day-to-day information and history the SORC staff have was being recorded and shared with the community providers and the staff that would be working with their family member. "You can't get to know my daughter through reading a bunch of papers and reports. You need to meet her and hear what the people who have known her for years know about her," said a 74-year-old mother.

The Center for Learning and Leadership (CLL, Oklahoma's UCEDD and the contracted partner with the DD Council for this project) developed 12 individual plans and BIOS (Oklahoma's largest community provider agency and our partner in the Oklahoma Community of Practice on Person-Centered Practices) developed 50 individual plans with self-advocates living in the community, and 4 individual plans were developed at the request of families for their children. An additional 13 one-page profiles were developed with self-advocates and 3 one-page profiles were developed with families for their children's IEP meetings.

Presentations were made to families on developing one-page profiles, using PCT tools such as "Important To and Important For," and the Donut Sort, as well the importance of developing and implementing individual plans. Very few family members are able to attend multiple day sessions. Center for Learning and Leadership staff and BIOS are taking the lead in working with the national Learning Community on Person-Centered Practices to develop a one-day session to

better accommodate the needs of family members. Approval of the one-day training will hopefully come soon.

Due to the partnership between BIOS and Ability Resources, the Center for Independent Living serving the Tulsa area, the number of plan facilitations far exceeded the expected numbers. Partnering with Oklahoma People First and the Oklahoma Self-Advocacy Network assisted in exceeding the expected numbers of plan development and implementation with self-advocates.

Information and comments gathered from BIOS and Ability First, a community provider in Duncan, have shown the differences in thinking and community practice that have come about in this reporting period.

Since BIOS began using Person-Centered Planning, they have had the pleasure to see the following results, in their own words:

"The people we serve have a real sense of personal control in their lives and as the planning process is utilized and trust is built, the person and their support team are able to dive deeper into some things at the heart of challenging circumstances in their life."

"Our employees have a deeper sense of buy-in to what is needed to walk side-by-side with the person we serve on their life journey."

"A huge impact can be seen when we transition new people to our organization! We do a Person-Centered Plan before the transition, allowing the new staffing team to become more familiar with the person, therefore speeding up the relationship building. This in turn allows the person to feel more safe and loved as they go through a difficult change. Certainly there are still things to learn, however, speeding up the relationship process allows for a lot more openness in their discovery process and the staffing team is able to support the person at a much deeper level as they enter into a new journey in their life."

"One recent transition was completed for a gentleman who is diagnosed with autism and was reported to have some significant challenges related to property destruction and self-abuse. Because there was a commitment to doing a person-centered plan and really diving in to how our team could best provide the support through this change, this person has taught us some of the things that are so important to him in his daily routine and also in how we can assist home to feel safe so that he can explore new areas of interest. This really is a huge success story as we recently received a picture of him vacuuming his own home!"

"Person-Centered Practices have made us a better organization through deepening our understanding of ourselves, our co-workers, and the people we serve. We have become a much better support network that understands on a much deeper level how taking people out of their safe and loved zone, and not paying attention to the balance between "important to and important for," can greatly reduce successes on our life journeys. Also, it really is about ALL of us not just the people we serve; we cannot just use the tools as if they are something to be documented or just used for the people we support."

Ability First arranged 16 plan facilitations within their organization. The Executive Director of the organization stated the following: "I just love to see the looks on people's faces when they finally understand this meeting is just about them and what they want to have a good life." Some of the people she serves did not want to come to the plan facilitation because they thought it would be like the annual Individualized Plan (IP) meeting. Once the plan facilitation started and they started

to participate, they loved it. One young man said, “You mean this is all about me? I thought this would be one of those meetings where everybody talks about you without knowing you.”

While the contract between the Council and the Center for Learning and Leadership has now expired, both organizations remain committed to the promotion of person-centered thinking and person-centered practices. The Learning Committee continues, now being facilitated by BIOS, rather than the CLL. Our work and this goal area will continue.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	458
SA02 People trained in leadership, self-advocacy, and self-determination:	145
SA03 People trained in systems advocacy:	323

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	62
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure: # facilitations conducted with transition from SORC	28
SA06b Other self-advocacy measure: # facilitations with self-advocates	62
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	4
SC03 Organizations engaged in systems change efforts:	6
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$24,033
-------------------------	----------

Objective 4.3:

Promote changes to public policy and instructions to staff in terms of person-centered planning of the Developmental Disabilities Services Division to

improve outcomes for people with intellectual and developmental disabilities by sharing success stories of individual plan facilitation sessions.

Implementation activities:

Activity 4.3.1.: Share short-term and long-term success stories and evaluations of person-centered planning sessions with self-advocates and family members (Level One change).

Activity 4.3.2.: Share short-term and long-term success stories and evaluations of person-centered planning sessions with service providing organizations (Level Two change).

Activity 4.3.3.: Share short-term and long-term success stories and evaluations of person-centered planning sessions with policymakers within the Oklahoma Department of Human Services, the Legislature, and any other state agencies with oversight or services for people with intellectual and developmental disabilities (Level Three change).

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 4.3.1.: On-going through 2016.

