

Center on Disabilities and Human Development

University of Idaho

Grant #900DD0538

## **FINAL PROGRAM PROGRESS REPORT**

**July 1, 2002 – June 30, 2007**

### **Introduction**

The Center on Disabilities and Human Development (CDHD) is Idaho's University Center for Excellence on Developmental Disabilities. We are driven by our mission statement and guiding principles that were jointly set forth by our Community Advisory Committee and CDHD personnel.

***Mission:*** *The University of Idaho Center on Disabilities and Human Development is improving lives for people with disabilities and their families through exemplary and innovative education, outreach, research, and service.*

***Vision and Guiding Principles:*** *People with disabilities and their families have the right to:*

- *Live, learn, work, and play in their own communities*
- *Access services that are centered on their strengths and abilities*
- *Make decisions, take risks, and define the quality of the life they choose*
- *Make a contribution to society*

The information contained in this report reflects the activities conducted through the CDHD from July 1, 2002 to June 30, 2007. Our progress is reported across three broad goal areas: 1) Early Childhood/School Age, 2) Adults/Elderly, and 3) Families. During the 2002-2007 reporting period CDHD operated 19-25 projects annually. Each project supported one or more goals that resulted in activities from each core function: 1) Interdisciplinary Pre-service and

Continuing Education, 2) Community Training and Technical Assistance, 3) Direct and Demonstrative Services, 4) Dissemination, and 5) Research. According to summary data from the National Information Reporting System (NIRS), these activities impacted approximately 792,647 people; in addition CDHD disseminated approximately 809 products to 785,572 people.

CDHD projects have reached people in Washington, Oregon, Idaho, Montana, Alaska, and Wyoming-- and through presentations, nationally and internationally. We have provided training and technical assistance in urban and remote classrooms, on reservations, with rural farmers, to organizations and agencies, individuals, and families. Through on-line classrooms and other outreach education approaches many of our trainees have been able to study from a distance while maintaining jobs, community, and family life. We have also taught numerous on-campus courses and delivered at least 10 professional development courses annually. In the past two years, we have developed a disabilities studies program and have now piloted one on-line class and two on-campus courses.

The CDHD has reached Idaho educators, school personnel, parents, people with disabilities, and providers with research-based training on numerous topics such as self-determination, home modifications using assistive technology, strategies to promote inclusion and community integration, person-centered planning, and best practices approaches for educating children with autism, children who have dual sensory impairments, and for people with a myriad of other challenges and disabilities. We have provided recreational opportunities for Idahoans with disabilities that include ballet, skiing, horseback riding, and river rafting. The CDHD housed several inclusive craft workshops within the community and sponsored adult artists with disabilities to display their art in the local “Artwalk” in Moscow that is held annually throughout the months of June through September.

Through CDHD projects we have provided technical assistance on assistive technology, positive behavioral supports, early literacy, social emotional development of young children, collaborative teaming, and issues related to children's mental health, to name just a few.

During the five year period, the CDHD provided training and technical assistance through a contract funded by the Bureau of Indian Affairs for personnel in 14 tribal schools across four states. To meet the mandates of "No Child Left Behind" and to assist each school to carry out their Comprehensive System of Personnel Development (CSPD), we conducted 13 regional workshops that included two summer institutes. Additionally, we offered a master's degree in special education for tribal school teachers using a hybrid distance approach that included on-site and web-based instruction, phone conferencing, and video presentations.

The CDHD has supported Idaho families through several family support initiatives funded through the Administration on Developmental Disabilities. Currently, we operate two Family Support 360 Resources Centers in the state and work integrally with the Idaho Department of Health and Welfare, family members, our sister partners, as well as other agency and advocacy groups to create the policy that will drive an improved network of supports and information dissemination for families in Idaho.

Inclusive childcare is becoming more common in Idaho as an increasing number of childcare providers access professional development through the IdahoSTARS project. IdahoSTARS maintains seven regional offices across the state that present numerous opportunities for training, technical assistance, and information dissemination.

A million dollar mark in low interest loans made to Idahoans with disabilities and their families for the purchase of assistive technology has been made possible through CDHD Idaho Assistive Technology Project (IATP) and collaborating foundations and banks. The IATP also

maintains three regional technical assistance demonstration centers with RESNA certified staff.

Over the past five years, hundreds of Idahoans received direct services from CDHD projects including functional assessments and behavioral supports, assistive technology assessments, behavior consultation for adults living in the community, and counseling and assessment services for children and youth. Through direct service we also provide training opportunities for graduate and undergraduate students and direct support staff working in the field.

The CDHD, together with state partners including our sister agencies, have co-sponsored several large annual or bi-annual conferences, these include: 1) Tools for Life-- a transition conference for youth, parents, and school personnel; 2) Community Partners—a direct service provider conference; 3) Idaho Parents Unlimited—for parents of children with disabilities; 4) State Independent Living Conference—covering a wide range of issues related to the disability community, and 5) State CEC conference—for educator, school administrators, school psychologists and other personnel.

