

# OKLAHOMA: ANNUAL PROGRAM PERFORMANCE REPORT

## SECTION I: IDENTIFICATION

### 1. *State/Territory*

OKLAHOMA
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### 2. *Fiscal Year*

2022
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### 3. *Contact person regarding PPR information*

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## SECTION II: COMPREHENSIVE REVIEW AND ANALYSIS

### *Adequacy of health care and other services, supports and assistance that individuals with developmental disabilities in Intermediate Care Facilities (ICF) receive.*

Oklahoma's Intermediate Care Facilities for Individuals with Intellectual and Developmental Disabilities (ICFs/IDD) are privately owned and operated, with one exception. The Robert M. Greer Center in Enid, Oklahoma is owned by the State of Oklahoma, but the Center is operated via contract by a private company, Liberty Health Care and serves only those dually diagnosed individuals with IDD and mental illness. Oklahoma has 1699 licensed ICFs/IDD "beds" among 86 facilities/buildings throughout the state. Those 86 licensed facilities are operated by 27 separate providers. The facilities vary in size, offering a range of 4 to 160 beds; 74 facilities have 16 or fewer residents, while 3 facilities have more than 100 residents. The majority of Oklahoma's licensed facilities house between 6 and 8 residents. Numerous providers operate more than one facility and may share medical staff. In September 2021, new legislation in Oklahoma restricts approved development and use of new ICF/IDD beds, except for homes that are 16 beds or smaller. They may only be approved in the service area when the total

number of ICF/IID beds in the service area falls below the following standard: eighty-four (84) ICF/IID beds per one hundred thousand (100,000) general population and only in areas where 95% of such beds are currently in use.

All ICFs/IDD in Oklahoma are required to have a Director of Nursing, a Medical Doctor, a Pharmacist, and a Dietician/Nutritionist on staff. The Oklahoma Nursing Home Care Act requires that all ICFs/IDD have enough qualified staff and support personnel to carry out the residential living, professional and special programs and services for residents as required by their individual needs, and of sufficient size that the facility does not depend on residents or volunteers for services. There should be sufficient dietary, nursing, housekeeping and administrative staff to serve the needs of the facility. The facility will have individualized plan and goals for each individual residing in the home. Some ICF/IDDs report that their residents participate as active members in their community, attending events, going on recreational activities, and working in the community.

Dentists/oral hygienists are not a required medical professional on staff. Dental care services are generally provided by private providers in the community. Extensive dental care is not always an "insured" cost through Medicaid; when Medicaid is a payer, it often does not cover all dental costs needed. As a result, it can be extremely challenging to find a dentist for people who have Medicaid as their primary or only insurance. Unfortunately, dental care continues to be cited as a significant need for individuals with disabilities, whether they reside in ICFs/IDD or not.

Pursuant to the Nursing Home Care Act of Oklahoma, ICFs/IDD shall be surveyed through an unannounced inspection at least once every fifteen months, with a statewide average survey cycle of twelve months. The results of these inspections are available to the public through the Oklahoma State Department of Health (OSDH). The OSDH's annual ICFs/IDD inspections found several regulation deficiencies that are not being met, and the Department has contacted all facilities with required regulation updates that need to be completed. Regulation deficiencies found in 2021 included: Failure maintain current Individuals plans for residents, Failure to ensure that a Human Rights committee had reviewed behavior support plans and use of psychotropic medications, Failure to follow "public health standards" by not implementing the required 2-step tuberculosis test within thirty days of new hire or new client, Failure to secure medications, Failure to meet fire inspection, Failure to meet the specific health care needs of the residents.

Any facility that has not met Federal compliance requirements for participation in the Medicaid program is immediately contacted with the results of their inspection. The facility then has ten calendar days to submit an acceptable Plan of Correction (PoC) to the OSDH. The PoC must include what corrective action will be taken and how the facility will continue to monitor its corrective actions. Once a PoC has been submitted and approved, a follow-up inspection is made. Family members and guardians may also submit a complaint about a facility at any time. The OSDH follows up on complaints with a targeted inspection.

Council staff did not find any instances of client death due to unusual incidents or incidents related to restraints. Upon review of the available documentation, it appears that all survey deficiencies were rectified and therefore, Staff did not find any instances of a facility closing for lack of medical care to clients.

*Adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities served through home and community-based waivers receive.*

Qualified persons with intellectual and developmental disabilities are provided health-related services through Medicaid. The Oklahoma Health Care Authority (OHCA) is the state agency that administers SoonerCare (Oklahoma Medicaid). Generally, for individuals with developmental disabilities who have relatively good health, SoonerCare meets their needs through a successful and broad-ranged service structure. However, there are limitations that apply to ensure that only medically necessary services are

provided. Some services are for children only.

Outside of Oklahoma's metropolitan areas, a great portion of the state is rural and faces a major lack of provider services and supports. Some doctors in rural areas will not accept SoonerCare patients citing low reimbursement rates. Many of rural hospitals are underfunded and struggle to provide basic necessary care. The USDA awarded 2.45 million in grant funds to health systems in 5 rural areas to begin to expand services in August 2022, including expanding the use of telehealth services. Unfortunately, the availability of reliable internet in rural areas vary greatly. While several rural towns have started to provide transportation services to citizens in their cities, these services are not reliable and limited. SoonerCare's limitation of six prescriptions per month for adults becomes a major challenge for many individuals who have extensive medication needs. This lack of coverage can result in poor health care and other troubling outcomes for individuals.

Dental care continues to be a challenge for individuals with developmental disabilities, whether they receive waiver services. It is often difficult for these individuals to find a dentist or oral hygienist who understands, and is willing to provide services to, people with disabilities. Unfortunately, even when dentists or oral hygienists are trained to work with the individuals with developmental disabilities, dental care is often not fully covered through SoonerCare. As a result, it can be extremely challenging for people who have SoonerCare as their primary or only insurance to find a dentist. Even with these challenges, Oklahoma parent- and self-advocacy groups have continued to work toward increased awareness of the healthcare, services, supports and assistance needs of individuals with intellectual and developmental disabilities across the state. Advocacy groups have been active in the increase of access to personal care services for these individuals.

Oklahoma's TEFRA option is provided through the OHCA and provides benefits available to children with physical or cognitive disabilities who would not ordinarily be eligible for Supplemental Security Income (SSI) benefits because of their parent's income or resources. This option allows children who are eligible for institutional-level services to be cared for in their homes. In early 2018, Oklahoma passed a bill called "The Hope Act," which required people on TEFRA to recertify their disability quarterly to receive benefits. Parent- and self-advocacy groups managed to get 650+ TEFRA families excluded from the Act before it was passed, by flooding the legislature with calls. TEFRA remains a financial lifeline for families who have children with significant diagnoses by serving as either their sole or secondary health insurance. Applied Behavior Analysis (ABA) coverage continues to be available for SoonerCare beneficiaries and private insurers in Oklahoma.

Oklahoma currently offers six Medicaid Home- and Community-Based Waivers: Community Waiver, In-Home Support Waiver for Adults (IHSW-A), In-Home Support Waiver for Children (IHSW-C), Homeward Bound Waiver, ADvantage Waiver and Medically Fragile Waiver. All services provided through these waiver programs are individualized to the person's circumstances and must be justified through an individualized planning process. To be eligible for these waiver programs, an individual may not be simultaneously enrolled in any other waiver program or receiving services in an institution, including a hospital, rehabilitation facility, mental health facility, nursing facility, residential care facility or an ICF/IDD. Individuals who receive these waivers may receive a comprehensive array of services, including residential, employment and direct care services and supports. The first 4 waiver programs are specifically meant to serve individuals with intellectual disabilities. Historically, a family applying for these services may wait 13 years for services to begin, due to a long waitlist. In May of 2022 the Oklahoma legislature appropriated \$32.5 million to end the DDS waitlist by March of 2024. This funding also increased provider rates. Currently there are 4,174 individuals waiting for services, and 5,885 receiving waiver services. The Homeward Bound Waiver serves individuals have been certified as being members of the Homeward Bound Class Action Lawsuit, which closed the Hissom Memorial Center in the 1990s. Services are comprehensive and have no cap. The population on this waiver is reduced every year through attrition (death) of those who previously lived at the Center. Ultimately, this waiver will

end. Oklahoma's Community Waiver serves individuals who are 3 years of age or older who have intellectual disabilities or related conditions who would otherwise require placement in an ICF/IDD. Both the Homeward Bound and Community were developed to provide a compressive level of support and meet the needs of individuals who require a high level of support. The In-Home Support waivers are fiscally capitated and meet the needs of individuals who may live on their own or with their families, who may not require extensive state funded supports. The In-Home Support Waiver for Adults (IHSW-A) serves the needs of adults 18 years of age or older with intellectual disabilities, while IHSW - C Serves the needs of children ages 3 to 17. Individuals served by the IHSW waivers may self-direct their services. Individuals who self-direct their services may hire their caregiver within the rules of the self-direction program. To qualify for the IHSW-C Waiver, a child must reside in the home of a family member or friend, in his or her own homes or an OKDHS foster home or group home operated through the Children and Family Services Division of OKDHS. The key difference in these waivers is the Medicaid entitlement, which provides additional services through the state's Medicaid program. The adult waiver provides a larger "cap" to pay for the services EPSDT provides for children. An individual may move from the IHSW-C or IHSW-A waivers to the community waiver if it is found that the higher level of support is necessary for that individual.

Oklahoma's additional three Home- and Community-Based Waivers target more specific populations. The ADvantage Waiver serves frail, elderly individuals (age 65 or older) and adult Oklahomans (age 21 or older) with physical disabilities, who do not have intellectual disabilities or a cognitive impairment. To be eligible for the ADvantage Waiver, an individual, who would otherwise require placement in a nursing facility, must reside in his or her own home or a family member's home.

The Medically Fragile Waiver program is a Home- and Community-Based alternative to placement in a hospital and/or skilled nursing unit of a nursing facility to receive Medicaid-funded assistance for care. This program allows Medicaid-eligible persons who meet institutional level of care requirements to remain at home or in the residential setting of their choosing while still receiving the necessary level of care.

### SECTION III: STATE PLAN IMPLEMENTATION

<p><b>A. Introduction</b></p>	<p><b>Provide an executive summary with cohesive information that provides an overview of the report including, but not limited to the following: (1) targeted areas of emphasis, (2) strategies used to implement activities; (3) significant accomplishments and/or barriers to OMB Approval 0985-0033 Expiration: 11/30/2024 state plan implementation; (4) needs requiring state plan amendments.</b></p>
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The Council has made progress on its goals and objectives of the State Plan. The majority of the Council's work focused in the Quality Assurance, Education and Early Intervention, Employment, Formal and Informal Community Supports areas of emphasis. The Council's work includes specific project work, collaboration, public policy, and educating policymakers.

Significant achievements during this fiscal year included the work towards bringing its Partners in Policymaking (PIP) training back for FY 2023 and an in-person Youth Leadership Forum (YLF). Both PIP

and YLF are signature projects of Oklahoma's DD Council and are popular and successful. The Oklahoma Family Network continues to encourage their staff to complete PIP as part of their job training. Both are known with the Governor's office and the State Legislature as a source for well-trained, effective advocates to serve appointments on boards, commissions, and task forces. The Governor's office often requests graduates, not only for the Council, but for other statewide boards such as the Statewide Independent Living Council, the Governor's Committee on Employment of Persons with Disabilities, the Oklahoma Rehabilitation Council, the Oklahoma Commission on Children and Youth, and the Governor's Committee on Disability Concerns.