Activity 4.3.2.: On-going through 2016.

Activity 4.3.3.: On-going through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

This was the final year of Council funding available to the Center for Learning and Leadership (CLL, Oklahoma's UCEDD) to implement Person Centered Thinking training and advance the Learning Community for Person Centered Practices in Oklahoma. However, this collaboration will continue and has already expanded.

BIOS, Oklahoma's largest provider agency, has become a fully person-centered organization. BIOS hired the staff at CLL what were contracted for this project, and has graciously allowed them to work on person-centered training and planning far beyond the boundaries of BIOS.

The Oklahoma Learning Community for Person-Centered Practices continues and meets quarterly to discuss open doors through which we can walk and improve person-centered outcomes for persons with intellectual and developmental disabilities.

The following stories and comments by parents, providers, and self-advocates convinced DDS to seek a collaboration with those involved in the person centered training community to begin providing PCT to their staff. As a result, the Developmental Disabilities Council has written a contract with the Department of Human Services' Developmental Disabilities Services to train 25 case managers, intake workers and behavioral health staff on person-centered thinking strategies. It is a goal of Developmental Disabilities Services to become a person-centered organization. Training will be conducted early in FFY 2015 by Michael Smull.

"The facilitations, which were conducted in conjunction with the initial transition meetings, provided an opportunity for family members, guardians, friends, and the SORC staff to gain an understanding of each individual's "Important To and Important For," support needs, and preferences. This information will assist staff in supporting SORC residents as they transition to the community. Family members expressed relief that the day-to-day information and history the

SORC staff have been recorded and shared with the community providers and the staff that would be working with their family member. 'You can't get to know my daughter through reading a bunch of papers and reports. You need to meet her and hear what the people who have known her for years know about her,' said a 74 year old mother."

"A self-advocate, who had a PCT planning meeting, was living at home and wanting to move to a place of her own. The plan facilitation helped identify the supports she needs to be successful in the community. She has a community provider working with her and she has rented a house that is being modified. She also was a participant in selecting her roommates and staff. She moved into her new home in August of 2014."

"The people we serve have a real sense of personal control in their lives and as the planning process is utilized and trust is built; the person and their support team are able to dive deeper into some things at the heart of challenging circumstances in their life."

"Person-Centered Practices has made us a better organization through deepening our understanding of ourselves, our co-workers, and the people we serve. We have become a much better support network who understands on a much deeper level how taking people out of their safe and loved zone and not paying attention to the balance between important to and important for can greatly reduce successes on our life journeys. Also, it really is about ALL of us not just the people we serve, we cannot just use the tools as if they are something to be documented or just used for the people we support."

The Oklahoma Community of Practice on Supporting Families has become part of the Learning Community on Person-Centered Practices. We believe there is tremendous opportunity for synergy, cross-training, and changes to policy and practice in terms of providing formal and information services and supports to people with intellectual and developmental disabilities and their families.

At the end of the reporting period, the Oklahoma Commission on Children and Youth approached the Council to train members of their Community Partnership Boards, which typically include human services professionals and community leaders. Person-centered thinking and planning will be a part of these trainings. We expect to expand the Learning Community on Person-Centered Thinking with some of the individuals in these trainings.

The Council is also a partner in a new grant received by the Department of Human Services at the end of the fiscal year. This grant will fund systemic change efforts in the area of adoption and permanency planning for youth in the foster care system. Again, we believe this project can infuse person-centered planning concepts to achieve remarkable results for their target population and we look forward to reporting these results next year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
---	---

SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 4.4:

Build a regional collaboration among surrounding states to promote capacity-building and person-centered thinking concepts within these states.

Implementation activities:

Activity 4.4.1.: Work with professionals in Texas to assess assets of Oklahoma and Texas in terms of a possible collaboration and expansion of program ideals.

Activity 4.4.2.: Provide information to DD Councils in Kansas, Missouri, Arkansas, Louisiana, New Mexico and Colorado about the work of the Texas and Oklahoma Person-Centered Trainers and determine their interest in building capacity in those states.

Activity 4.4.3.: As interest in other states is determined, amend State Plan to include next steps with these states.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 4.4.1.: During FFY 2014.

Activity 4.4.2.: During FFY 2014 and 2015.

Activity 4.4.3.: During FFY 2014, 2015, 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

While the contract between the Council and the Center for Learning and Leadership (Oklahoma's UCEDD) has ended, BIOS, the provider agency that now convenes the Learning Community on Person-Centered Practices, will continue to work on this goal. Funding shortages and lack of capacity have prevented outreach to neighboring states, but Oklahoma and Texas trainers are planning to convene a "gathering" in Texas in the coming year. This may revive the interest in a multi-state collaboration.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Section III: Progress Report - Goals and Objectives

Goal 5: ODDC Outreach Improvements

The general population of Oklahoma, including those with intellectual and developmental disabilities, families, educators, students, and community organizations, will be aware of DD Council resources, and will use such information to improve community integration and positive perceptions of those with intellectual and developmental disabilities. The Council will publicize results and statistics annually through 2016, and upgrade systems and information current with need.