Also with our sister agencies and other state partners, CDHD continues to participate in systems changes that promote quality lives for people with disabilities and their families. For example, we participated in the Idaho Self-Determination Task Force that resulted in a new self-directed waiver system for adults. The CDHD was responsible for creating the support broker training for that waiver. We sponsored a proposal that will improve services to children and their families, currently under discussion with the Department of Health and Welfare. We have supported numerous legislative actions such as Medicaid Buy-in and the Help America Vote Act. Additionally, legislation was approved that provided a \$100,000 match needed for the assistive technology low interest loan program. In 2004, as a result of activities conducted through

Assistive Technology, the Office of the Governor issued an executive order requiring state agencies to comply with Section 508 of the Rehabilitation Act.

One of the highlights of center activities over the past five years has been the development of our on-site clinical services program through renovations to our downtown office making it possible to better serve the community with much needed assessment, tutoring, intervention, and counseling services. The founder of the clinic, Dr. Rand Walker, spent eight months on weekends and evenings renovating space in the building we occupy to serve as a home for the clinic. The renovations were made possible by a gift totaling \$45,000 by the Schweitzer Foundation. The clinical services operation also provides a training forum for Washington State University and University of Idaho graduate students. Dr. Walker's contributions in designing the program, offering continual support to staff, students, and community members and through his carpentry skills are immeasurable.

### **Organizational Profile**

The Idaho UCEDD is administered under the College of Education at the University of Idaho. The core grant provides the infrastructure through which we carried out the five year plan. The core supports the Director, two Associate Directors (one in Moscow one in Boise), and four Core Function Coordinators: 1) Interdisciplinary Training, 2) Evaluation and Research, 3) Community Services, and 4) Communication and Dissemination. Additionally, the core supports a National Information Reporting Coordinator (NIRS), a Positive Behavioral Supports Coordinator (training initiative), a Clinical Services Director, and several support staff. Each appointed faculty member on the core also direct other projects supported through various funding streams. Personnel on the core grant assist to achieve goals outlined in our five year plan and to leverage additional funding.

There are two organizational charts located in *Appendix A*. The first shows the organizational structure of the “core” which includes all personnel and core function coordinators who receive support from ADD core funds. The second provides the overall organizational structure of the CDHD and includes the leadership team, project directors, and project coordinators. Currently, the CDHD houses 59 faculty and staff, 47 interns, and 15 work study students.

In the past two years we have added two new faculty members to our team, Dr Matthew Wappett, Interdisciplinary Training Coordinator, and Dr. Michelle Eaton, Community Services Training Coordinator. Dr. Wappett currently serves as Vice Chair of the AUCD Training Directors Committee and Michelle Eaton is directing Early Childhood Services at the center. In 2006, we were saddened to lose our Associate Director, Dr. Nancy Deringer who moved on to North Dakota with her family. Julie Magelky, Director of the Family Support 360 project, is currently acting as Interim Associate Director for the center. Additionally, in Spring of 2005, Drs Jennifer and Phil Olson retired from the University of Idaho and the CDHD. They currently live in Oregon and continue work that supports children with disabilities and their families. Finally, this past year we were able to bring Dr. Mary Bostick, former Director of the Idaho State Department of Special Education, into the CDHD. Dr. Bostick is developing a series of “certificates of completion” for school personnel that will articulate with the UI Master Degree in Special Education.

Many of the CDHD activities are conducted in partnership with other entities. To maintain successful partnerships and funding streams that supported much of the five year work plan, CDHD staff participated on 13 state boards or councils, hosted another seven state-wide advisory councils, participated in four local and seven University committees. We hosted one

interdisciplinary University committee that was initiated to support the development of a disability studies program, thus aptly named, the University of Idaho Disability Studies Advisory Committee. Nationally, CDHD personnel served on four AUCD committees and on the National Steering Committee for RESNA. Faculty members at the CDHD have appointments in two programs within the College of Education, and one program in the College of Agriculture. Additionally, faculty members either chaired or served on approximately 40 masters and doctoral committees over the past five years.

### **Community Advisory Committee**

The CDHD Community Advisory Committee, maintains seats for up to 15 people; currently 13 participate (7 self-advocates, 1 parent, 1 University of Idaho representative, the Director of Co-Ad, the Director of the DD Council, the Director of the Idaho Division of Vocational Rehabilitation, and a State Legislator). A list of committee members is contained in ***Appendix B***. Three of the seven self-advocates represent the Idaho Self Advocacy Leadership Network (SALN) sponsored by the Idaho DD Council, and all parents and self-advocates who sit on the committee are graduates of Idaho's Partners in Policymaking program jointly operated by the DD Council and the CDHD.

The CAC is guided by its own bylaws located in ***Appendix C***. The committee chair position is held by John Russell, a self-advocate, and the co-chair position is held by Larry Fries, also a self-advocate. The CAC meets three times per year (January, May, and September). Because the state is large and travel from one end of the state to the other is expensive and arduous, one meeting per year is held via compressed video.

The CDHD CAC is an active group. Their primary roles are to: 1) assist in the development of five year goals; 2) provide on-going feedback related to activities associated

with the goals; 3) assist in the development of the mission and vision of the center; 4) provide input into the design of courses, interdisciplinary activities, and products; and 5) review outcome data and provide suggestions for change across all activities, as necessary.

In the past five years, one or two members of the Center’s CAC participated in the annual AUCD conference and attended the national Community Advisory Committee. Travel to the national conference will continue and is paid for out of core funds.