The moving of the Council's Justin A. McCurry Resource Library to the Oklahoma Health Sciences University Bird Library as well as improving and strengthening the Council's partnership with its Designated State Agency, Oklahoma Human Services (OHS) and divisions within OHS, notably the Developmental Disabilities Services and Community Living, Aging, and Protective Services divisions, has also been a significant accomplishment. The Council is an active participant on the DDS Advisory Committee as well as committees to support the work done for individuals on the waiting list.

<b>Cultural Diversity</b>	<b>Describe the Council's overall efforts to address the needs of individuals with developmental disabilities and their families of a diverse culture through its state plan supported activities.</b>
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The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. The Council contracted with Recite Me to begin addressing this need with the Council website. Recite Me provides a tool bar on the website allowing guests to the website to customize their website visit through various accommodations (larger text, color changes, font changes, and more). This helps users be more comfortable with a website that is useable for them . Recite Me also translates and interprets the written language into over 50 languages. The tool bar translation also translates Council publications that are opened in the user's browsers to the language chosen.

While this one method is not by any means complete, it is helping the Council begin to reach other audiences. The Council wants to reach out to those in diverse cultures and seeks to improve.

<b>B. Evaluation of State Plan Implementation</b>	<b>In this section report on the evaluation activities conducted and results.</b>
<b>B1. Evaluation Activities</b>	<b>Describe the evaluation activities undertaken during the fiscal year being reported, including evaluation activities conducted to strategically assess the overall progress and direction of the state plan implementation.</b>

The Council is excited for the future of this area with the hiring of a new Grants and Planning Management director. This person has been more active in working with our contractors than it has been in a couple of years. This is an area of concern for the Council and one the new staff including the director is working on to develop better evaluation activities of the Council's work. The new director has instituted quarterly visits with each contractor to check in on progress on activities, and assure high quality outcomes as council projects are executed.

The Council has completed an extensive study of their Youth Leadership Forum, contracting with a researcher to support this work and making the study neutral from Council opinions. This study has been helpful in informing the Council and Staff of the impact YLF has in our youth and increasing our self-advocacy capacity in youth. The Council is excited with the results this research study. This study has been helpful in informing the Council and Staff of the impact YLF has in our youth and increasing our self-advocacy capacity in youth.

**B2: Evaluation Results**

**Report the broad results of the evaluation activities described above (B1), including a broad assessment of the overall progress of Council supported activities.**

The Council has made progress in each of its three goals established in the state plan and has made strides in each area. In Advocacy and self advocacy the council has: 1) Increased awareness, knowledge, & advocacy skills for persons with I/DD, families, professionals, community members; 2) Persons with I/DD were empowered to advocate in their daily lives; 3) Individual & community behaviors were changed from trained advocates; 4) Some community partners & agencies had awareness of the needs people with intellectual disabilities and 5) Persons with I/DD, family members, advocates will educate policymakers on disability related issues. While the council is proud of the ongoing work, additional focus on this area is necessary to assure enduring impact.

The Council has made significant progress in meeting our outcomes set for Good Lives Across the Lifespan goal. Through partnerships, the council has increased awareness, knowledge, & use of Person Centered Thinking (PCT) & Charting the LifeCourse framework for supporting persons with I/DD, families, professionals, community members. The council has increased the knowledge & understanding of tools, resources, and supports to begin early planning after diagnosis. The council has supported the increase of respite options for families and caregivers of persons with Intellectual or Developmental Disabilities. The council has provided a resource to increase family members and other caregiver's awareness about guardianship and alternatives. The council believes it has made significant progress in these areas, but more work needs to be done to assure that the implementation of these principles and ideals is incorporated into the daily lives of Oklahomans.

The council has not yet achieved all it hopes to in conjunction with community awareness and inclusion. By the end of 2026 the council hopes to have Individual and community behaviors changed from trained advocates; Community partners and agencies will have awareness of the needs people with intellectual disabilities; Oklahoma students are supported through successful & proven inclusive practices; Increased employment opportunities for persons with I/DD; and persons with I/DD are active & valued members of their local community. Strides have been made in all areas, but they have not yet been achieved. Through videos, training modules, and presence in community activities, the council is pleased with the progress being made, but much more is necessary.

The Council is especially proud of Partners in Policymaking and the Youth Leadership Forum (YLF). The long-term research study on the Oklahoma Youth Leadership Forum has given much information to the Council about the impact YLF has made on its YLF graduates. YLF helps our young people with the knowledge and understanding of one's individual strengths and needs, rights and responsibilities, along with decision-making and self-advocacy. These are key features of leadership and have a significant impact on post-secondary education, employment, community engagement, and independent living

choices and outcomes of young adults. Recommendations for next steps for the future of Oklahoma's YLF include: Students are most likely to drop out of HS between grades 8th and 9th grade so maybe accessing that group as YLF delegates would be helpful; When developing and/or updating the YLF curriculum, ensure group leaders understand accommodations, modifications, and effective instructional methods, and universal design for learning; Conduct in-depth case studies; Examine the financial situation of participants; Attend YLF twice - Transition age begins no later than 16 or younger if determined appropriate. YLF opportunities could begin at age 15 or between freshman and sophomore year and again between junior and sr year; Encouraged to attend another camp between sophomore and junior year; On the final day of YLF invite families for brunch/lunch and delegate presentations; Online courses and activities (youth and their families) throughout the year; and Participate in Partners in Policymaking. During the study, the researcher interviewed past YLF graduates. One young person who was being interviewed answered the question 'What was their most memorable part of YLF' this way: 'I feel like YLF really taught me to be able to advocate for myself, to realize that I have a voice, I have a say in my life and goals in my life and everything. The most memorable part to me was when we worked on worksheets about us. It said that students can lead their own IEP meetings, lead the IEP meetings, help with that. And I thought to myself, 'I never knew this, that I could do that before.' And so I took that seriously and that staff member helped me along with that, coming up with a plan. And then it was the fall after I came. No. It was spring of the next year, my senior year of high school, that spring that I talked to my teachers and my parents and my IEP teacher and we all got going to where, eventually, the few teachers, my IEP teacher and my mom and dad, they all came to attend the morning. That morning was my exit IEP meeting and I was able to.. I pretty much led it in that. I remember my mom saying later, she says, 'I felt like I barely did any talking.'

At the meeting, though, the exit meeting, I talked about my goals for the rest of the senior high school, what wanted to accomplish as far as goals after high school, and I asked my IEP teacher what places could help with that, what organizations could help with that and everything, and then kind of let them be open to questions from everyone because the other part of advocacy, I think, is it's like you've got to get help sometimes from those who support you, as well, to help you get what you need and want in life, too, at times. And so it was interesting. My IEP teacher, she said, 'We've never had a student with a disability like you, just asking if they could lead it.' That was pretty big. So YLF, thanks to that, I was able to lead the IEP meeting at the end.'

<b>B3. Lessons Learned and Future Work of the Council</b>	<b>Report on how the Council will use lessons learned from state plan implementation and the data gathered from the evaluation activities to move forward the work of the Council.</b>
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Council Staff has learned a great deal the past year. All staff are new in their position and have had to learn a great deal while keeping the focus on the work of the Council at the forefront. Staff are eager to learn all aspects of the job including how to continually improve and evaluate the Council's State Plan. Council staff continue to make positive strides in the rebranding of the Council's work.

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<b>C. Input on National Priorities</b>	
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The Council would like to see a national discussion on collaboration and equity with DD Network Partners. While the Council has worked to improve its partnerships with organizations statewide and has been successful in building relationships with its DSA and others, collaboration with our network remains difficult.

The role of assistive technology in the lives of people with I/DD is also worthy of more discussions. Every week the Council fields questions from Oklahomans in regards to needing various levels of technology needs which includes expensive accessible vehicles, costly augmented communication devices, and ramps being built to access homes. Individuals with ID and/or DD could have need for expensive assistive technology for their life, but are often in limbo because of updates or repairs to their technology. Services that are of support for individuals are discontinued after technology replaces this support, however, updates to technology are required. When updates and/or repairs to owned equipment, updates to assistive technology, or life situations change, one could need to reapply and wait for services.

The Council serves on the State's Tech Act Advisory Committee (Oklahoma ABLE Tech) and works to have a positive relationship with Oklahoma ABLE Tech. This has not been partially successful. They're invited to be a part of training and advocacy programs the Council hosts. The Council would enjoy hearing national discussions on assistive technology and believe it would have positive outcomes for those with I/DD and their families.

Around the nation there is a national push to make competitive integrated employment a reality for all those who wish to pursue it. Employment in segregated settings, where individuals often make less than minimum wage, is now viewed as antiquated and employment in the community is preferred. Continued support and guidance is needed to assure this becomes a reality in all 50 states.

Direct Support Professionals (DSPs) are the backbone of systems which support individuals with disabilities. They provide support in their homes, at work, and in the community. There is a documented shortage of these professionals across the nation. These professionals are utilized to meet the individual needs of those with disabilities. They may be needed to help with daily living skills or with assisting the individual in pursuit of their personal goals. Without these professionals, the services that can be provided are limited. Focus on this area is imperative to assure that any goals are achieved in the next few years.



SECTION IV: STATE PLAN IMPLEMENTATION PROGRESS REPORT

*Planned Goals*

*Goal 1: Advocacy and Self-Advocacy Skills Improvement*

*Section IV: A*

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	Yes	Yes
Health	Yes	Yes
Formal and Informal Community Supports	Yes	Yes

Strategies	Planned for this Goal	Strategies Used
Outreach	Yes	Yes
Training	Yes	Yes
Technical Assistance	Yes	Yes
Supporting and Educating Communities	Yes	Yes
Interagency Collaboration and Coordination	Yes	Yes
Coordination with Related Councils, Committees and Programs	Yes	Yes
Barrier Elimination	Yes	Yes
Coalition Development and Citizen Participation	Yes	Yes

Intermediaries and Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	Yes	Yes
University Center(s)	Yes	Yes
State DD Agency	Yes	Yes
Other Collaborators	Yes	Yes

Goal Narrative
<p>The Council has made progress in achieving the short term outcomes established in the state plan logic model. These include: 1) Increased awareness, knowledge, &amp; advocacy skills for persons with I/DD, families, professionals, community members; 2) Persons with I/DD are empowered to advocate in their daily lives; 3) Individual &amp; community behaviors changed from trained advocates; 4) Community partners &amp; agencies will have awareness of the needs people with intellectual disabilities and 5) Persons with I/DD, family members, advocates will educate policymakers on disability related issues. Each of our contractors have provided awareness and advocacy trainings.</p> <p>The Council enjoys its partnership with the Oklahoma Self-Advocacy Network (OKSAN), an all-disability coalition. OKSAN provided awareness and advocacy trainings to professionals, community partners, and individuals with disabilities through the use of a peer to peer teaching model. Colleagues with</p>

disabilities teaching and sharing their own lived expertise with others who have disabilities. The Youth Leadership Forum (YLF) achieved this through an advocacy and leadership training provided to high school students with disabilities. OAALA provided these opportunities to advocates and community partners addressing the needs of Aging Oklahomans. Partners in Policymaking encourages ongoing advocacy graduates of the program who are family members, individuals with disabilities and professionals. The Oklahoma Transition Institute (OTI) focuses on students as they move from high school to adult living.

The Council would like to note that while training for and with individuals with developmental and other disabilities and family members this year has been substantial, the amount of education and awareness provided to professionals in Oklahoma this fiscal year has been significant. These professionals have included individuals within the developmental disabilities service system, such as direct support professionals and state employees. It has also included medical professionals and emergency responders. Council contractors report a total of 923 professionals have participated in these educational opportunities provided through our contractors. (OTI report 524 trained, OKAPSE 42; OKSAN 254). (direct care staff, state employees, medical professionals, emergency responders, etc.)