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

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		used
Other Activities	planned	used

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Prodigy Public Relations
 Oklahoma Family Network
 Latino Community Development Agency
 Down Syndrome Society of Central Oklahoma
 Oklahoma People First, Inc.
 State Department of Education
 SoonerStart Early Intervention Program
 OSU-OKC Professional Spanish Translation Program
 Oklahoma Autism Network
 Department of Rehabilitation Services
 Department of Human Services
 Jim Thorpe/Integrus Rehabilitation Hospital
 Pediatric Neuropsychiatry Associates
 OSU Disability Student Services
 OITP

Objective 5.1:

Council staff will develop and construct the Oklahoma Disability Information Gateway website by 2015, to include at least 50 discreet informational topics of interest to advocates for people with I/DD. DIG will continually be updated and expanded through 2016 as information changes and need arises. Information will be categorized in a manner that is logical and user-friendly, and will include written articles and video presentations to assure accessibility

Implementation activities:

Activity 5.1.1.: Identify topics and information to be included in the website.

Activity 5.1.2.: Organize topics in a logical manner, likely in "lifespan" order, to help users find information easily.

Activity 5.1.3.: Work with the Oklahoma Office of State Finance for appropriate design and webhosting support.

Activity 5.1.4.: Appoint an editorial board to assess information for correctness and accessibility.

Activity 5.1.5.: Upload multi-media information in a sequence based on identified needs of the population, based on public input to the Council.

Activity 5.1.6.: When DIG has enough content to be useful for a broad audience, work with Prodigy Public Relations to develop and implement a media campaign to announce the website.

Activity 5.1.7.: Develop an evaluation tool for DIG and promote usage to DIG customers.

Activity 5.1.8.: Develop a feed-back component for customers to assess usefulness of information and solicit ideas for improvement.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 5.1.1.: By 10/1/2013. (complete)

Activity 5.1.2.: By 10/1/2013. (complete)

Activity 5.1.3.: By 10/1/2013. (complete)

Activity 5.1.4.: By 1/31/2014.

Activity 5.1.5.: By 6/1/2014.

Activity 5.1.6.: By 6/1/2014.

Activity 5.1.7.: By 6/1/2014.

Activity 5.1.8.: By 6/1/2014.

Timelines established were: All met Partially met Not met

Annual Progress Report:

It has been difficult to establish an editorial board consisting of outside members. As a result most of the content is being edited in-house by staff.

Actual building and populating of the site has progressed very well in the past year. Throughout the year, the Council staff has made progress toward populating the site with information, resources, and helpful links. The website has been re-organized to include more focus on "A Good Life" and community-based resources. The website has now been broken down into 2 main sections with 12 subcategories: The Basics, which consists of How to D.I.G.; Advocacy, Values & Language; History; A Good Life; and Supports & Services; and Life Course which consists of New

Journey, Early Childhood, School Years, Transition, Adult Life, and Aging. Five of the 12 subcategories have been completed. We have created a section called “Red Dirt Wisdom” and have contacted many families, self-advocates and professionals to write perspectives and editorials on certain topics. Restructuring the website added some important categories that were once overlooked, but also created some backtracking due to having to redesign several aspects of the site.

There is some concern that the state webhost may change and therefore the format of the website may have to be redesigned again. We will find out more in the next couple months. For now, there will be a bigger focus on content over design.

We have been able to collaborate with a few organizations, like the Center for Learning and Leadership (Oklahoma's UCEDD), to get more resources to the site, e.g. the Guide to Community Services in Oklahoma. It has been difficult to obtain commitments of time and information from organizations with information to share.

Once the site is ready to be publicized the Council will work within its means and resources to publicize it.

Evaluation and feedback tools cannot be accurately developed until the site content is complete.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	1
The CLL has provided information to be included on the site	
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:

\$0

Objective 5.2:

Develop an Information and Assistance protocol to assist at least 100 persons per year who call, write, or visit the DD Council office.

Implementation activities:

Activity 5.2.1.: Write Instruction to Staff and train staff in providing information and assistance/information and referral to DD Council customers.

Activity 5.2.2.: Create and disseminate an evaluation form for all customers seeking assistance from the DD Council.

Activity 5.2.3.: Create and implement a methodology to document needs of customers to assure State Plan is reflective of assistance sought.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

Activity 5.2.1.: By 10/1/2012. (complete)

Activity 5.2.2.: By 1/1/2013. (complete)

Activity 5.2.3.: By 1/1/2013. (complete)

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

The I/A log was developed to record client requests/requests, certain demographic information, and the referrals given in relation to their request. Staff most likely to encounter individuals needing assistance were given a quick training on making appropriate referrals. More training, including active listening skills, will take place. Staff will receive further training on completing associated paperwork and tracking of those seeking assistance.

Staff have been providing referrals, resources, and assistance to DD Council customers by phone, email and drop-ins. Resources and referral information has been updated regularly to meet the needs of the customers. Simplified resource sheets have been created and updated regularly. Staff assisted 120 families, professionals, and individuals during the reporting period.