### **Evaluation Methodology**

The framework for the Center on Disabilities and Human Development (CDHD) evaluation plan was our work plan of goals and objectives. For each objective, **progress monitoring** data points were identified in terms of (a) collaborations, (b) consumer satisfaction, and (c) desired/achieved improvements. See example framework below.

<b>Goal 1: Improve early childhood/school age services and supports through training, community services, technical assistance, research, dissemination, and collaboration with partners</b>				
<b>Objectives &amp; Area of Emphasis</b>	<b>Type of Activity</b>	<b>Progress Monitoring</b>		
		<b>Collaboration</b>	<b>Consumer Satisfaction</b>	<b>Improvement</b>
<b>Objective 3.</b> Increase availability of integrated and accessible child care  <i>Emphasis: Child Care</i>	Capacity Building	AEYC, Child Care Providers, H&W	<ul style="list-style-type: none"> <li>○ Monthly regional center reports</li> <li>○ Training evaluations</li> <li>○ Parent satisfaction</li> <li>○ Course evaluations</li> </ul>	<ul style="list-style-type: none"> <li>○ # of registered child care providers</li> <li>○ # of people participating in training</li> <li>○ # of training DVDs distributed</li> <li>○ # of providers receiving training on special needs populations</li> </ul>

To assess progress on objectives, we monitored activities through records, observations, and through the NIRS data system. It is a process of routinely collecting and analyzing information/data to count and/or identify specific project activities and operations. Monitoring answers the question, “Who is doing what, when, where, how often, and with what resources?” Monitoring also involved giving feedback about the progress of the center’s goals to the Community Advisory Committee (CAC) and center staff. Such reporting enabled the gathered information to be used in making decisions for improving project performance. At each of our CAC meetings (three time per year), progress on our goals was reviewed and member comments were gathered. Annually, then, the CAC provided input on needed revisions to our goals in preparation for continued funding. Linked to this annual review of goals by CAC members was the involvement of the CDHD Leadership team (consisting of the director, associate directors, all core function coordinators, and project directors) in a summative review of trends and needs that had emerged across the year based on specific project outcomes and interactions across the state.

Additionally, progress monitoring was important in our project planning and implementation. Through the monitoring process, we were able to (a) analyze project situations, (b) determine whether inputs in the project were well utilized, (c) identify problems facing the project and find solutions, (d) ensure all activities were carried out properly by the right people and in a timely manner, (e) apply lessons learned from one project experience to another, and (f) determine whether the way the project was planned was appropriate for achieving the desired outcomes

### **Five Year Accomplishments**

The CDHD 2002-2007 five year plan was created with three broad goals and corresponding objectives. The broad goal statements are as follows:

**Goal 1:** Improve Early Childhood/School Age Services and Supports through Training, Community Services, Technical Assistance, Research, Dissemination, and Collaboration with Partners.

**Goal 2:** Improve Adult/Elderly Services and Supports through Training, Community Services, Technical Assistance, Research, Dissemination

**Goal 3:** Improve and Enhance Family Supports through Training, Community Services, Technical Assistance, and Research.

In fiscal year 2007, in an effort to create measurable outcomes, we combined goals with objectives resulting in 18 outcome-based goals. Each goal was created to align with the original objectives under each of the three broad goal areas. The tables below are organized by the three broad goal areas, original objectives, and the 18 corresponding new goals set forth in July of 2006. Each table is followed by a narrative summary.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj 1. Support the development of a children’s Medicaid Waiver. Obj 2. Increase access to quality health care for children with developmental disabilities. Obj 2.1 Increase supports & training to enable families to care for their medically fragile children in their homes. <i>Limited activity—revised in FY06.</i> Obj 2.2 Preserve services provided to families through CSHP.
<b>Type of Activity</b>	Systemic Change, Capacity Building
<b>Goal 1 FY 2006-2007</b>	Provide 5 to 10 technical assistance and training opportunities to and with Idaho state partners (i.e., Division of Medicaid, DD Council, Parents Unlimited, Protection and Advocacy, State Department of Health and Welfare, Children Special Health Care Program) and Utah LEND to enhance health and therapeutic services for children ages 0-21 with disabilities and their families by June 2007.
<b>Extent to Which Goal was Achieved</b>	Achieved

### Summary of Activities

Limited activity occurred in objectives 1-2 from 2002-2005. These objectives involved systemic change activities with numerous state partners. It wasn’t until recently, 2005-2007, that the state was positioned to address these issues. The following is a synopsis of 5 major activities that occurred over the past two years to support objectives 1-2 and the revised goal.

**Activity 1.** During fiscal year 05-06 state and federal funding for Children’s Special Health Care programs (CSHP) were significantly reduced. In an effort to preserve services provided through the Idaho CSHP to Idaho families, the CDHD, Utah LEND, and CSHP personnel met to create a long-term training and support plan. Utah LEND is currently providing technical assistance with CDHD staff regarding children’s services in Idaho.

**Activity 2.** In January of 2006, the CDHD coordinated a leadership meeting to review and discuss Idaho’s Medicaid Reform plan with 20 participating state recognized leaders. Recommendations were provided to the Division of Medicaid on the proposed Medicaid Reform bill. In March of 2006 the bill was passed by Idaho legislators.