With the ongoing work of these contractor's the Council is optimistic to meeting its 5- year goal of advocacy and self-advocacy skills improvement. In the annual council satisfaction survey 100% of respondents responded that they feel better able to advocate after participation in council activities. The Council is hopeful that continued support for the beneficiaries of these programs will result successfully in the intended impacts of: Individuals with developmental disabilities, their family members and others will live their best life in an inclusive and supportive communities they choose. Community partners, agencies, programs, and projects will be better able to support individuals with developmental disabilities family members so that they may live their best lives; and improved policies and legislative actions will be taken to improve the lives of individuals with disabilities, their families and others.

*Objective 1: Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)*

3. This objective is:	Individual & Family Advocacy
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4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	Yes
Targeted disparity	No
DD Network Collaboration	No

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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<p>7. Provide an overall description of this effort:</p>	<p>The Council believes in training advocates and self-advocates to increase advocacy capacity. This is one of the greatest influences on the state. The Council has invested in national training programs Partners in Policymaking, Youth Leadership Forum, Oklahoma Aging Advocacy and Leadership Academy, as well as the Oklahoma Self-Advocacy Network to support its efforts in improving advocacy and self-advocacy skills. These programs have not only increasingly trained advocates to participate in legislative advocacy and on statewide boards and commissions, but also increased the Council's network of allies. The Council believes having a strong influential base of advocates and self-advocates assures that resources, services, and legislation are appropriate and ensures individual needs are met. During this fiscal year the Council provided opportunities across online platforms to provide opportunities for advocacy and self-advocacy skills improvement. The Council partners with the DD Network to provide more advanced opportunities for self-advocates to teach and share those advocacy skills with others through the Oklahoma Self-Advocacy Network (OKSAN). The Council provides technical support and funding to OKSAN to work with self-advocates and professionals to create, support and lead trainings to better prepare self-advocates to make their own choices and live their best lives. Trainings are delivered and facilitated by self-advocates to other self-advocates, with support as necessary, from professionals. The Council was partially successful in meeting its objective of Advocacy and Self-Advocacy Skills Improvement in this fiscal year through its collaborative work and support for the Oklahoma Self-Advocacy Network (OKSAN). OKSAN is an all disability coalition created by disability network partners. OKSAN trainings are completed with a peer-to-peer training model. Self-advocates becoming trainers work long hours to hone their skill to deliver curriculum and many have seen skills as well as confidence, pride, and leadership increase. Consulting with the Council, OKSAN self-advocate leaders determine annual trainings. Trainings this year included Self Advocates as Medical Educators (SAME), Taking Control of Your Health, Sexual Health, Teach Us To Do It Ourselves, Emergency Preparedness, Self-Advocacy Leadership, and Bullying. OKSAN trained 419 persons during this year. This includes people with disabilities, national sexuality educators, case</p>
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	<p>management, state legislators, DD Council, Social Work and Health students, medical residents and interns, employment specialists, and family members. With 95% of participants reporting satisfaction in its project activities, OKSAN continues to be a strong impetus for improving the lives of Oklahomans with developmental disabilities and their families. OKSAN reports that self-advocates have been actively serving on 11 boards and advisory committees as well. OKSAN report a culture of success, saying that when self-advocates see other self-advocates develop and conduct trainings, they want to be part of that success. The OKSAN training project has shown that self-advocates expect and demand excellence from themselves and others. COVID-19 still proved to impact activities negatively. Many of OKSAN trainings were completed online using zoom. The Oklahoma Youth Leadership Forum (YLF) returned to an in person format this year. YLF is a weeklong intensive educational and motivational week, encouraging and supporting youth with disabilities in improving or developing their leadership and advocacy. Topics addressed during this week include disability rights laws, innovations in technology, community resources, and legislative processes. Student delegates met with state government officials, including Oklahoma's Governor. 22 students applied for the week, 19 accepted an invitation to attend, and 17 students completed the week. Leadership by example is a key component to the YLF. This summer we had 6 alumni return to join our YLF staff. We also had a few former alumni stop by to visit with delegates during the week. we also had a few former alumni stop by to visit with delegates during the week. COVID-19 still proved to impact activities negatively. Recruiting students for YLF has been difficult due to a decrease in the awareness of the program, but Staff continue to seek partnerships to help recruiting efforts. The Council is pleased with its activities as they continue to have a positive impact for Oklahoma.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
200 individuals with developmental disabilities are trained to be effective self-advocates.	NO
50 individuals with developmental disabilities from rural and frontier areas of the state are trained to be effective self-advocates.	NO
20 self-advocacy trainings conducted.	Yes
One mental health training curriculum is developed.	Yes
40 individuals with developmental disabilities or their family	Yes

members are trained to be effective advocates to healthcare professionals.	
15 YLF program graduates; 5 youth mentors supported	Yes

10. The report should include the following:	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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The Council continues to provide support and funding to the Oklahoma Self-Advocacy Network (OKSAN) to work with self-advocates and professionals to develop, support and lead trainings for Oklahoma's self-advocates so that they can be better prepared to make their own choices and live their best lives. The Council and OKSAN support trainings led by self-advocates to other self-advocates, allowing self-advocates to better develop leadership, advocacy and trainings skills. With the consult of the Council, the self-advocate leaders determine their annual training topics. The Council works closely with OKSAN to guide outcomes in this area and assure that every opportunity for self-advocacy is leveraged. Council staff attends many OKSAN meetings to provide technical support, and meets with OKSAN staff on a quarterly basis to check on progress. The Council administers the programming for the Youth Leadership Forum. Staff plan all aspects of the event including housing, speakers, and activities. The Council also provides staffing and support during the event to assure a quality experience. After the event occurs staff report on outcomes and provide ongoing support to the graduates.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Oklahomans with developmental disabilities are more empowered to be self-advocates in their everyday lives.	Yes
Individuals with developmental disabilities in the rural and frontier areas of Oklahoma are more knowledgeable about how to be effective self-advocates in their	Yes

personal lives and in their local communities.	
Oklahomans have developed effective advocacy skills to support the developmental disabilities community throughout the state.	Yes

13. Progress towards achieving outcomes for overall objective:

The Council fell short of achieving all its planned outputs and outcomes for the reporting period but did make strides toward those goals. We continue to strive for excellence in this area. During this reporting period, self-advocates implemented new training on sexual health and wellness while continuing to train on topics that will enable them to better make choices of their own and live their best lives, including health living and emergency preparedness.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

The Council continues to support individual legislative advocacy through our partnership with OKSAN. This year self-advocates participated as part of AUCD's Plan Language Workgroup which resulted in the requirement of grant proposals to be written in plain language. In addition self-advocates continued to build relationships with state legislators by visiting them at our state capitol during Developmental Disabilities awareness day at the capital. Here OKSAN passed out information to 120 people. OKSAN also put together a follow-up zoom call with legislators. 30 individuals attended the call, including 7 legislators. Discussion during this call including Medicaid expansion, managed care, accessible voting for people with disabilities, accessible transportation, the need for a provider rate increase, and plan language in bills and policy writing. After this call, self-advocates reported being called by their legislators to discuss upcoming bills and advocacy needed. This advocacy may have contributed to provider rates being drastically increased.

*Objective 2: Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.*

3. This objective is: Individual & Family Advocacy

4. This objective is: Ongoing

5. This objective is:  
Fulfilling a Self-Advocacy DD Requirement Yes

Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	<p>The Council is proud of the work being done around the state to educate families and professionals about systems change advocacy. Not only is the Council looking forward to the return of the disability advocacy training Partners in Policymaking but is happy to be working with advocates of the Oklahoma Aging Advocacy Leadership Academy (OAALA) training program. OAALA is an extraordinary and award-winning program administered by Oklahoma Human Services (OKDHS) Community Living, Aging and Protective Services (CAP) division. The mission of OAALA is to identify, train, and develop volunteer leaders, aging services professionals, and advocates in issues related to aging. Through the academy, participants are empowered to become committed leaders to successfully advocate for Oklahoma's aging population. Its primary focus is on aging issues, available services, and gaps in services. This a focus is relatable to multiple populations as we are all aging. Topics trained include aging, legislative advocacy, socialization, person centered thinking and planning, Charting the LifeCourse, and more. OAALA includes topics each year specific to developmental disabilities programs and services. Despite original planning, this year OAALA was presented virtually due to COVID concerns. 13 individuals completed the coursework within OAALA, representing 9 counties within Oklahoma. 4 participants identified as a family member of someone with a disability. As part of the coursework, participants are required to complete a project. Projects from this class including expanding housing options (new housing); education and materials, and socialization projects. Partners in Policymaking (PIP) is a disability advocacy training for adults with disabilities, parents or family members of children with disabilities and advocates for persons with disabilities. PIP is coordinated and facilitated by Council staff. The Council's goal is to educate participants to be active advocates with</p>
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those who make policy, foster development of positive relationships with policymakers, help prevent the loss of basic rights for people with disabilities, and support graduates as they advocate for supports and services to increase independence, productivity, and inclusion into the community for people with disabilities. PIP alumni continue to make significant impact throughout the state in advocating for individuals with disabilities. Two PIP alumni ran for State office during this fiscal year. Numerous other PIP alumni continue to hold positions of leadership with private and public organizations where their impact is profound for individuals with developmental disabilities and other disabilities. Another of our PIP alumni was honored as one of the top 55 most inspirational people in Oklahoma. Council Staff has worked to coordinate logistics and have identified 32 participants to bring PIP back starting in October of 2022. Curriculum has been modified to better fit a virtual platform due to concerns of COVID. PIP alumni and those interested in attending were happy to hear its back as well as past speakers. Recruiting efforts for future years, like YLF, has been set back but seems to be on track with the help of the program's graduates. A class of 32 was seated and set to begin in October. The Council remains vigilant in continuing PIP to increase its advocacy capacity by educating, preparing, and leading future advocates towards changing systems in Oklahoma. Oklahoma APSE is the Oklahoma state chapter of the Association of People Supporting Employment First (OK-APSE), a national organization committed to improving and expanding integrated employment opportunities, services, and outcomes for people experiencing disabilities. Oklahoma People First (OPF) aspires to promote equality for all with disabilities, advocate to speak for themselves, provide employment opportunities and vote, and access for all. OK-APSE and OPF found the very core principles of their organizations are similar: to support individuals with disabilities in pursuit of their dreams. Therefore, it made sense OK-APSE and OPF joined forces in FY21 to administer an annual virtual conference, which shared expertise of national experts and local leaders on topics such as advocacy, successful employment practices, and self-determination. The Council participated in this event, supporting the planning and administration of the conference. Nothing about us without us was kept at the forefront as self-advocates assisted in planning the conference and as well as speaking during sessions to share their experiences and advocate. The Oklahoma Transition Institute (OTI) is an annual two-day event to improve secondary transition education, planning, and services that lead to successful



	post-school outcomes for students with disabilities. This event brings together experts, family members, and students to collaborate for the best outcomes for students. Statewide best practices and advocacy skills are shared throughout the conference. The Council participated in this event, supporting the planning and administration of this event.
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
18 Partners in Policymaking program graduates.	NO
3-5 Partners in Policymaking program graduates seated in leadership positions on boards, councils or committees that take up issues related to developmental disabilities.	NO
5 conferences related to the field of developmental disabilities supported.	Yes
3-5 self-advocates, advocates or professionals supported.	Yes