A longer survey form was created and dissemination has been attempted. Most drop-in and phone assistance does not conclude with the completion of the extended survey. Clients' lack of time and investment in this creates barriers in getting these forms completed. As a result, more focus has been given to one of the questions on the Information and Assistance Log which asks how helpful we have been. This allows us to find out if the resources and information we provide are beneficial to them and in what way. This question is asked before they leave our office.

Traffic in our office building (a converted shopping mall) has steadily decreased over the year with the Oklahoma Health Care Authority and other agencies moving out. There may be an even

larger decline in drop-in traffic during FFY 2015 because the Social Security Administration office across from the ODDC office has moved out as well.

Information from I/A has proven is beneficial as we develop the Disability Information Gateway. It has helped in developing appropriate categories and in the editing of information placed on that site.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	5
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure: Persons seeking and given referrals to appropriate providers.	120
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 5.3:

Support the dissemination of 100 print and video resources per year through 2016 from the Justin A. McCurry Resource Library.

Implementation activities:

Activity 5.3.1.: Create and add to the Council's website a catalogue of materials available for loan from the Justin A. McCurry Resource Library.

Activity 5.3.2.: Working with Prodigy Public Relations, develop and implement a marketing plan for individual and systems advocates announcing the library and its holdings.

Activity 5.3.3.: Develop a procedure to determine process outcomes related to library usage.

Activity 5.3.4.: Develop an evaluation tool for Justin A. McCurry Library and promote usage to library customers.

Activity 5.3.5.: Develop a feed-back component for customers to assess usefulness of information and solicit ideas for improvement.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 5.3.1.: By 6/30/2014.

Activity 5.3.2.: By 6/30/2014.

Activity 5.3.3.: By 6/30/2014.

Activity 5.3.4.: By 6/30/2014.

Activity 5.3.5.: By 6/30/2014.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Staff have helped more than 80 customers find resources they needed for themselves or their loved ones. The large majority of resources shared with customers were booklets, brochures or pamphlets. Although this number is low, many books and videos have been shared in conjunction with awareness presentations at companies, schools and other community organizations. For example, "Portable Libraries" suitcases full of children books and teacher's books is shared with schools we visit and pick up a month or two after our presentations. A few of our videos are also shown during the presentations at schools and organizations.

This Justin A. McCurry Library has expanded its collection with 80 new books and videos. It also continues to grow its assortment of resources, such as booklets, pamphlets, and brochures. The online catalog remains updated as new resources come in. An evaluation/survey has been in place to determine the helpfulness of the library as well as recommendations for resources not currently offered. A consultation with the Department of Libraries has been conducted to determine new ways to reach more people across Oklahoma and find more efficient ways to catalog and share resources.

Public relations funding has not been available in order to develop and implement a marketing plan. Consultations with Department of Libraries, as well as smaller libraries in Oklahoma, may help assist us in finding ways and means to get the resources out to the public more effectively. This is an ongoing process.

Though a contract provided by the Oklahoma Department of Mental Health and Substance Abuse Services, the library was able to purchase several new books and videos for the library during the reporting period.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	80
Individuals who have collected or veiwed materials available	
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	3
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$20,000
-------------------------	----------

Objective 5.4:

Identify and provide training to at least one non-disability related entity per year on disability culture and etiquette, to support positive perceptions and interactions with people with intellectual and developmental disabilities, each year through 2016. The Council will encourage each organization to include this training in the new employee orientation of each organization\'s new employees, and will provide trainers and training materials as requested to these organizations.

Implementation activities:

Activity 5.4.1.: Develop training outline for the program, targeting employers who have daily interactions with people with disabilities.

Activity 5.4.2.: Develop an evaluation tool for training.

Activity 5.4.3.: Develop a feed-back component for customers to assess usefulness of information and solicit ideas for improvement.

Activity 5.4.4.: Identify potential audiences for the training, and market the training to these audiences.

Activity 5.3.5.: As training is delivered, provide information and materials to organization on subsequent trainings for new staff, as needed.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 5.4.1.: By 7/31/12. (complete)

Activity 5.4.2.: By 8/31/14.

Activity 5.4.3.: By 8/31/14.

Activity 5.4.4.: On-going through 9/30/16.

Activity 5.3.5.: On-going through 9/30/16.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Council staff have presented 7 disability awareness training sessions this past year. Three trainings took place in local schools, reaching 480 students and 48 teachers. One training was conducted with the local Down Syndrome support group; 5 individuals were in attendance. Three sessions with a total of 16 participants (new hires and incumbent employees) were conducted with DECO Security, Inc. DECO is the federal contractor placing security guards and screeners in federal buildings.

School presentations are geared toward peers and classmates. During the presentations, we show informational videos, answer questions and talk about acceptance and inclusion. While at the school, we share information and resources with teachers. These resources include the "Newspapers in Education" piece Council staff wrote with The Oklahoman (Oklahoma City's daily newspaper), entitled "Why Awareness is Important, and Tips for Educators on How to Help Students with Disabilities Participate, Learn, and Succeed in the Classroom."

Training for parents at the Down Syndrome Association of Central Oklahoma consisted of ways to advocate for one's child in school, spreading awareness, and how to make a one-page profile for a child.