**Activity 3.** In Spring 2006, the Idaho Division of Medicaid formed a task-force, of which CDHD employees who work under the Family Support 360 program were included. The work of the task force was intended to create a more flexible service delivery system for families based on the principles of self-direction and modeled after the adult waiver “ My Voice, My Choice” recently implemented in Idaho. The 15 member task force continued to meet through out FY 2007 to craft a feasibility plan which will be submitted to the 2008 Idaho Legislature.

**Activity 4.** The Idaho Training Cooperative, administered by the CDHD, developed and submitted a proposal to the Idaho Division of Medicaid to improve children’s services in the state. The plan is the precursor to a Children’s Medicaid Waiver. The proposal outlines plans to increase and improve: (a) family participation and direction, (b) the use of comprehensive assessments and person-centered planning, (c) therapeutic results for children, and (c) competency of paid staff through training and rate increases. The proposal was well received by Department of Health and Welfare staff. A small workgroup continues to meet to craft next steps to move the proposal into action steps.

**Activity 5.** During FY 2007 seven additional activities were conducted to enhance health and therapeutic services for children ages 0-21 with disabilities and their families. Training and technical assistance was provided to 381 Head Start and school-district personnel, parents, and Health and Welfare staff. In addition, two articles and a monograph series were distributed to school and agency personnel reaching over 8,200 readers.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj 2.1 <i>Revised.</i> Provide Training and TA to decrease abuse and neglect of child with DD.
<b>Type of Activity</b>	Capacity Building
<b>Goal 2 FY 2006-2007</b>	Provide up to five opportunities to share information through newsletters, paper presentations, training, and technical assistance to and with Idaho state partners, families and direct service providers on preventing abuse and neglect of children and youth with disabilities ages 0-21 by June 2007.
<b>Extent to Which Goal was Achieved</b>	Achieved

### **Summary of Activities**

Prevention of abuse and neglect has emerged as a high priority for people with disabilities, their families, and advocacy groups across Idaho. The following activities, all conducted in FY '07, are representative of our effort to date in this area.

**Activity 1.** The Council on Developmental Disabilities, the Idaho UCEDD (CDHD) and Co-Ad (Idaho's Protection and Advocacy) worked with other partners in the state (SILC, IPUL, CID) to establish training forums to prevent abuse and neglect of children with disabilities. A member of the Idaho DD Council staff and the Family Support 360 Project Coordinator participated in state-wide focus groups in four locations with partners and policy making graduates. In total 24 people participated.

**Activity 2.** At the state-wide conference "Its All about Relationships" the Idaho Self-Advocacy Leadership Network (SALN) in collaboration with Family Support 360 Project

Coordinator and the Idaho DD Council presented three workshops that addressed safety, risk, exploitation, and self-determination. A total of 75 people participated.

**Activity 3.** The Project Coordinator for the Respite Care Provider Grant met 37 parents and professionals on seven occasions in three regions of the state to conceptualize a respite care training curriculum that will be mandatory for all paid respite care providers in the state.

Prevention of abuse and neglect and quality care is the goal of the respite care curriculum.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj. 1.3 Increase availability of integrated and accessible childcare.
<b>Type of Activity</b>	Capacity Building
<b>Goal 3 FY 2006-2007</b>	Through IdahoSTARS Childcare Resource, Referral and Professional Development Program; a) enhance the quality of up to 30 child care settings in Idaho to benefit all children, b) provide training to 30 or more childcare providers on inclusive care and education of young children, c) create at least five new inclusive childcare settings, d) enroll at least 30 additional child care providers in technical assistance to state partners to improve the systems that support inclusive childcare settings in Idaho by June of 2007.
<b>Extent to Which Goal was Achieved</b>	Achieved

### **Summary of Activities**

Over the course of five years the Center on Disabilities and Human Development has engaged in several activities related to increasing the availability of integrated and accessible childcare in the state of Idaho. A summary of each activity follows.

**Activity 1.** In partnership the Idaho Association for the Education of Young Children (Idaho AEYC), we implemented a quality childcare apprenticeship program funded through the Department of Labor at \$325,000 over three years. The program provided scholarship funds for over 80 childcare providers to earn AA degrees in early childhood or Certified Nurse Assistant certification (CNC). An on-site mentoring program was also instituted where 45 trained childcare health consultants and mentors provided on-site technical assistance for providers

enrolled in the program. In FY 2004, the Quality Childcare Program provided training and technical assistance to an additional 52 childcare workers who served the migrant Head Start population in Idaho. A total of 10 migrant childcare sites participated. As a result of the Quality Childcare Program and the implementation of a blended teaching certification (ages birth through third grade), all two-year and four-year institutions of higher education in Idaho now prepare early childhood professionals to provide care and education for children with special needs, as well as, for children who are typically developing. Strategies toward full inclusion are woven throughout the coursework.

**Activity 2.** For several years, the CDHD in partnership with the White Pine School district, located in a remote area of the state, operated two integrated preschools. Children three to five were served in these NAEYC accredited facilities. Special needs services were provided through contracts with providers located in larger nearby towns (45 miles away). Interns through the University of Idaho were also provided on-site training through these centers. Approximately 52 children each year were served, with 10% of the population identified with special needs. One of the preschool centers continues to operate under the direction of the township. The other preschool program has been integrated into a literacy program (Even Start) operated through the CDHD.