10. The report should include the following:	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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We've been partially successful in meeting this outcome for this fiscal year. We have successfully been able to educate individuals with developmental disabilities, family members, and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues impacting people with developmental disabilities and their families. Our numbers well exceed the target of 50 individuals. OALA reports that they had 13 graduates, the OK-APSE / OPF conference had 127 participants, OTI reported an attendance of 525. The council worked closely with these contractors to assure high quality outcomes. The council worked to market the events, identify viable speakers, assist with logistics as needed, and other support.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
An educated and trained advocacy base that can provide leadership in Oklahoma on issues related to developmental disabilities.	Yes
Oklahoma's public entities and agencies have the benefit of a well-trained advocacy base that can advise about issues related to developmental disabilities.	Yes

13. Progress towards achieving outcomes for overall objective:	
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The Council believes that the disability community benefits from the the ongoing leadership of a well-trained advocacy base in Oklahoma. This includes professionals, families, and individuals with disabilities that have the skills to work together to achieve positive outcomes for individuals in the state. While this advocacy base is present and fairly robust, more work is needed assure ongoing support is maintained in the future. As our population ages, so too is does this primary base of individuals. Assuring depth in this area is extremely important. Oklahoma's public entities and agencies have the benefit of a well-trained advocacy base that can advise about issues related to developmental disabilities. This is evident in Oklahoma. One extraordinary example of advocacy in Oklahoma occurred around Oklahoma's Developmental Disabilities Services Waiting list. This list had grown to such an extent that it took 13 years for individual's applications to be reviewed and services started. For families, the situation was dire and extremely frustrating. Through years advocacy and leadership, the legislator was encouraged to provide the funding needed to do away with this list. This has occurred this year.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).	
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The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. In this area the council attempted to remind contractors and partners to assure that all opportunities are accessible to everyone. This resulted in closed captioning being used during some events and sign language at others. Council staff encouraged the presentation of one contractor to be revamped with those needs in mind and to be more culturally sensitive in the content of their presentation. We are aware that this does not meet needs of those who may have language barriers. This is an area that the council will continue to work through and address.

Section IV: B

Individual & Family Advocacy Performance Measures

Race and Ethnicity

Race/Ethnicity	#	%
White alone	64	65.31%
Black or African American alone	19	19.39%
American Indian and Alaska Native alone	3	3.06%
Hispanic/Latino	6	6.12%
Asian alone	1	0%
Native Hawaiian & Other Pacific Islander alone	0	0%
Two or more races and Race unknown	5	5.10%
Gender	#	%
Male	25	25.51%
Female	58	59.18%
Other	15	15.31%
Category	#	%
Individual with DD	27	69.23%
Family Member	12	30.77%
Geographical	#	%
Urban	60	70.59%
Rural	25	29.41%

I. Output Measures

Objective	Performance Measure: IFA 1.1 People with DD who participated in activities	Performance Measure: IFA 1.2 Family members
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	76	29
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	35	0
Total # of Output Respondents (The total number of respondents should be the number of people from each	111	29

category that responded to a survey/evaluation)		
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II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD	96
IFA 2.2 Percent of family members who increased advocacy	94

Sub-Outcome Measures: The number (#) of people who are better able to say what they want/say what is important to them.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	85	7
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	17	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	7	1
<b>IFA 2.3 Percent of people better able to say what they need</b>	6.31%	3.45%

Sub-Outcome Measures: The number (#) of people who are participating in advocacy activities.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	85	7
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	17	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	7	1
<b>IFA 2.4 Percent of people participating in advocacy activities</b>	6.31%	3.45%

Sub-Outcome Measures: The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	0	
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	20	
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	7	
<b>IFA 2.5 Percent of people on cross disability coalitions</b>	6.31%	3.45%

## II. Outcome Measures

Satisfied	Percent (%)
IFA 3 The percent of people satisfied with a project activity	95
IFA 3.1 Percent of people with DD satisfied with activity	95
IFA 3.2 Percent of family members satisfied with activity	0

## Section IV: C

### Systems Change Performance Measures

#### SC 1: Output Measures

Objective	
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	
SC 1.1 Number of policy/procedures created/changed	1
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

#### Systems Change SC 2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 - Efforts that led to improvements	2
SC 2.2 - Efforts that were implemented	1

#### III. Sub-Outcome Measures

Objective	Number (#)
Annually through 2026, 150 individuals with developmental disabilities will be trained by self-advocate leaders to be resilient, strong and effective self-advocate leaders. (Self-Advocacy Objective)	
SC 2.1.1 Policy, procedure, statute, regulation improvements	1
SC 2.1.2 Policy, procedure, statute, regulation implemented	1
SC 2.1.3 Number of improved promising or best practices	1
SC 2.1.4 Number of implemented promising or best practices	1

Objective	Number (#)
Annually through 2026, 50 individuals with developmental disabilities, their families and professionals will be educated about systems change advocacy and the tools to use to effectively educate community leaders and policymakers about issues that impact people with developmental disabilities and their families.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

#### Goal 2: Good Lives Across the Lifespan

#### Section IV: A

Area of Emphasis	Planned for this	Areas Addressed
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	Goal	
Quality Assurance	Yes	Yes
Education and Early Intervention	Yes	Yes
Child Care	Yes	Yes
Health	Yes	Yes
Formal and Informal Community Supports	Yes	Yes

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

Intermediaries and Collaborators	Planned for this Goal	Actual
University Center(s)	Yes	Yes
State DD Agency	Yes	Yes
Other Collaborators	Yes	Yes

Goal Narrative
<p>The council believes it has made significant progress in meeting the outcomes set for this Goal. Through partnerships, the council has increased awareness, knowledge, &amp; use of Person Centered Thinking &amp; LifeCourse framework for supporting persons with I/DD, families, professionals, community members. The council has increased the knowledge &amp; understanding of tools, resources, and supports to begin early planning after diagnosis. The council has supported the increase of respite options for families and caregivers of persons with Intellectual or Developmental Disabilities. The council has provided a resource to increase family members and other caregiver's awareness about guardianship and alternatives. The council believes it has made significant progress in these areas, but more work needs to be done to assure that the implementation of these principles and ideals is incorporated into the daily lives of Oklahomans. While these principles share the targeted impact that individuals with disabilities, their family members and others will live their lives in inclusive and supportive communities, too many are not. It is also our hope that community partners, agencies, programs, and projects will be better able to support advocates, self-advocates and family members so that they may live their best lives. This impact has not yet been felt. Another ongoing impact is that policies and legislative actions will be taken to improve the lives of individuals with disabilities, their families and others. Ongoing</p>

education and advocacy is still necessary to assure this occurs.

*Objective 1: By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.*

3. This objective is:	System Change
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4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	<p>The Developmental Disabilities Council (DDCO) believes in the principles of Person-Centered Thinking and the Community of Practice for Supporting Families principles. A person-centered approach recognizes the right of individuals to make informed choices, and take responsibility for those choices and related risks. It builds on the strengths, gifts, talents, skills, and contributions of the individual and those who know and care about the individual. Being person-centered means affording people dignity, respect and compassion, whether service user or provider. Being person-centered means the person is a partner in their own services and health care, and the person is the focus. A person-centered approach supports the person to make informed decisions about, and successfully manage, their own lives. Creating a community of practice around these principles assures that these values are ingrained in Oklahoma's service delivery and creates a space for professionals to grow in their knowledge of person centered values., and a space to address challenges. DDCO began prioritizing these principles</p>
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	<p>in 2012 and throughout the years has supported others in learning and expanding their knowledge base as well. For maximum outcomes on this objective DDCO partners with the University Centers for Excellence in Developmental Disabilities (UCEDD) leaders to assist in forwarding this mission. The target audience for this are Oklahomans in all corners of the state who are individuals with lived experience of being disabled, professionals working in the field of developmental disabilities, or family members. While these activities have been occurring for a decade, the council continues to value these principles and has seen a shift in how state services are provided. Rather the focus being on the service or the convenience of the provider, who is responsible for the service, the service is now focused on the wants and needs of the individual. However more work needs to be done to continue to assure this impact is prevalent.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
100 individuals with developmental disabilities, family members and/or professionals are trained on the Person-Centered Thinking and Community of Practices for Supporting Families principles.	Yes
One Person-Centered Gathering hosted in Oklahoma.	NO
Monthly Community of Practice for Supporting Families planning meetings.	Yes
9 People Planning Together virtual modules.	Yes
10 self-advocates complete People Planning Together curriculum training.	NO

<p>10. The report should include the following:</p>	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data</p>
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	collection methods; (logic model and evaluation plan may be attached to the report)
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The Developmental Disabilities Council of Oklahoma (DDCO) is pleased to continue to support training and education on the Person-Centered Thinking and the Community of Practice for Supporting Families principles. Principles in these trainings assure that services and supports for individuals with disabilities are consistent with the wants and needs of the individuals who receive them. Charting the Lifecourse is a person-centered framework designed to reflect the needs and wants of people with intellectual disabilities and to drive change for them and their families. This framework and its tools are useful when applied to everyone and can be used to drive transformational change in practices, organizations, policies, and communities. DDCO partners with the Center for Learning and Leadership, our University Center for Excellence in Developmental Disabilities (UCEDD), to administer these trainings. During this fiscal year, the UCEDD reports that they have held this training 9 times, with 309 attendees. During this Fiscal year, DDCO partnered with Better Lives, Inc to provide People Planning Together (PPT) for individuals with developmental disabilities. This curriculum is provided through a series of 9 modules to provide self-advocates the knowledge to learn how to discover information about themselves to develop their own Person Centered Plans. The training includes modules around relationship maps, routines, communication, and identifying what works and what doesn't work. Each module spotlights a person centered thinking tool and provides opportunities to learn to use it. This training was administered by two trained People planning together trainers, one of which has lived experience as a person with a disability. Four individuals attended the training. They reported satisfaction with the training and an enhanced ability to advocate for themselves and others. This year DDCO has achieved the goal educating 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals on the Person-Centered Thinking and the Community of Practice for Supporting Families principles. As noted above 318 individuals have received education on these principles. All of this training was provided through online platforms as concerns around COVID19 were still prevalent during the year.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Oklahomans regularly use Person-Centered Thinking and Community of Practice for Supporting Families principles.	Yes
Professionals that support individuals with developmental disabilities and their families are better able to provide quality individualized supports to everyone they support.	Yes

13. Progress towards achieving outcomes for overall objective:

The coursework identified above provide extensive information on the use of person-centered thinking principles and a foundation for individuals with disabilities, their families, and professionals to provide

quality individualized support. Due to these opportunities we believe that we have made considerable progress in this area.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

Because of the work in this area, participants are better able to advocate for themselves while also showing confidence in teaching others. One example of this is in the People Planning Together course. One of the participants, an individual with a disability, shared a desire to become a trainer herself. She wishes to share directly with others her lived experience as a person with a disability while also advocating for the change she wants to see in the world.