The DECO trainings consist of using the video "Ten Commandments of Working with People with Disabilities" and a PowerPoint presentation prepared by the staff member working with the organization. The PowerPoint contains information on alternate screening methods for those using assistive technology, recognizing people with disabilities want to be treated as a person and not a disability, the use of service animals, and ADA responsibilities in serving people with disabilities.

A post-test survey is given to determine if participant's knowledge level of the material increased after attending the training. Fifteen of the 16 participants completed the evaluation. Those 15 showed an increase in their knowledge in the areas of: cultural sensitivity, how various disabilities affect individuals, the person-AT connection and recognizing and understanding the use of service animals.

They are also asked to answer the following two questions: "Has your ability to understand the

disability/aging community improved?" and "Do you feel that you can use this information to better serve the disabilities and aging populations clients in your job?" Each question used the following scale of responses: "Yes, definitely," "Yes, somewhat," "No, not really," and "No, definitely not." In response to the first question, 14 answered "Yes, definitely" and 1 responded "Yes, somewhat." In response to the second question, 16 of 16 answered "yes, definitely."

Four (2 in Oklahoma City, 2 in Tulsa) regional DECO supervisors surveyed in November were asked to complete a 2 question survey and to share their observations of employees who had completed the training. They were asked to answer the following two questions: "Have you noticed among your 'incumbent' employees an increase in understanding and acceptance of clients who have disabilities or are elderly since they attended disability awareness training?" and "Do you feel that by attending disability awareness training your 'New Hires' are better prepared to assist and work with clients who have disabilities or are elderly?" Each question was to be answered on the following scale: "Yes, definitely," "Yes, somewhat," "No, not really," and "No, definitely not." 4 of 4 responded "Yes, definitely" to both questions.

When asked to share their observations of employee attitude and behavior to question number 1 they responded by saying: "Fewer questions and more knowledge when working with the disabled guests and visitors," "Fewer questions to me about what to do. They recognize that everyone needs to be treated the same." Another response was, "When doing monthly inspections of the PSO's on their assigned post I ask them questions about how to handle people with disabilities and those with service animals. When I first started I always got the answer that there isn't anything in our post orders specific to that topic, now the PSO's are answering the questions with the correct answers and with confidence." And, "I have seen my PSO's get a wheelchair and help an elderly client into the SSA office." Observations in response to question 2 included: "The information gave the new hires a better understanding of their duties and responsibilities," "New hires don't get frustrated or need assistance or feel as uncomfortable about assisting and working with clients who have disabilities or who are elderly," "Most definitely! Providing security in the areas of the government that deal with people with disabilities and the elderly, SSA and the Office of Disability Adjudication and Review, preparing our PSO's with knowledge on how to handle different disabilities not only gives the employee the confidence to do their job, but makes the clients know that we believe in their importance and seriousness of their issues," and, "I do believe that this training helps tremendously in the preparation for new hires to help and deal with the different issues that people may have and to better help the client."

The Council believes that these trainings are very beneficial and will expand the offer to provide them to groups and organizations in the future.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	548
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	63
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0

SA06b Other self-advocacy measure: 0
 SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 2
 SC02 Number of organizations involved coalitions/networks/partnerships: 0
 SC03 Organizations engaged in systems change efforts: 5
 SC04 Number of public policymakers educated: 0
 SC05 Members of the general public reached: 0
 SC06a Other systems change measure: 0
 SC06b Other systems change measure: 0
 SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: \$3,500

Objective 5.5:

In partnership with the Oklahoma Family Network and the Latino Community Development Agency, create and maintain an on-line resource guide of written materials for Spanish-speaking families on various intellectual and developmental disabilities issues and pediatric diagnoses. Seat an editorial board of people who are proficient in multiple Spanish dialects who can review terminology, definitions, and translation to ensure appropriate and accessible content.

Implementation activities:

- Activity 5.5.1.: Seat an Editorial Board for material identification and content.
- Activity 5.5.2.: Upload first edition of Spanish-English Developmental Disability Resource Directory (SEDDRD) onto DD Council website.
- Activity 5.5.3.: Develop and implement evaluation protocol for customers.
- Activity 5.5.4.: Develop and implement a customer feed-back system for improvements and needed information.
- Activity 5.5.5.: Annually host editorial board meeting to review and update materials.

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity 5.5.1.: By 3/2013. (complete)
- Activity 5.5.2.: By 3/2013. (complete)
- Activity 5.5.3.: By 3/2014.
- Activity 5.5.4.: By 3/2014.
- Activity 5.5.5.: Annually through 2016.

Timelines established were: All met Partially met Not met

Annual Progress Report:

Progress stalled on this initiative due to financial constraints of all agencies involved. This objective has since be removed from the State Plan.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: \$0

Objective 5.6:

Building on the success of the pediatric brain injury conference, Brain+Child, hosted in the summer of 2013, continue to meet with stakeholders identified to implement the national Pediatric Aquired Brain Injury (PABI) Plan in Oklahoma. Staff of the Council will support the \"reintegration\" objectives and will provide technical assistance in working with policymakers and identifying additional

advocates working toward these objectives.