**Activity 3.** In collaboration with Idaho AEYC, the Center on Disabilities and Human Development operates the Idaho Child Care Resource, Referral and Professional Development Program. Collectively, this project “IdahoSTARS” is funded through the Idaho Department of Health and Welfare. Initially, in FY 2003, the grant award was at \$1,750,000. Because the scope of work is vast and continues to grow, IdahoSTARS is now funded at \$ 2,884,449. The main objective of IdahoSTARS is to increase the quality of childcare in Idaho and promote

inclusion in early care and learning programs. The IdahoSTARS professional development system is intended for all care and education practitioners who are actively engaged in or who advocate for quality childcare. Through the professional development system and our seven Childcare Resource and Referral offices, we have developed a systematic approach for improving inclusive childcare for all children in the state of Idaho that includes: 1) technical assistance through on-site mentoring; 2) lending libraries for regional access to quality materials and information; 3) professional development with a trainer and training registry, and a career lattice program that includes provider incentives; and 4) a statewide parent referral system that is coordinated with the Department of Health and Welfare's 211 family hotline.

A major goal of IdahoSTARS is to promote inclusive childcare and to embed practices and strategies for working with children and families with disabilities into all training events provided across the state. We promote the ideal that all childcare providers should work toward implementing high quality inclusive programs that will meet the needs of all children with varying skills and abilities. The IdahoSTARS training office facilitated this ideal through regional meetings, statewide conference calls, on-site mentoring, and on-going professional development activities. Between FY 05 and 07 over 1,200 providers attended approximately 50 training events on inclusive childcare.

**Activity 4.** In FY 2004 the CDHD and state partners formed an inclusive childcare task force. As a result of the formation of the task force, the CDHD published a policy brief on the state-of-the-state of inclusive childcare in Idaho that was disseminated to key stakeholders and posted on the our web-site. In July 2006, Idaho participated in a national forum on inclusive childcare in Chapel Hill, North Carolina. With support from the Administration on Developmental Disabilities, the Coordinator for IdahoSTARS represented the CDHD at the

meeting. In FY 2007 the Idaho Task Force on Early Childhood Inclusion completed a strategic plan to promote full inclusion in Idaho.

**Activity 5.** CDHD staff participated in the development and implementation of Idaho’s blended certification. The certification passed through legislation in 2001 and has been in development since. At the University of Idaho, the certification is offered as a degree program “Early Childhood Education and Development” which prepares preservice personnel to work with young children birth through grade three who are typically developing and have special needs. CDHD personnel teach courses and advise students in the blended program. Additionally, CDHD personnel continue to attend annual meetings of the Consortium for the Preparation of Early Childhood Professionals. It is this consortium that developed and implemented the blended certification and continues to make refinements to the blended programs offered at four universities across the state.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj. 1.4 Provide an array of on-going inservice and preservice training and technical assistance activities to providers, families, and children birth through 21. Obj. 1.7 Create a system of school and community expertise to better serve children on the Autism Spectrum.
<b>Type of Activity</b>	Capacity Building
<b>Goal 4, 5, 9 FY 2007</b>	4. Provide training, technical assistance, and information to at least 500 school personnel, parents, and other professionals on: (a) 1) Positive Behavioral Supports and School-wide Discipline; 2) Assistive Technology Assessment; 3) Serving Children and Youth with Dual Sensory Impairments; and 4) Autism Spectrum Disorders-- and (b) provide direct service for at least 300 children and youth with challenging behaviors, severe disabilities, children and youth with disabilities requiring assistive technology, and for children with autism spectrum disorders in school settings by July 2007. 5. Enhance developmental therapy and intensive behavioral intervention services to children with disabilities ages 3-21 by a) providing up to 4 train-the-trainer events with at least 30 providers; b) creating a new on-line IBI course; c) certifying at least 100 providers, and d) hosting at least three systems change policy development meetings with state partners and other relevant participants to result in at least one Medicaid

	rule change recommendation by June 2007. 9. Provide literacy and parent education for up to 20 at-risk families and quality early care and education with a focus on literacy for up to 20 young children at-risk or with disabilities through the Even Start Family Literacy Center and the Parents as Teachers home based services program through FY 06-07 resulting in b) at least three families receiving GED status and c) up to 10 children with improved school readiness scores on the Idaho Pre-IRI skills achievement test.
<b>Extent to Which Goal was Achieved</b>	Achieved

### **Summary of Activities**

Over the past five years the CDHD hosted a wide-array of training and technical assistance initiatives directed toward improving outcomes for children birth through age 21. This section provides a summary of activities in each of the following initiatives: 1) Positive Behavioral Supports, 2) Idaho Project for Children and Youth with Deaf Blindness, 3) Assistive Technology Teacher Training and Technical Assistance (ATTA), 4) Building Effective Successful Teams Project (BEST), 5) Autism Supports, 6) Idaho Training Cooperative, and 7) Early and Family Literacy.

**Positive behavioral supports.** The Positive Behavioral Supports Project is supported through the Idaho State Department of Education as well as CDHD core funds through the Administration on Developmental Disabilities. The goal of the project is to maximize the potential of all students for school success by creating positive and engaging school environments. Eleven trained consultants work with project staff to provide technical assistance and training to school personnel throughout Idaho. The project has grown since 2002 to include three components 1) individual supports, 2) district-wide support, and 3) school-wide supports.