*Objective 2: By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.*

3. This objective is:	Capacity Building
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4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	The Developmental Disabilities Council of Oklahoma (DDCO) aspires to support Oklahomans with disabilities and their families in achieving their 'best lives.' This goal is not limited in any way. The council wishes for individuals to make their own determinations of what a good life looks like and support them in achieving that goal. That support includes providing education and support to families in new and innovative ways, while also meeting them where they are.
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	<p>To achieve this DDCO aspires to reach Oklahomans with developmental disabilities and their families to have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives. During this fiscal year DDCO was pleased to partner with SoonerSUCCESS (State Unified Children's Comprehensive Exemplary Services for Special Needs) to provide opportunities for families across the state for respite and education. They have aspired to reach as many individuals as possible through the respite weekend, including rural underserved areas. To support children with disabilities and their siblings they have also provided camps to provide fun and education to these populations. The camp provided an overnight, fun camp experience for individuals with special health care needs and their siblings. Additionally, family caregivers received a weekend of respite. Siblings connected with other siblings from across the state in an inclusive camp environment. Campers reported that they had not ever attended a camp previously and/or had not had the opportunity to attend a camp with their sibling with special health care needs.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
Weekend respite event is planned and piloted.	Yes
20 families participate in an overnight respite event.	Yes
20 parents or caregivers of a person with a developmental disability are trained on the Person-Centered Thinking and Community of Practice for Supporting Families principles.	Yes
20 persons with developmental disabilities and their siblings participate in a weekend recreational camp.	Yes
One completed respite care study.	NO

<p>10. The report should include the following:</p>	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress</p>
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	and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)
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The Developmental Disabilities Council of Oklahoma (DDCO) is pleased to report on the partnership with Sooner SUCCESS, (State Unified Children's Comprehensive Exemplary Services for Special Needs). Sooner SUCCESS is a program established over 19 years ago, under the Child Study Center, a division of the section of Developmental and Behavioral Pediatrics at the University of Oklahoma Health Sciences Center. The primary mission of Sooner SUCCESS is to support and empower parents/caregivers of children with disabilities. Sooner SUCCESS remains on the fore-front of systems design, family advocacy, policy change and community engagement specifically for families that have been impacted by disability. With funding and partnership through DDCO Sooner SUCCESS provided a series of 4 weekend retreats family caregivers. Over the course of the weekend, family caregivers would benefit from the following: A respite voucher to cover the cost of providing a substitute caregiver for children or adults with I/DD of any age, in the caregiver's choice of setting, a Friday night meal with entertainment to promote parent to parent peer support and connection with a drawing for door prizes focused on self-care or utilizing local recreational opportunities, receive a gift bag of self-care items and self-care educational materials, have unstructured time to relax or strengthen partner relationships throughout their stay, enjoy complimentary lodging and some meals during their stay, a 1 on 1 service navigation session with a Sooner SUCCESS staff member to ensure that the family has access to resources, and supports across the lifespan that would benefit their family's unique needs. The service navigation will include use of life course tools to identify ongoing respite resources and supports. These weekend retreats occurred in each quarter of the state with the intention to reach rural areas. Participants reported a fun and positive weekend, citing that the events helped to reduce stress. One stated that the event helped secure a more positive relationship between a child and his grandfather. The partnership with SoonerSUCCESS also resulted in a unique and innovative project. This year, children with intellectual and developmental disabilities were able to participate in a 3-day camp in partnership with the Cavett Kids Foundation. The children enjoyed typical camp activities in combination with custom SibShop activities geared especially for children who have siblings with special needs. The Cavett Kids Foundation hosts camps for kids with chronic and life-threatening conditions. The programs are designed to allow kids to have fun while also connecting to other kids with similar conditions. Their mission is to develop Character, Coping, and Connection for kids living with chronic and life-threatening illnesses. While the kids are enjoying camp, caregivers will have the opportunity to enjoy 3 days of respite and relaxation.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Families and caregivers of Oklahomans with developmental disabilities have increased respite and are able to take a break and spend personal time away from the home.	Yes
Families and caregivers of Oklahomans with developmental disabilities have opportunities to develop peer support	Yes

networks.	
Oklahomans regularly use Person-Centered Thinking and Community of Practice for Supporting Families principles.	NO
Siblings of persons with developmental disabilities develop a peer support system.	Yes
Families, professionals, policymakers and the wider community understand the physiologic impact of respite on caregivers.	NO

13. Progress towards achieving outcomes for overall objective:

The relationship with SoonerSUCCESS has fostered extraordinary opportunities for family respite in Oklahoma. One family reported directly to the council that they learned a lot during the respite weekends but more than anything was appreciative of the opportunity to rest. This rest is vitally important as individuals with disabilities often need additional support and that support often must be provided by family members. Family members often neglect their own health and wellbeing to care for their loved one, leading to their own health challenges. Respite weekends offer an occasion to address needs that may have been ignored for a long time. This meets the outcome of providing increased respite and a way to connect with a peer support network. The siblings camp provided an opportunity for siblings to meet other siblings of an individual with a disability. SoonerSUCCESS provides ongoing sib shops and support for siblings, but this was the first camp of this kind in Oklahoma. The council is proud of the work it has achieved this year in beginning to meet the needs of families in this area. Future goals include expansion of these programs to provide these opportunities to more families.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. SoonerSUCCESS worked bring respite opportunities to varying areas in Oklahoma, hoping to address the needs of those who may live in rural parts of the state. However, targeted opportunities for respite services and sibling camps for minority groups, who may not speak English well were not available. This is an area that the council is working to rectify.

*Objective 3: By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.*

3. This objective is: Capacity Building

4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	<p>Research shows that early diagnosis of and interventions for autism are more likely to have major long-term positive effects on symptoms and later skills. Unfortunately it may take several years before children are diagnosed with autism, even after there are noted developmental concerns. This lag is likely due to several factors including lack of appropriate screening and referral practices as well as long waiting lists for an evaluation. The Oklahoma Developmental Disabilities Council of Oklahoma (DDCO) is addressing this by increasing the knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's life. The Council is working closely with Oklahoma Autism Center to address this lag. The council is working with a psychologist, Dr. Moore, at the center as she becomes an ADOS-2 trainer. This means that she will have the credentials to train other professionals to be qualified to diagnose children with Autism. There are currently no trainers in Oklahoma, so becoming trained in the state requires individuals to travel to the state to provide this level of expertise. Having a trainer means that someone will be readily available and ready to provide the training necessary to professionals to provide this service. Dr. Moore is in the second year of a three year process to become a trainer. While Dr. Moore continues this process, her colleagues worked to make community connection to identify partner agencies and address any barriers to</p>
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	<p>providing high quality autism evaluations. This work has resulted in partnerships with pediatricians, psychiatrists, behavioral health providers, administrative assistants, and medical assistants. This work will allow Dr. Moore to tailor future trainings to meet their needs. One important aspect to this effort is the collaboration with several existing community partners, including Oklahoma State Department of Health's (OSDH) Child Guidance, the Oklahoma City Indian Clinic, OSDH's Home Visitation Programs, the Chickasaw Nation, The Jumpstart Clinic, and iLEAP. In partnership with the administration of OSDH's Family Support &amp; Prevention Service they were able to provide resources and materials to providers at additional programs including CAP Tulsa, the Latino Community Development Agency, Northcare Safecare, Oklahoma City Public Schools, and Oklahoma City Children 1st. Other training activities included use of previously developed training series for new and existing community training partners. OAC provided 3 trainings of introduction to autism and developmental monitoring to 61 participants from the Chickasaw Nation, the Center for Families and Children, iLEAP (Interprofessional Language, Enrichment and Pre-kindergarten Program) at the John W. Keys Speech Hear Center (University of Oklahoma Health Sciences Center), and multiple programs with the Oklahoma State Department of Health (OSDH) including Child Guidance and multiple home visitation programs. They also conducted 2 sessions of in depth screening training for 40 participants who are now able to conduct autism and general developmental screening at their respective programs, including the Chickasaw Nation hospital.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
Community Screening Partners are trained to screen for autism and other developmental delays.	Yes
40 healthcare professionals participate in the ADOS training to do diagnostic testing for autism or other developmental delays.	NO
In-state psychiatrist has begun training to be an ADOS trainer.	Yes

10. The report should include the following:	(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.
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	<p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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The Oklahoma Developmental Disabilities Council of Oklahoma (DDCO) is proud of the partnership it has with the Oklahoma Autism Center (OAC). OAC is part of the University of Oklahoma and has the mission to improve the quality of life for children with Autism Spectrum Disorder. This partnership's goal is to address the lag between when families and physicians first note developmental concerns and first evaluations. This lag is likely due to several factors including lack of appropriate screening and referral practices as well as long waiting lists for an evaluation (e.g., 1 or more years). The goal of this partnership is to support and increase the work being done in promoting early identification of children at risk for autism and related developmental disabilities. In order to increase positive outcomes for children, it is critical to identify them at an even earlier age. In this year OAC continued to expand the project to include new partners and networks who work with the very youngest children, and continued efforts to improve these services for American Indian children and other underserved populations. As part of efforts to target underserved populations, the project has a particular emphasis on building capacity for early identification of ASD for Oklahoma's tribal communities. This includes continued and expanded collaboration with current partners at the Chickasaw Nation, the Delaware Tribe of Indians, the Citizen Potawatomi Nation, and the Peoria Tribe of Indians of Oklahoma.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Well-trained Community Screening Partners who are available to travel throughout Oklahoma will be able to provide screening for autism and other developmental delays.	Yes
Early childhood educators have increased their skills, knowledge and capacity to support families and children with developmental disabilities or delays.	Yes
Oklahoma has a certified ADOS trainer in-state to increase the capacity of trained ADOS healthcare workers who can diagnosis autism in children.	NO
Oklahoma has a better capacity to	Yes

diagnose children with autism and other developmental delays.	
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13. Progress towards achieving outcomes for overall objective:

Due to the ongoing support of the council, the Oklahoma Autism Center has been able to improve access to screening partners throughout the state of Oklahoma. Clinicians and other professionals have increased their skills, knowledge and capacity to support families and children with developmental disabilities and delays. Oklahoma has a greater capacity to diagnose children with autism and other developmental delays. However, there is still a lag in the time it takes to get an autism diagnosis. We are hopeful that having a certified trainer in Oklahoma will help alleviate this problem. We have not achieved this goal to date, but we are making headway toward that goal.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

There are 38 federally recognized indigenous tribes in Oklahoma. This equates to 535,675 people or more than 13% of the population in Oklahoma, second only to Alaska. Partnering with these tribes creates a catalyst for serving many underserved individuals in our state. These individuals often live on reservations, in rural areas of the state. This is why partnering with the tribes is key to meeting their needs. The council is proud to support OAC as they do just that. They continue to work closely with these partners and develop strategies for meeting the needs of the children they serve.