Implementation activities:

Activity 5.6.1.: Host and support the Reintegration Committee of the Oklahoma PABI Plan team three times per year.

Activity 5.6.2.: Assist the PABI Plan State Coordinator to augment other PABI Plan committees with active stakeholders.

Activity 5.6.3.: Examine the possibility of co-hosting an annual or bi-annual PABI Conference.

Activity 5.6.4.: Update DIG website to include brain injury resources.

Activity 5.6.5.: Re-examine State Plan goals re: PABI Plan.

Activities undertaken were: All met Partially met Not met

Timelines:

Activity 5.6.1.: Through FFY 2016.

Activity 5.6.2.: Through FFY 2016.

Activity 5.6.3.: By 6/2014.

Activity 5.6.4.: By 12/2013. (in process)

Activity 5.6.5.: By 7/2014.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The only progress on this objective this year has been the addition of ABI/BI resources to the DIG website.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0

SA02 People trained in leadership, self-advocacy, and self-determination: 0

SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0

SA05 People attained membership on public/private bodies and leadership coalitions: 0

SA06a Other self-advocacy measure: 0

SA06b Other self-advocacy measure: 0

SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0

SC02 Number of organizations involved coalitions/networks/partnerships: 0

SC03 Organizations engaged in systems change efforts: 0

SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Objective 5.7:

Develop and disseminate a print and/or electronic tool kit for students with Individualized Education Plans about rights and responsibilities under IDEA and Section 504 of the Rehabilitation Act, and to assist them in planning post-secondary education and/or career planning.

Implementation activities:

- Activity 5.7.1.: Revise and update Youth Transition Guide drafted by Brett Cunningham.
- Activity 5.7.2.: Approve information included in the guide with potential resources, including student services staff at colleges and universities.
- Activity 5.7.3.: Format in an attractive format for electronic dissemination, including large type and potential languages other than English.
- Activity 5.7.4.: Upload to Disability Information Gateway, and publicize to Special Education Directors, Special Education Teachers, and District Superintendents.
- Activity 5.7.5.: Disseminate through networks of students with disabilities and their parents.
- Activity 5.7.6.: Create and implement evaluation and feedback tools for guide.

Activities undertaken were: All met Partially met Not met

Timelines:

- Activity 5.7.1.: June 2014.
- Activity 5.7.2.: October 2014.
- Activity 5.7.3.: December 2014.
- Activity 5.7.4.: January 2015 and on-going.
- Activity 5.7.5.: January 2015 and on-going.
- Activity 5.7.6.: January 2015 and on-going.

Timelines established were: All met Partially met Not met

Annual Progress Report:

The information has been loaded onto the DIG website and has been shared with students expressing and interest in the guide.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$0
-------------------------	-----

Section IV: Satisfaction with Council Supported or Conducted Activities

Individual Survey Responses:

Number of responses:	19
Respect (%):	Yes 100.00% No 0.00%
Choice (%):	Yes 100.00% No 0.00%
Community (%):	Yes 100.00% No 0.00%
Satisfaction (%):	94.70% Strongly Agree 5.30% Agree 0.00% Disagree 0.00% Strongly Disagree
Better life (%):	100.00% Strongly Agree 0.00% Agree 0.00% Disagree 0.00% Strongly Disagree
Rights (%):	Yes 100.00% No 0.00%
Safe (%):	Yes 100.00% No 0.00%

Individual Comments:

This survey is compiled of graduates of either the Oklahoma Partners in Policymaking program or the Oklahoma Youth Leadership Forum, or people who were "walk in" customers of the Council's Justin A. McCurry Library.

We are very hopeful for a change in this survey -- our response rate is getting lower each year, and we feel that our customers are tired of answering these same questions annually.

Stakeholder Survey Responses:

Number of responses:	9
Choices & Control (%):	89.00% Strongly Agree 11.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Participation (%):	89.00% Strongly Agree 11.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Satisfaction (%):	100.00% Strongly Agree 0.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree

Stakeholder Comments:

We still have a difficult time understanding what "stakeholder" means for the purposes of this survey. We used this category for parents of youth who had attended the Youth Leadership Forum as well as YLF staff.

Section V: Measures of Collaboration

Critical issues/barriers affecting individuals with developmental disabilities and their families that the collaboration has jointly identified:

1. Advocacy Training and Development
2. Governor's Conference on Developmental Disabilities
3. Justin A. McCurry Library and Oklahoma Disability Information Gateway (DIG)
4. Person-Centered Thinking Learning Community
5. Positive Behavior Interventions and Supports
6. Positive Perceptions of Oklahomans with Intellectual/Developmental Disabilities
7. Oklahoma Self-Advocacy Network

Section V: Measures of Collaboration

Issue 1: Advocacy Training and Development

Description of collaborative issue/barrier or expected outcome:

Redlands Partners is committed to developing skills and abilities in self-advocates and others to assure that people with disabilities and their issues are present and/or represented in all policy development arenas.