The *Individual support* component provides technical assistance and training to school-based teams to problem-solve challenging behaviors of individual children. Over the past five year we provided individual supports to an average of 88 students per year. In FY 2002 60 teams

were impacted and in FY 2006 and 99 teams were supported. A total of 300 to 600 school-based team members were impacted each year. Training activities that included school-based and district level inservice workshops, and state and national conference presentations impacted an average 300 additional people each year. The *District-wide support* component provides technical assistance and training to entire school districts on preventing challenging behaviors. In FY 04, three districts were served, and in FY 07, nine districts, 379 school personnel, and 176 students were served. The *School-wide support system* was piloted in FY 2007 in two schools in two districts. Between the two schools 197 school-based staff participated in the technical assistance and training events.

**Idaho project for children and youth with deaf blindness.** The Idaho Project for Children and Youth with Deaf/Blindness (PCYDB) provided training and technical assistance to school-based teams, parents, and other service personnel to improve the learning outcomes for children and youth with multiple and severe disabilities for 13 years. The project maintains an average annual roster of 75 Idaho children and youth with deaf-blindness. During the last five years the project provided technical assistance to 706 team members or individuals. In addition PCYDB, in collaboration with SDE, conducted 12 webinars attended by 863 teachers of students with severe and multiple disabilities. Topics for the webinars included: (a) teaming strategies, (b) data collection, (c) adaptations and accommodations, (d) including students with severe disabilities in the general education curriculum, (e) teaching literacy to students with severe disabilities, and (f) lessons learned about inclusive education. In FY 2007 the project hosted two summer workshops attended by 81 teachers, paraprofessionals, parents, speech and language pathologists, and occupational therapists.

In support of recreation for children in Idaho with disabilities, the Director of PCYDB

has also participated, for over five years, in an inclusive ballet program for children. Children with disabilities and typically developing children dance together and put on an annual showing of their talents. Dr Greenfield helps to support the children to learn the dance routines.

**Assistive technology teacher training and technical assistance (ATTA).** The ATTA project is a collaborative effort between the Idaho State Department of Education and the CDHD. Training and technical assistance is offered to school-based teams on assessing the AT needs of students, creating low tech devices, and training personnel, parents, and students on how to use AT to improve overall school performance. All consultants who provide technical assistance are RESNA certified. The ATTA Project has steadily increased the number of school-based assessments each year ranging from 20 assessments performed in 2002-03 to 67 assessments performed in 2006-07. In addition to RESNA certification, the Idaho Assistive Technology Project conducts intensive training for all Assistive Technology Practitioners (ATP) covering: (a) the fundamental assessment process, (b) the continuum of AAC devices, (c) features matching, (d) computer access (switches and keyboards), (e) accessing the curriculum (read/write software), and (f) AT for students with Autism.

The Assistive Technology Electronic Learning Community, supported through ATTA and the Idaho Training Clearinghouse, both funded through the Idaho State Department of Education, was launched in February 2006 on the Idaho Training Clearinghouse website. Since its launch, the AT Electronic Learning Community has gained 53 members and has had 1,122 visitors. The AT Electronic Learning Community includes information on upcoming trainings around the state, information on services and products, and a forum for members to ask questions and get help from other professionals.

**Building effective and successful teams (BEST).** Under the U.S. Department of

Education, the Building Effective Successful Teams (BEST) Project provided an innovative approach to inservice education where instruction was delivered at the participants' work sites through team-based training modules and supported by web technology and contact with project staff. The BEST Project developed three modules to meet the unique needs of early childhood teams covering the topics of teaming, challenging behaviors, and early literacy. The BEST Project ended in 2003. The project outcomes during the period for this report are displayed below:

<b>FY 2003: Training Module</b>	<b>No. of Teams</b>	<b>No. of Individuals</b>
Challenging Behaviors	5	33
Early Literacy	7	55
Middle School Teaming	14	63
<b>TOTAL</b>	26	151

As an outgrowth of the BEST project, under the Idaho State Title I office, the *Schoolwide Planning* Project developed a planning module to guide Title I schools across the state that were interested in pursuing the schoolwide service option. The purpose of schoolwide services is to achieve high academic standards, specifically in reading and math, for all children by providing services that more closely fit their needs. The module's structure emphasized team learning, direct application of knowledge, and continuous improvement. The Schoolwide Planning Project ended in 2005. The project outcomes during the period for this report are displayed below:

	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>TOTAL</b>
No. of school teams participating in the inservice training module (ranging in size from 3 to 10 individuals)	85	65	24	174

**Autism supports.** In collaboration with the Idaho State Department of Education and the Idaho Department of Health and Welfare and other stakeholders, a statewide plan to serve

children and youth on the autism spectrum in school-based settings was launched through two summit meetings with 44 members that included school personnel, state agency representatives, and parents. Following the comprehensive planning, completed in FY 2004, an assessment guide was created and distributed throughout the state. In March of 2006, eight highly skilled consultants received training and technical assistance through an Autism PDA Leadership Institute in Denver, Colorado. Four planning meetings followed the institute. Technical assistance was offered in the FY 06-07 school-year to 20 school-based teams, and a total of 120 school personnel and parents attended workshops delivered in three regions of the state. The autism workgroup will continue to meet annually. Training and technical assistance will occur over the next two years to increase the capacity of Idaho's teachers, parents, service providers, and itinerant school personnel to improve outcomes for children and youth on the autism spectrum.