*Objective 4: By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.*

3. This objective is:	Individual & Family Advocacy
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4. This objective is:	New
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	No

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	<p>The Oklahoma Developmental Disabilities Council of Oklahoma believes that all Oklahomans should be given every opportunity to live their best lives. This is a deliberately broad philosophy, as individuals' best lives are determined by them. Therefore it is an important goal of the council to provide opportunities to enhance the development of independent living and life skills that will allow them to lead self-directed and self-determined lives. In this way they may make decisions for themselves so that they may have their own version of their best lives. This year the council did this by supporting a new program, Opportunity Orange Scholars (OOS) located on the Stillwater campus of Oklahoma State University (OSU). OSU is a top-tier university, with 35,000 students across 5 campuses in Oklahoma. It is known for its vibrant friendly environment and its extraordinary academic prowess. OOS enhances OSU's ability to serve the academic needs of all Oklahomans. This year the council also worked with the Oklahoma Department of Mental Health and Substance Abuse Services to support an outreach and recreational event targeting youth in middle and high school who have behavioral health needs, developmental disabilities, or both. The event occurred in the rural town of Poteau, OK. The event was two days long and provided developmentally appropriate opportunities for participants to learn leadership skills, self-advocacy, team building, ways to positively connect with peers and providers, and gain resources. These activities were meant to help bridge existing gaps between developmental disability and mental health systems in our communities.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
A developed program for a two-year, non-degree Certificate in Career and Community Studies at Oklahoma State University, known as Opportunity Orange Scholars.	Yes
4 students admitted to the first cohort of Opportunity Orange Scholars in fall 2022.	Yes
2 events hosted for youth with behavioral health needs or developmental disabilities.	NO

10. The report should include the following:	(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used,
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	<p>how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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This fiscal year DDCO has partnered with The Department of Human Development and Family Science at Oklahoma State University (OSU) to bring higher education to individuals with developmental disabilities. A new program, based on the Stillwater campus, Opportunity Orange Scholars (OOS). OOS offers a two-year, non-degree Certificate in Career and Community Studies with an additional two-year, non-degree Advanced Certificate option in Community Living and Engagement. Over the past two decades, inclusive postsecondary education programs have emerged as a model for enhancing employment options and outcomes for students with intellectual disability. In addition to positive employment outcomes, research consistently demonstrates that students who complete an inclusive postsecondary education program report expanded peer and social networks and increased independence. The first cohort of five scholars was admitted into the program in Fall 2022. Subsequent cohorts will be admitted each fall semester and will grow in size based on demand and program capacities. Opportunity Orange Scholars centers training around four cornerstones with clear outcomes for students who complete the two-year. These are 1. Independent Living: On-campus, inclusive housing with the support of trained Residential Life Coaches while learning independence, time management, and navigating the community and transportation systems; 2. Social Engagement: Participation in activities and organizations throughout campus with the support of Social Engagement Coaches while building meaningful networks of peers; 3. Academics: Enrollment in program specific courses and auditing of entry level classes from the course catalog supported naturally and by Academic Coaches while gaining knowledge to manage the basics of a personal budget, health, wellness, and nutrition; and 4. Professional and Career Development: Targeted assessment and instruction parallel to job shadowing, internships and paid supported naturally in the workplace and through Employment Coaches while working toward the goal of successful integrated employment in a competitive job of choice. While the council met the first two outputs set for this objective, the council fell short of achieving the third. The council held one event for youth with behavioral health needs or developmental disabilities. The council hopes to work toward achieving this goal moving forward.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Students with intellectual and developmental disabilities develop lifelong learning skills necessary for	NO

competitive employment and independent living.	
The Oklahoma State University community is enriched by increased involvement by students with disabilities.	Yes
Youth with behavioral health needs or developmental disabilities have developed leadership and interpersonal skills to be active members of the community.	Yes

13. Progress towards achieving outcomes for overall objective:	
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Reports indicate that Oklahoma State University community is enriched by increased involvement by students with disabilities. This community has long welcomed individuals with disabilities, hosting events and sponsoring programs which support their success. This is the first year that a program for their academic enrichment has been hosted on campus. Reports indicate that the students have joined clubs and intermural activities on campus and that the campus has more than welcomed them. Two internal policies within OSU have been changed to allow for students to receive financial aid and support on campus. It is the council's hope that through this experience the scholars will develop lifelong learning skills for competitive employment and independent living. While this outcome has not been achieved to date, all reports are encouraging. The youth summit through the Oklahoma Department of Mental Health and Substance Abuse provided opportunities for youth to develop leadership and interpersonal skills. 35 youth participated in the two day event.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).	
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The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. Opportunity Orange the and the youth summit provided opportunities to all individuals in Oklahoma, without targeting any specific cultures.

*Objective 5: By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.*

3. This objective is:	Capacity Building
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4. This objective is:	New
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5. This objective is:	
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Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	No

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Outcome / Fully integrated
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7. Provide an overall description of this effort:	Caregivers of individuals with disabilities often fear what will happen to their loved one, once they are no longer able to take care of them. This comes from the understanding that individuals with disabilities need to be protected and cared for, for the duration of their lives and that the supports they require is significant. Therefore, the council aspires to provide family and caregiver education by increasing the knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care. This year, the council did this by providing a guardianship on-demand webinar, which is readily available to individuals with disabilities, family members, and professionals. This webinar provides Oklahoma specific information regarding guardianship in our state, the limitations of guardianship, and other viable options. Precise legislation is referenced during the webinar and real life examples are used to illustrate options.
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
One webinar completed and available online	Yes

10. The report should include the following:	(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits. (b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system
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	<p>change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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The Developmental Disabilities Council of Oklahoma (DDCO) is proud to have been able to work with InLeadS Consulting and Training to develop a ninety-minute, on-demand webinar on the topic of Alternatives to Guardianship for people with Developmental Disabilities. Topics included in the video are: Competency vs. Capacity, Decision-making standards, Urgency and significance, The continuum of decisional authority (moving from independent decision making to guardian-directed decision making), Purposes of guardianship, and Alternatives to guardianship. The alternatives to guardianship discussed where: Powers of Attorney (healthcare and/or property), Supported Decision Making, Conservatorship, Representative Payee, and Trusts. Also included are tips for taking a person centered approach to Guardianship and decisions around Guardianship. The webinar has 3 specific breaks built in so viewers can stop and start at their convenience. Support for this project was provided through the partnership the Department of Human Services, Community Living Aging and Protective Services (CAP) , and the Developmental Disabilities Services Divisions (DDS). These expert staff, who provide leadership for issues around guardianship in these programs, provided guidance to DDCO staff and InLeadS Consulting around legislation and current issues around guardianship. This support was invaluable as the video was developed. These experts also reviewed the completed video to ensure clarity and applicability in their respective programs. After the video was complete these experts expressed excitement at having a resource to share with families and case workers when they have questions around guardianship. The video is available on Youtube and has been shared through DDCO's social media platforms. It has been viewed 134 times. Feedback from viewers of the video include confirmation that the video is helpful and DDCO looks forward to this continued partnership with these experts and the continued use of this video.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Adults with developmental disabilities, their families and caregivers are better educated about guardianship and its alternatives so that they may make informed legal decisions.	Yes
Professionals advising individuals with developmental disabilities, their families and caregivers about issues related to guardianship have the critical information needed to best advise each individual case in which they are involved.	Yes

13. Progress towards achieving outcomes for overall objective:

This year's council activities around guardianship has provided has provided a resource that will be available to all Oklahoma's until the laws around guardianship change again. With the aid of the webinar, adults with developmental disabilities, their families and caregivers are better educated about guardianship and it's alternatives. Professionals advising individuals about issues related to guardianship have the critical information they need to advise each individual case effectively.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. The Alternatives to Guardianship is provided to all individuals in Oklahoma, without targeting any specific cultures. However, it is not available in varied languages. It is available with closed captioning for those who may need it.

#### Section IV: B

#### Individual & Family Advocacy Performance Measures

#### Race and Ethnicity

Race/Ethnicity	#	%
White alone	57	58.76%
Black or African American alone	8	8.25%
American Indian and Alaska Native alone	13	13.40%
Hispanic/Latino	15	15.46%
Asian alone	0	0%
Native Hawaiian & Other Pacific Islander alone	0	0%
Two or more races and Race unknown	4	4.12%
Gender	#	%
Male	31	31.96%
Female	65	67.01%
Other	1	1.03%
Category	#	%
Individual with DD	6	5.41%
Family Member	105	94.59%
Geographical	#	%
Urban	41	70.69%
Rural	17	29.31%



I. Output Measures

Objective	Performance Measure: IFA 1.1 People with DD who participated in activities	Performance Measure: IFA 1.2 Family members
By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	65	2
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	65	1
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.	61	0
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	0	0
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	0	0
Total # of Output Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD	100
IFA 2.2 Percent of family members who increased advocacy	100

Sub-Outcome Measures: The number (#) of people who are better able to say what they want/say what is important to them.

Projects	# People with Developmental Disabilities	# Family Members

By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	4	1
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	4	1
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.	0	0
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	0	0
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	0	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0
<b>IFA 2.3 Percent of people better able to say what they need</b>	0%	0%

Sub-Outcome Measures: The number (#) of people who are participating in advocacy activities.

Projects	# People with Developmental Disabilities	# Family Members
By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	4	1
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	4	1
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for	0	0

transitions across the child's lifespan.		
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	0	0
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	0	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0
<b>IFA 2.4 Percent of people participating in advocacy activities</b>	0%	0%

Sub-Outcome Measures: The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with Developmental Disabilities	# Family Members
By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	4	
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	0	
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.	0	
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	0	
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	0	
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	

<b>IFA 2.5 Percent of people on cross disability coalitions</b>	0%	0%
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II. Outcome Measures

Satisfied	Percent (%)
IFA 3 The percent of people satisfied with a project activity	0
IFA 3.1 Percent of people with DD satisfied with activity	0
IFA 3.2 Percent of family members satisfied with activity	0

*Section IV: C*

Systems Change Performance Measures

SC 1: Output Measures

Objective	
By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	
SC 1.1 Number of policy/procedures created/changed	2
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Systems Change SC 2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 - Efforts that led to improvements	2
SC 2.2 - Efforts that were implemented	1

III. Sub-Outcome Measures

Objective	Number (#)
By 2026, 250 Oklahomans with developmental disabilities, their families, community leaders and other professionals will be trained and educated on the Person-Centered Thinking and the Community of Practice for Supporting Families principles.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

Objective	Number (#)
By 2026, Oklahomans with developmental disabilities and their families will have increased knowledge and understanding of resources, services and supports across the lifespan that will allow them to live their best lives.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

Objective	Number (#)
By 2026, 150 families and caregivers of children with developmental disabilities will have increased knowledge and understanding of the tools, resources and support systems to begin to prepare for, and develop, person-centered plans as early as a child's diagnosis to allow them to prepare for transitions across the child's lifespan.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

Objective	Number (#)
By 2026, 50 Oklahomans with developmental disabilities will have increased opportunities to develop independent living and life skills that will allow them to lead self-directed and self-determined lives.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0

SC 2.1.4 Number of implemented promising or best practices	0
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Objective	Number (#)
By 2026, 50 individuals with developmental disabilities, their families and caregivers will have increased knowledge and understanding of the supports and resources to help them plan and prepare for life when their caregiver is no longer able to provide care.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

*Goal 3: Community Awareness and Inclusion*

*Section IV: A*

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	Yes	Yes
Education and Early Intervention	Yes	Yes
Recreation	Yes	Yes
Formal and Informal Community Supports	Yes	Yes

Strategies	Planned for this Goal	Strategies Used
Outreach	Yes	Yes
Training	Yes	Yes
Technical Assistance	Yes	Yes
Supporting and Educating Communities	Yes	Yes
Interagency Collaboration and Coordination	Yes	Yes
Coordination with Related Councils, Committees and Programs	Yes	Yes
Barrier Elimination	Yes	Yes
Systems Design and Redesign	Yes	Yes
Coalition Development and Citizen Participation	Yes	Yes
Informing Policymakers	Yes	Yes

Intermediaries and Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	Yes	Yes
University Center(s)	Yes	Yes
State DD Agency	Yes	Yes
Other Collaborators	Yes	Yes

Goal Narrative
The council has not yet achieve all it hopes to in conjunction with this goal. By the end of 2026 the council hopes to have Individual and community behaviors changed from trained advocates; Community partners and agencies will have awareness of the needs people with intellectual disabilities; Oklahoma students are supported through successful & proven inclusive practices; Increased employment opportunities for persons with I/DD; and persons with I/DD are active & valued members of their local community. Strides have been made in all areas, but they have not yet been achieved. Through videos, training modules, and presence in community activities, the council is pleased with the progress being made, but much more is necessary.