Life Areas:

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Self-Determination | <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Education | <input checked="" type="checkbox"/> Childcare | <input checked="" type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council annually supports two major efforts aimed at advocacy training and development: Partners in Policymaking and the Youth Leadership Forum. Support includes nearly 100% funding for these programs, all staff support, and marketing and outreach efforts.

The Council has a contract with the Center for Learning and Leadership (UCEDD) to provide administrative support to the Oklahoma Self-Advocacy Network. As part of this contract, self-advocates have identified training issues that are needed to advance Oklahoma's self-advocacy organizations, and that will provide some skill development so that Oklahoma self-advocates can step into their communities and be considered for non-disability related community non-profit boards and other committees. This training is known as SALT (Self-Advocacy Leadership Training) and has been a game-changer in terms of self-advocates truly taking responsibility for training their peers. They have set high standards for the training and trainers, and this has given great results.

Problems encountered as a result of collaboration:

none.

Unexpected benefits:

OKSAN - the Oklahoma Self-Advocacy Network - has been an amazing organization to grow and develop. This group will be a huge partner for Redlands as they continue to grow.

Issue 2: Governor's Conference on Developmental Disabilities

Description of collaborative issue/barrier or expected outcome:

Oklahoma does not have any single, statewide, cross-disability advocacy organization. Absent that, it is difficult to find a way to convene a large group of advocates. The annual Governor's Conference on Developmental Disabilities provides such an opportunity.

Life Areas:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Self-Determination | <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
|---|--|--|--|

Employment

Education

Childcare

Housing

Community Inclusion

Quality Assurance

Council roles and responsibilities in collaboration:

Council staff represent a large portion of the Governor's Conference Planning Committee. While funding has been too tight within the Council's budget to provide much financial support, we are hopeful this will change. The Council staff working on the conference have been instrumental in selecting outstanding keynote speakers, and we have been successful in making next year's theme Supporting Families, in conjunction with our work on the Supporting Families Community of Practice.

Problems encountered as a result of collaboration:

Because the conference is always in OKC, we have trouble reaching a more remote population.

We are hoping to explore some possibilities of several smaller conferences in cities throughout Oklahoma - to take information and marquee speakers "on the road" to families and individuals in more isolated communities. So far, we've not had a lot of positive feedback from our colleagues, but we will continue to push for changes to the typical 2-day format.

Unexpected benefits:

As noted above, the Council's work on the Supporting Families Community of Practice has been influential as we have planned the last two conferences, and the upcoming conference.

Issue 3: Justin A. McCurry Library and Oklahoma Disability Information Gateway (DIG)

Description of collaborative issue/barrier or expected outcome:

Oklahoma is a rural state without much inter-city transportation. Outside of major metropolitan areas, it's difficult to access many resources - except for those available online. Redlands Partners is committed to assuring that all Oklahomans can access information about disabilities, in general, as well as resources that may be available to persons with disabilities and their advocates.

Life Areas:

Self-Determination

Health

Transportation

Recreation

Employment

Education

Childcare

Housing

Community Inclusion

Quality Assurance

Council roles and responsibilities in collaboration:

The Council physically houses the Justin A. McCurry Resource Library - a library with text books, educational materials, electronic media, and recreational reading materials about disabilities. The Council is also developing DIG, an online resource guide.

Problems encountered as a result of collaboration:

It continues to be difficult to set aside appropriate time and other resources to get DIG fully operational. We have also not had the opportunity to fully market the library or DIG. We have begun to set aside at least one day per month for the staff to work on DIG and the Library, but much work remains.

Unexpected benefits:

For those who do access the library, the feedback has been extremely positive.

Issue 4: Person-Centered Thinking Learning Community

Description of collaborative issue/barrier or expected outcome:

Redlands Partners is committed to providing real, practical training on person-centered thinking and person-centered planning practices so families, providers, and other advocates can move systems change forward.

Life Areas:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Self-Determination | <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input checked="" type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

For five years, the Council funded this effort through a contract with our UCEDD. As the work has developed, it no longer worked for the Council to fund the UCEDD. Staff from the UCEDD are now employed by BIOS, a large provider agency that has fully embraced Person-Centered Thinking. In fact, they are a fully person-centered organization.

Meanwhile, a change in leadership at Developmental Disabilities Services (DDS) has provided us with a new opportunity to invest in staff training, specifically for case management supervisors and psychology staff. The Council recently wrote a contract to provide training to DDS, which will likely be conducted by Michael Smull.

We are hopeful that this is a first step in DDS becoming a person-centered organization. They always have been on paper, but we think this training and the outcomes it will provide in terms of Oklahomans living better lives will be the catalyst for improved policy and practice.

Problems encountered as a result of collaboration:

There have been hiccups and road blocks throughout this work. As we encountered them, we redefined our strategy to "walk through any door that opened." As mentioned above, when we first started this work, DDS was really not on board. But a change in leadership opened that door!

We also believe that the national push to make DDS part of the DD Act "sisterhood" has been instrumental in moving forward this change. Kudos to NASDDDS and ACL for making this effort!