**Idaho training cooperative.** Over the past five years, the CDHD under contract with the Idaho State Department of Health and Welfare, operated the Idaho Training Cooperative designed to: 1) develop curriculum for developmental specialists and intensive behavioral interventionists, 2) over see the certification process, 3) conduct train the trainer sessions, 4) facilitate an advisory committee; and 5) advance knowledge through specialized training forums. In FY 2006, a new online course for developmental specialist was released. The course is rich in vignettes demonstrating best practice therapy and is integrated with practical activities and knowledge-level tests. Since 2002, 94 Developmental Specialists classes have been taught to 666 attendees, and since FY 2003, 412 Developmental Specialists (DS) and 703 Intensive Behavioral Interventionists (IBI) have been certified. In total, 336 IBI classes have been offered with 1,776 professionals and paraprofessionals attending.

**Early and family literacy.** Two CDHD projects provided early literacy and parent education opportunities for Idahoans. They are Even Start and Parents as Teachers.

*Even Start* is a literacy based program that serves at-risk families and their young children. The focus of intervention is on: 1) increasing family literacy, 2) supporting parents through educational goals, 3) increasing parenting effectiveness, and 4) providing early intervention for children at-risk. On average 19 children were served through the Even Start Project each year throughout the past five years. Adult Education classes were offered at two locations in Latah County (one site is a remote town about 45 miles from Moscow). The parents served on the project received support on parenting practices, literacy development within the family, and to obtain high school equivalency through GED testing.

*Parents as Teachers (PAT)* serves as the model for home visiting. The PAT coordinator conducts home visits for the Even Start families as well as other at-risk families in the community. PAT served 171 families from FY '03 to FY'07. In addition, the PAT Coordinator operated the America Reads Volunteer Program at the CDHD for five years. On Average, 30 college students each year were placed in local schools to serve children and youth with reading delays. All America Reads students participated in the University of Idaho work-study program through the CDHD.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj 1.5 Provide technical assistance to tribal schools to meet the No Child Left Behind Initiative for special education students. Obj. 1.5.1 Provide Master's Degree coursework in Special Education to tribal school teachers in 14 schools.
<b>Type of Activity</b>	Capacity Building, Systemic Change, Advocacy
<b>Goal 10 FY 2007</b>	Contribute to preservice and inservice education of an interdisciplinary workforce by a) developing and piloting at least one module of a disabilities studies course with up to 10 preservice and inservice students; b) supporting at least 6 inservice teachers in tribal schools to complete Master's Degrees in Special Education; c) developing and teaching at least four interdisciplinary professional development

	courses; d) teaching up to 3 preservices undergraduate and graduate level courses, e) serving or chairing at least 5 doctoral committees and 15 Masters committees, f) participating in University systems enhancement of educational services through membership on at least 2 University and 2 college work groups throughout FY 06-07, g) providing TA and training on state policy or systems enhancement early childhood/school-age initiatives, and h) providing TA, training, and dissemination under the Indian Education Outreach Project.
<b>Goal Achieved</b>	Achieved

### **Summary of Activities**

Objectives 1.5 and 1.5.1 identify specific outcomes related to our work conducted with 14 tribal schools in the Portland Northwest area. Goal 10 incorporates all preparation of preservice and inservice personnel, participation on University committees, and work conducted with state groups to effect policy related to outcomes for children and youth. To follow is a summary of activities and outcomes in each area.

**Indian education outreach (IEOP).** During the four year contract with the Office of Indian Education Programs, Bureau of Indian Affairs, the IEOP staff provided a total of 241 technical assistance and onsite training visits to 14 tribal schools. A total of 8,932 potential children were impacted through technical assistance and onsite training activities in the schools. The Project offered 13 Regional Trainings over the four-year period, served 100 administrators, 234 teachers, 58 paraprofessionals, and 290 staff including other guests such as tribal council members and tribal elders. Regional Trainings alone provided teachers with 73 clock hours. A special education master's degree was specially designed through the College of Education for teachers working in Native American tribal schools. Project staff recruited 54 regular education teachers for the SPED master's degree that contributed to 2 cohorts of students. While all 54 educators took classes over three years, only 13 teachers completed the master's degree program. The Indian Education Outreach personnel continue to communicate with the tribal school

teachers, and in an effort to support students to complete their program of studies, submitted another grant application to the U.S. Office of Education in FY07.

**Personnel preparation.** CDHD faculty is involved in teaching both graduate and undergraduate courses at the University of Idaho. In the past five years, six faculty members and one adjunct faculty taught a total of 116 courses with an enrollment of 866 students. Both graduate and undergraduate students from Special Education, School-Counseling and School Psychology, Curriculum and Instruction, and Family and Consumer-Sciences participated. Additionally, over the past five years, CDHD faculty members were active participants on numerous University committees and served on at least 40 graduate student committees.

**Professional development inservice education.** As part of our outreach effort to support the educational needs of interdisciplinary personnel across the state and region, we have hosted 66 inservice professional development courses with 677 people obtaining college level credit. Our impact over the five years does not take into account the number of participants enrolled for CEU's only. We estimate that at least half to two-thirds of the enrollees participated in CDHD professional development activities for CEU's or no credit. Thus, approximately, 1,100 to 1,200 people were impacted by college level professional development activities offered by the CDHD over the five year reporting period.