*Objective 1: Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.*

3. This objective is:	Individual & Family Advocacy
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4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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7. Provide an overall description of this effort:	Public awareness is vital to strengthen enthusiasm and support, stimulate action, and mobilize local knowledge and resources. This is why the Developmental Disabilities Council of Oklahoma (DDCO) aspires to educate Oklahoman communities and community leaders about developmental disabilities. This awareness also contributes to the inclusion and support of people with developmental disabilities and
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	<p>their families in the community. This year DDCO provided awareness through the Developmental Disabilities Awareness Day at the Capitol, Developmental Disabilities Awareness Training, Oklahoma Historical Society Exhibit, and the Oklahoma Historical Society interviews. Each of these activities addresses the misconceptions and stereotypes surrounding those with disabilities while also exhibiting the lives that individuals with disabilities truly live. This shows them to be productive, contributing, tax-paying citizens. The Developmental Disabilities Awareness Day is an annual event which enables individuals with disabilities to be present at the capitol, and lobby for what is important to them. Individuals, advocates, and family members come together to make their presence known on this day. Participants are given opportunities to speak directly to their state legislators and share their thoughts, either in general in reference to particular bills. Legislators share that this day is helpful for them to know how to represent their constituents well. As a partner for this event, the council is present to help and answer any questions as they may be presented. This year's developmental disabilities awareness day occurred at the Oklahoma Historical Society, just steps from the capital, due to scheduling around construction at the capitol and covid concerns. On the same day of the event, the Oklahoma Historical Society opened the exhibit, "From Institution to Inclusion: The History of Disability in Oklahoma." The exhibit highlighted artifacts and shared the long history of individuals with disabilities in Oklahoma. The Oklahoma Historical Society also partnered with the council to perform a series of videos, highlighting individuals with disabilities in Oklahoma. Twenty interviews were completed and fifteen are currently available at the Oklahoma Historical Society's websites. To date these videos have been viewed 301 times.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
100 Oklahomans are trained in developmental disabilities awareness.	NO
5 developmental disabilities awareness trainings conducted.	NO
A curated exhibit about Oklahomans with developmental disabilities launched.	Yes
20 oral history interviews of self-advocates, family members, advocates recorded and uploaded for public viewing	NO

10. The report should include the following:	(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the
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	<p>objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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Public awareness is vital to strengthen enthusiasm and support, stimulate action, and mobilize local knowledge and resources. This is why the Council aspires to educate Oklahoman communities and community leaders about developmental disabilities. This awareness also contributes to the inclusion and support of people with developmental disabilities and their families in the community. This year the Oklahoma Historical Society highlighted the research done in the previous year about the history of disability in Oklahoma through the Department of Rehabilitation Services People with Disabilities Awareness Day. This exhibit, "From Institution to Inclusion: The History of Disability in Oklahoma" was well received and will be a part of the next People with Disabilities Awareness Day in 2023. This exhibit shares information about many forms of disability, from polio to use of equipment, to institutionalization and the conditions of those institutions. The advertisement for the exhibit includes a caveat that it may include some items which may be sensitive to some. The Council continued this history research with the Historical Society through the interviews of Oklahomans involved in advocacy and self-advocacy. These interviews are live and captioned on the Oklahoma Historical Society's YouTube page. They have been viewed 301 times so far. Both of these activities addresses the misconceptions and stereotypes surrounding those with disabilities while also exhibiting the lives that individuals with disabilities truly live. This shows them to be productive, contributing, tax-paying citizens.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
More Oklahomans are aware of issues that affect people with developmental disabilities and their families.	Yes
Individuals with developmental disabilities and their families have community supports and systems that help them to live their best lives.	Yes
The Council and its partners are a known resource for information about developmental disabilities.	Yes

13. Progress towards achieving outcomes for overall objective:	
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This year's awareness activities highlighted individuals with disabilities well. Each of the activities developed and completed highlighted personal experiences and put a face to the story of life with a disability. The exhibit at the Historical Society was visited by state leaders, including the Oklahoma Secretary Human services, who shared on his social media accounts how profound the exhibit was and encouraged others to see it. The council believes strides have been made during this fiscal year to enhance individual's awareness of individuals with disabilities in Oklahoma, but that more needs to be done. It is still common for buildings and websites to be inaccessible, and for the perception of those with disabilities to be one of helplessness. Awareness activities such as those completed this year combat these concerns and enhance the wellbeing of the individuals and the larger society.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).	
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The Council knows it needs to improve in being more aware and responsive to the needs of those support who are of diverse cultures. The awareness activities completed during this fiscal year were made available to everyone in Oklahoma. There were not targeted awareness opportunities for minority groups, who may not speak English. This is an area that the council is working to address.

*Objective 2: By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.*

3. This objective is:	Capacity Building
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4. This objective is:	Ongoing
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5. This objective is:	
Fulfilling a Self-Advocacy DD Requirement	No
Targeted disparity	No
DD Network Collaboration	No

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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<p>7. Provide an overall description of this effort:</p>	<p>The council has worked with state partners to implement opportunities for educators to learn about best practices around an inclusive education. Partnering with the Oklahoma Autism Center (OAC), has worked closely with public school districts around the state to provide tools to achieve inclusion, including a symposium and ongoing support to initiate change. Inclusive education results in favorable outcomes for both students with disabilities and typical peers. Research shows that students with disabilities who are included are absent less often, develop stronger academic skills and are more likely to have jobs and pursue education after high school. Effective inclusion not only benefits students with disabilities, but also creates an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. However, despite the benefits, teachers continue to report barriers to implementing inclusive environments. These barriers include leadership, attitudes/beliefs, instructional practices, professional development, resources, educator preparation, physical barriers, curriculum, organization, and standardized assessments. This year's symposium had a waiting list, as 103 administrators and leaders came to learn about the best ways to support children with disabilities. These participants learned: 1) Processes for adapting curriculum; 2) Roles and relationships of team members and 3) Student planning for success. By providing training on inclusion to teams of educators, the MESA Program builds the capacity of school districts to meaningfully include students in all aspects of school life and remove barriers for access. In addition to the symposium, OAC provided follow-up support and guidance as needed to schools as they transitioned to inclusive environments.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
A collaborative coalition to support administrators in effective inclusive education.	Yes
Training materials and resources to promote and facilitate inclusion in public schools.	Yes
1 symposium planned and facilitated for school administrators.	Yes
2 follow-up virtual support sessions for school administrators.	Yes

<p>10. The report should include the following:</p>	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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DDCO has worked closely with the Oklahoma Autism Center, through the University of Oklahoma to administer the MESA Program. The MESA program was formerly known as Project Peak (a past activity of the Council). MESA provides consultation and professional development to educators and professionals who work with children with autism spectrum disorder. The goal is to build capacity in the public school system to support children with autism by teaching evidence-based practices in statewide trainings and workshops and through consultation with individual school teams. This year the MESA Program worked with the Council to facilitate an educational symposium to public school administrators. Knowledge and skills gained will promote inclusive practices within their buildings and to support teachers in developing inclusive classrooms while also providing skills to administer those ideas throughout their schools. The inclusive practices taught and discussed were evidence based, showing inclusion not only benefits students with disabilities, but also creates an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. The Council worked with the Oklahoma Department of Mental Health and Substance Abuse to host the a first of its kind community outreach and recreational event targeting youth in middle and high school who have behavioral health needs, developmental disabilities, or both. The event was held in LeFlore County, an identified rural area of Oklahoma. The event provided developmentally appropriate opportunities for participants to learn leadership skills, self-advocacy, team building, ways to positively connect with peers and providers, and gain resources. Different workshops were provided for the youth to attend to build team and leadership skills, learn how to access resources, and use their voice. The event also provided workshops for parents, helping them learn of resources available and more. These activities will help bridge existing gaps between developmental disability and mental health systems in our communities.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Oklahoma schools have the training and know-how to create inclusive school environments for all students.	NO

Classroom educators are supported by school administrators to create inclusive classroom settings.	NO
Oklahoman students are able to succeed through inclusive practices and are able to achieve increased academic and personal success.	NO
Youth with developmental disabilities, their classmates and their families receive supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	NO

13. Progress towards achieving outcomes for overall objective:

This year's progress toward expected outcomes has been significant, but these outcome have not yet been achieved. 20 Oklahoma schools were targeted, including the two largest school districts in the state, Oklahoma City and Tulsa. These schools reaped the benefit of having the training to create an inclusive school, but others did not. The classroom educators may have heard some of the information from the administrators to institute changes, but the Council feels more is needed. The effect on the students is not yet realized. The Council is following up with its contractor to determine the effects of this work.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community).

The Council is aware additional attention is needed to meet the needs of the diverse cultures in the state. Opportunities were provided to the community and to everyone, but not targeted to meet the linguistic needs of these groups. This is something the council hopes to address in the coming years.

*Objective 3: By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.*

3. This objective is: Individual & Family Advocacy

4. This objective is: Ongoing

5. This objective is:  
 Fulfilling a Self-Advocacy DD Requirement No

Targeted disparity	No
DD Network Collaboration	Yes

A demonstration project of New Approaches to Services and Supports	No
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A demonstration of projects or activities	No
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6. Stage of Implementation:	Implementation
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<p>7. Provide an overall description of this effort:</p>	<p>The council has been working in collaboration with state leaders to support individuals with disabilities in pursuit of their employment goals. The council has been working to update our FEAT (Family Employment Awareness Training) course. FEAT is an educational opportunity to provide families' information about employment benefits, services, barriers, and skills to provide the support necessary to support their loved one in employment. It is founded on the principle that everyone can work with the right supports. This year Dale Rogers Training center sponsored the development of two short videos through Dale Rogers Training Center (DRTC). DRTC is a local non-profit organization who strives to support individuals in pursuit of their employment goals. As a part of this goal DRTC developed the Employability Academy. An online training academy to support individuals with disabilities and their families learn about community employment, the process of moving through government services like vocational rehabilitation, and the supports available. As part of the academy DRTC asked for the council's support to develop two training videos highlighting an individual's experience as she begins the transition from working in a workshop to community employment. This video have been viewed 428 times on YouTube. The council also work with the Autism Foundation of Oklahoma (AFO) and the National Center for Disability Education and Training (NCDET) to provide opportunities for employers to learn why they should hire individuals with disabilities. AFO developed 4 modules with very detailed information around this topic, explaining disability, specifically neurodiversity, and how it affects individuals. They also discussed why individuals make good employees and showed evidence. NCDET is part of the University of Oklahoma and partnered with the council to provide personalized training to employers in rural areas. Because NCDET is a training partner for the Oklahoma</p>
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	<p>Department of Rehabilitative Service, they already had extensive training developed in these areas and has been working during this year to spread the word about the availability of the training. The council also continues to provide information, brochures, and referrals to Oklahoma STABLE accounts. Stable accounts offer individuals with disabilities a way to save for qualified expenses, invest for future needs, and government benefits. This year the council partnered with ABLETech to develop instructional on demand modules through the Oklahoma Department of Libraries on technology accessibility topics. Two courses were developed, Accessible Webpage Design &amp; Content, and Web Accessibility Testing. These modules have been viewed 33 times so far.</p>
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Outputs Achieved	
8. Expected Outputs	9. Outputs Achieved
2 Family Employment Awareness Trainings conducted.	NO
20 family members trained on the Family Employment Awareness Training curriculum.	NO
50 new STABLE accounts opened.	Yes
4-part training series to raise awareness of neurodiversity and effective management practices developed.	Yes
Video highlighting integrated competitive employment benefits	Yes
accessibility instructional video modules created	Yes

<p>10. The report should include the following:</p>	<p>(a) A narrative progress that cohesively describes the activities that were implemented toward achieving the objective, including how the identified strategy was used, how the activity was implemented, challenged to achieving the objective and unexpected benefits.</p> <p>(b) For system change activities, include a description of the stage of implementation (Planning, initiation, implementation, outcome/fully integrated) of the system change initiative.</p> <p>(c) All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.</p> <p>(d) A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report)</p>
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This year's work around inclusive employment in Oklahoma has been good, but we are not yet meeting



all of the outcomes we hoped to achieve in his goal. Training has been revamped and developed to prepare for educational opportunities around employment but the actual courses have not taken place. The council has shared and advertised information around STABLE accounts in the states, but 50 new accounts have not yet been opened. So, while we are proud of the work that is being done in this area, more is necessary.