Unexpected benefits:

Oklahoma is one of the six states chosen to be part of the Community of Practice around Supporting Families. We are now working on merging this work with our Learning Community on Person-Centered Practices and it's been a great new dimension to our work in both areas.

Issue 5: Positive Behavior Interventions and Supports

Description of collaborative issue/barrier or expected outcome:

Redlands Partners is committed to expanding broad knowledge and application of positive behavioral

supports to support people with disabilities of all ages in their various communities.

Life Areas:

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> Self-Determination | <input type="checkbox"/> Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input checked="" type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council's work in this area has morphed a great deal. Originally, we were determined to work with the Oklahoma Department of Education, but leadership changes and funding challenges for this agency made our plan to contract with Drs. Laura Riffel and George Sugai untenable. Our focus now is to ensure that PBIS is rolled into our work in Person-Centered Thinking and Person-Centered Planning. After five years working with our UCEDD to begin this work, we have recently contracted directly with Developmental Disabilities Services of the Oklahoma Department of Human Services. Training will target case management supervisors and psychology staff, with an obvious intent to prove that "behavior" is mitigated in a truly person-centered system. This work has just begun, and we haven't yet developed our outcome strategy. We are very excited about this work and its possibilities.

Problems encountered as a result of collaboration:

none.

Unexpected benefits:

We have been disappointed a number of times when our "great ideas" didn't work out. What's been fun and unexpected is that our first, more direct run at psychologist staff was soundly rebuffed. Now that Developmental Disabilities Services is embracing person-centered thinking, one of the first emails we received was from a staff psychologist thanking us for investing in this work and noting his excitement to dig in to this training. Systems change takes time and can have lots of twists and turns. This latest outcome is very gratifying!

Issue 6: Positive Perceptions of Oklahomans with Intellectual/Developmental Disabilities

Description of collaborative issue/barrier or expected outcome:

In spite of many efforts, there are still negative perceptions about the abilities of persons with intellectual and developmental disabilities. Redlands Partners is committed to supporting many efforts aimed at greater community inclusion of people with I/DD - and a major emphasis toward that end is positive messages about people with I/DD.

Life Areas:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Self-Determination | <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Education | <input checked="" type="checkbox"/> Childcare | <input checked="" type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council is working with Oklahoma People First and active parent advocates on a campaign to end the use of the "R" word. The Council produced a video PSA with Olympians Bart Conner and Nadia Comaneci,

both of whom are national Board members of Special Olympics and very committed to people with disabilities. Sadly, we have not had funding to purchase air time/consideration for this PSA over the last year. We have applied for a large grant which, if funded, will help us to air this important message statewide.

Two years ago, in preparation for our work on the "R" word, we did a study on perceptions and usage of the "R" word in three large Oklahoma Communities. We will conduct a follow-up survey to see if perceptions have changed once we have completed a more extensive outreach in terms of our PSA, etc.

Problems encountered as a result of collaboration:

none.

Unexpected benefits:

none yet.

Issue 7: Oklahoma Self-Advocacy Network

Description of collaborative issue/barrier or expected outcome:

As a result of the Administration on Community Living's Self-Advocacy Summits, Redlands Partners convened the Oklahoma Self-Advocacy Network, an organization of self-advocates, advocacy organizations, and strong parent and family advocates, to work together to improve the perception of people with disabilities, develop and implement leadership training for self-advocates, and work together to sponsor the 2014 Self-Advocates Becoming Empowered Conference.

Life Areas:

- | | | | |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Self-Determination | <input type="checkbox"/> Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council is providing funding via the UCEDD to employ a part-time coordinator of OKSAN and development and implementation of the SALT training program, leadership training developed by and for self-advocates in Oklahoma.

The Council will provide \$25,000 toward the SABE Conference, and staff have been instrumental in planning the conference.

Problems encountered as a result of collaboration:

It is clear that advisors to some advocacy organizations, notably Oklahoma People First, are not well-trained to ADVISE. As systems advocates, we hope the DD Council can broach this very significant but "touchy" subject.

Unexpected benefits:

We have been fortunate to include individuals with brain injury and mental health diagnoses in our work, but we need more self-advocates and more diversity among self-advocates as part of this work. The collaboration has also benefitted from the inclusion of strong parent advocates, who had not previously found a venue for their advocacy with and on behalf of their children. These parents persuasively argued that because of the severity of their children's disabilities, parents could and should be included as voices for their children. It is certainly worth noting that these parent advocates are Partners in Policymaking graduates and

understand that their role is to support their child's advocacy - not voice their own opinions. Truly these parents have been better "advisors" to OKSAN than many of the formal "advisors" of Oklahoma People First.

Section VI: Dissemination

The Developmental Disabilities Council will provide a copy of its Annual Report via the Council's webpage. Additionally, we will specifically invite elected policymakers in the state, as well as non-elected policymakers with ties to the intellectual/developmental disabilities community, to view the Annual Report online. We will disseminate in accessible formats, as requested.

With the recent changes in senior-level staff at our Designated State Agency, the Oklahoma Department of Human Services, interest has been renewed in the Council and its activities. We are excited to have more input from our DSA and will very specifically disseminate print versions of this report to appropriate staff within the agency.