Expected Outcomes Achieved	
11. Expected Outcomes	12. Outcomes Achieved
Individuals with developmental disabilities are active and valued members of their local community.	NO
More employers, community leaders and families will understand that all individuals have competencies, capabilities and personal goals that should be recognized, supported and encouraged in an individualized manner.	NO
Increased employment opportunities for adults with autism will help strengthen their confidence and autonomy, giving them the resources and independence to engage in community-based activities and increases their sense of belonging and inclusion.	NO

13. Progress towards achieving outcomes for overall objective: |

In many areas of various communities, individuals with disabilities are included and valued members. In others individuals with disabilities are viewed as a lower class, or as individuals who are helpless. To combat his the council aspires to provide opportunities to increase public awareness of the impact that individuals with disabilities can have, particularly in the workforce. The council has not yet achieved it's expected outcomes and more work is needed to be done in this area in the coming years.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). |

The council is aware that it must provide additional support and opportunities to meet the needs of culturally diverse individuals. While no effort is made to exclude anyone from training opportunities, not enough has been done to support those with language barriers in employment education. This is an area to be addressed in the coming years.

Section IV: B

Individual & Family Advocacy Performance Measures

Race and Ethnicity

Race/Ethnicity	#	%
White alone	57	58.76%
Black or African American alone	8	8.25%
American Indian and Alaska Native alone	13	13.40%
Hispanic/Latino	15	15.46%
Asian alone	0	0%
Native Hawaiian & Other Pacific Islander alone	0	0%
Two or more races and Race unknown	4	4.12%
Gender	#	%
Male	31	31.96%
Female	65	67.01%
Other	1	1.03%
Category	#	%
Individual with DD	6	5.41%
Family Member	105	94.59%
Geographical	#	%
Urban	41	70.69%
Rural	17	29.31%

I. Output Measures

Objective	Performance Measure: IFA 1.1 People with DD who participated in activities	Performance Measure: IFA 1.2 Family members
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.	0	0
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	0	0
By 2026, employers, community leaders, family members and	0	0

the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.		
Total # of Output Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 Percent of people with DD	100
IFA 2.2 Percent of family members who increased advocacy	100

Sub-Outcome Measures: The number (#) of people who are better able to say what they want/say what is important to them.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.	0	0
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	0	0
By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.	0	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0
<b>IFA 2.3 Percent of people better able to say what they need</b>	0%	0%

Sub-Outcome Measures: The number (#) of people who are participating in advocacy activities.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will	0	0

experience increased inclusion and support in the community and will be empowered to live their best lives.		
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	0	0
By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.	0	0
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	0
<b>IFA 2.4 Percent of people participating in advocacy activities</b>	0%	0%

Sub-Outcome Measures: The number (#) of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.

Projects	# People with Developmental Disabilities	# Family Members
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.	0	
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	0	
By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.	0	
Total # of Sub-Outcome Respondents (The total number of respondents should be the number of people from each category that responded to a survey/evaluation)	0	
<b>IFA 2.5 Percent of people on cross disability coalitions</b>	0%	0%

## II. Outcome Measures

Satisfied	Percent (%)
IFA 3 The percent of people satisfied with a project activity	0
IFA 3.1 Percent of people with DD satisfied with activity	0

IFA 3.2 Percent of family members satisfied with activity	0
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*Section IV: C*

Systems Change Performance Measures

SC 1: Output Measures

Objective	
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	
SC 1.1 Number of policy/procedures created/changed	0
SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

Objective	
By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.	
SC 1.1 Number of policy/procedures created/changed	0

SC 1.2 Number of statutes/regulations created/changed	0
SC 1.3.1 Number of promising practices created	0
SC 1.3.2 Number of promising practices supported	0
SC 1.3.3 Number of best practices created	0
SC 1.3.4 Number of best practices supported through Council activities	0
SC 1.3 Number of promising and/or best practices created and/or supported	0
SC 1.4 Number of people trained/educated	0
SC 1.5 Number of Systems Change activities with other organizations	0

#### Systems Change SC 2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 - Efforts that led to improvements	0
SC 2.2 - Efforts that were implemented	0

#### III. Sub-Outcome Measures

Objective	Number (#)
Annually through 2026, the Developmental Disabilities Council will educate Oklahoman communities and community leaders about developmental disabilities so that people with developmental disabilities and their families will experience increased inclusion and support in the community and will be empowered to live their best lives.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

Objective	Number (#)
By 2026, an increased number of children, youth and students with developmental disabilities will receive individualized supports and services in inclusive and integrated settings that will allow them to foster and reach their potential.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

Objective	Number (#)
By 2026, employers, community leaders, family members and the wider community will have an increased understanding about the benefits of having individuals with developmental disabilities participate in the workforce and volunteer activities.	
SC 2.1.1 Policy, procedure, statute, regulation improvements	0
SC 2.1.2 Policy, procedure, statute, regulation implemented	0
SC 2.1.3 Number of improved promising or best practices	0
SC 2.1.4 Number of implemented promising or best practices	0

**SECTION V: COUNCIL FINANCIAL INFORMATION**

Council is its own DSA?	No
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1. Fiscal Year	2020
2. Reporting Period	10/01/2019 - 9/30/2020
3. Total Federal Fiscal Award for Reporting Year	\$918206
4. State Funds Contributing to Council State Plan Activities	\$85355.16
5. Additional Council Funds Used for Other Activities	\$0
6. Federal Share of Expenditures	\$535101.67
7. Federal Share of Unliquidated Obligations	\$383104.33
8. Unliquidated Balance of Federal Funds	\$-5.820766091346741e-11
9. Match Required	\$85355.17
10. Match Met	\$85355.17
11. Match Unmet	\$0

1. Fiscal Year	2021
2. Reporting Period	10/01/2020 - 9/30/2021
3. Total Federal Fiscal Award for Reporting Year	\$917676
4. State Funds Contributing to Council State Plan Activities	\$59423.77
5. Additional Council Funds Used for Other Activities	\$0
6. Federal Share of Expenditures	\$348132.99
7. Federal Share of Unliquidated Obligations	\$569543.01
8. Unliquidated Balance of Federal Funds	\$0
9. Match Required	\$59423.76
10. Match Met	\$59423.76
11. Match Unmet	\$0

1. Fiscal Year	2022
2. Reporting Period	10/01/2021 - 9/30/2022
3. Total Federal Fiscal Award for Reporting Year	\$905386
4. State Funds Contributing to Council State Plan Activities	\$55597.18
5. Additional Council Funds Used for Other Activities	\$0
6. Federal Share of Expenditures	\$286890.05
7. Federal Share of Unliquidated Obligations	\$618495.95
8. Unliquidated Balance of Federal Funds	\$0
9. Match Required	\$55597.18
10. Match Met	\$55597.18
11. Match Unmet	\$0

Dollars leveraged for the reporting year being reported	
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**SECTION VI: MEASURES OF COLLABORATION**

5. Identify the critical issues or barriers affecting individuals with developmental disabilities and thier families in your State that the Council and the PA, the Coucil and the UCEDD, the Council and other collaborators may have worked on during the reporting period.

The Council has worked hard this fiscal year to become a viable collaborator and knowledgeable contributor when working with partners throughout the state. The Council is comprised of extraordinary partners with extensive expertise in serving Oklahomans with developmental disabilities. In addition, newly hired staff have varying perspectives which has assisted the Council to be a sought after partner when addressing needs in the state.

One area of collaboration has been in employment. Oklahoma has begun the transition away from the practice of using subminimum wage contracts. The Council has surveyed current employment service providers, participate in an 14c coalition in Oklahoma, having regular meetings with the state Medicaid agency, Vocational Rehabilitation services, and employment service providers to help Oklahoma prepare for the movement away from subminimum wage employment practices for individuals with developmental disabilities. Several Council Members and Staff have expertise in this area and retain Membership of both the Association of People Supporting Employment First (APSE) and the Supported Employment Leadership Network (SELN) through the University of Massachusetts Boston. The expertise of this staff is sought by state leadership in discussions around policy change and implementation.

The DD Network Partners in Oklahoma continue to collaborate, using the name Redlands Partners. They continue to meet monthly to discuss advocacy issues or potential focus areas for the collaboration. They also watch potential state legislation and produce an electronic legislative email together for interested individuals, currently over 7,000 readers.

Experience and expertise is sought by community members when planning events and conferences throughout the state. This includes when the Council is a sponsor and when it is not. For example, the Council is sought as an expert to speak and assists with the facilitation of the annual Oklahoma Transition Institute, Wellspring respite events created by the state's Developmental Disabilities Services to provide a respite weekend for parents who are waiting for services. Council Staff serves on various committees and coalitions. Council Members and Staff attend and present at community events, such as secondary transition and resource fairs regularly, increasing the Council's reach. Staff are frequently requested to speak at events, such as, but not limited to, the Governor's Awards of Excellence in Employment, the Oklahoma Transition Institute, Down Syndrome Association, Oklahoma Family Network events, and the Board for Higher Regents.



6. Area of Emphasis

Identify the Area of Emphasis collaboratively addressed by the DD Council and Collaborators

Area of Emphasis	Areas Addressed
Quality Assurance	Yes
Education and Early Intervention	Yes
Employment	Yes
Recreation	Yes
Quality of Life	Yes
Assistive Technology	Yes
Other - Leadership	Yes

7. 3. The report should include a narrative progress report that cohesively describes the activities that were implemented by the Council and the P&A, the Council and the UCEDD, the Council and other collaborators DD Network. For at least one of the issues-barriers identified above describe:

The DD Network (P&A, UCEDD, and Council) meet monthly. Because of distance and travel time, meetings are virtual. Meetings are used to discuss what's working or not working, concerns we are having, how we can help support each other, and future work potential. They work together to provide expertise to the Oklahoma Self-Advocacy Network (OKSAN).

The DD Network Partners have joined together to watch potential state legislation and create an electronic legislative email called the Redlands Partners State and Federal Legislative Watch. We have over 7,000 subscribers to this email. DD Network partners collaborate on identifying state legislation that could potentially impact individuals with an intellectual/developmental disability or other disability and family members. Legislation is identified, using an

Barriers in creating this email include limited staffing for each partner to be involved. Only the P&A has a designated staff to follow state policy. Each partner has limited staff available to monitor, maintain bill watch lists, create the legislative email and advocate to legislators about potential legislation and do other aspects of our work. The P&A has included both the UCEDD and Council in access to a statewide online legislative bill search. This allows each partner to collaborate on shared lists as well as creating their own list. Using this system, and an online electronic mail system, the partners create a legislative bulletin. Before the beginning of the state legislative session the bulletin provides readers tips as well as state legislative deadlines.

Our electronic legislative email currently has over 7,000 readers.

The benefits of this work includes the sharing of resources. As mentioned previously, the P&A shared access to the online bill tracking resource they use with both the Council and the UCEDD. This is a more intensive resource than what is provided on the state legislative website. The Council has also shared access with both the P&A and the UCEDD for the electronic newsletter and listserv used to create legislative emails to the public.