**State committees and policy initiatives impacting children with disabilities.** The majority of state policy and systems changes that impact outcomes for children and youth occur in partnership with multiple agencies through participation on boards, councils, and committees. In total, over the past five years we have served on eight state-wide committees that work directly on children's issues. Specially, CDHD has contributed by spending countless hours supporting systemic change activities. Since, Idaho is a large geographic state with a rural two-

lane road infrastructure and most systems change activities take place in Boise, travel to Boise from the University of Idaho Moscow campus is typically an hour plane ride or six hours by car. To aggressively impact policy and systems changes, it has been necessary for CDHD personnel to travel weekly to Boise throughout the year, each year. *Appendix E* contains a complete list of all policy committees, boards and councils that are either supported by CDHD projects or are hosted by other state agencies and advocacy groups.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj. 1.6 Enhance system delivery of transition services for youth.
<b>Type of Activity</b>	Systemic Change, Capacity Building
<b>Goal 7 FY 2007</b>	7. Provide technical assistance and training opportunities to at least 500 school-based personnel, parents, and students with disabilities on transition from school to adult life by: a) hosting a third annual statewide tools for life conference on transition; b) supporting at least 10 youth to participate in a youth transition training institute; c) participating in systems planning and policy development through the Idaho Interagency Council on Secondary Transition, the Idaho State Department of Education Special Education Advisory Council, and Assistive Technology Advisory Board that will lead to the creation of a statewide transition plan by June 2007.
<b>Extent to Which Goal was Achieved</b>	Achieved

### Summary of Activities

Secondary transition activities in the state have been guided primarily by the 20 member Idaho Interagency Transition Council (IISTC), of which the CDHD has been an integral player. For the past three years the IIDTC has co-hosted with the CDHD a remarkable transition conference that has ignited the flame under transition activities in Idaho.

The *Tools for Life: Secondary Transition and Technology Fair* has been held annually for three consecutive years and is moving on to its fourth. The conference/fair was an outgrowth of a project funded through the CDHD by the National Science Foundation (Access STEM in Idaho) to support transitioning youth into science, technology, engineering, and mathematics

fields in postsecondary education. The conference supported almost 200 youth each year to attend from high schools throughout Idaho. It is a time for collaborating, inspiration, and information sharing with students, mentors, educators, families and agencies about self-determination, self-direction, post-secondary opportunities, and ways to facilitate successful transitions into adult life. In all, there were 1,409 *Tools for Life* participants over the three year period. The 2007 Tools for Life Fair boasts that 9 out of 50 breakout sessions were lead by self-advocates in the areas of secondary education, community living, assistive technology, self-advocacy and self-determination. In addition, 5 self-advocates participated as panelists during the first day luncheon. “Tools for life” is one of the largest educational forums in Idaho supporting youth with disabilities. Almost all youth attending each year are supported through donations provided by numerous organizations and individuals in Idaho and surrounding areas.

Access STEM, in Idaho, funded through the National Science Foundation was another collaborative enterprise between the CDHD, the Idaho Assistive Technology Project, and the Northwest Alliance for Access STEM at the University of Washington. In addition to the Tools for Life conference, Access STEM in Idaho stimulated a transition mentorship program that continues today and is supported through an on-line learning community offered through the center’s clearinghouse.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj. 1.8 Conduct screening, assessment, diagnosis, and clinical intervention services for children and youth (ages 3 to 21) with disabilities or those at-risk with behavioral or mental health concerns.
<b>Type of Activity</b>	Capacity Building
<b>Goal 8 FY 2007</b>	8. Operate a clinical services unit that provides a) training opportunities for up to 12 doctoral and masters level students in diagnostic and educational planning assessments; b) counseling and intervention services for at least 200 children and youth at-risk and children with developmental disabilities; c) special assessment and intervention clinics for children and youth on the autism spectrum; d) providing technical assistance services to schools; e) providing school psychology

	services for early childhood programs and at least one charter school throughout FY 06-07 and f) in collaboration with the Utah LEND program provide two trainees with a year-long specialized LEND training opportunity.
<b>Extent to Which Goal was Achieved</b>	Achieved

### **Summary of Activities**

The Clinical Services Program (Child and Youth Studies Center) at the CDHD is staffed by one full time school psychologist, three part time clinical and counseling psychologists, and a full time counselor. The clinical services program is both center and community-based. The center-based component provides counseling for youth at-risk and their families, intervention services for children with autism, diagnostic assessment services, and tutoring services. The community component includes assessment and consultative services to school-based and agency personnel in several counties in northern Idaho.

The Child and Youth Studies Center provides clinical practice training for doctoral students from Washington State University and School Psychology interns from the University of Idaho. The center has been in operation for seven years in conjunction with clinicians and faculty from both U of I and Washington State University. In 2005, the Child and Youth Study Center moved into a newly renovated space within CDHD. On average each year, clinical services provided over 1,000 hours of counseling services, 200 assessment hours, 200 hours in assessment analysis, and provided clinical supervision to seven doctoral students and two school psychology interns. Approximately 150 children and youth are served in the program annually. Additionally, the Child and Youth Study Center provides direct services to a local Charter School conducting all school psychological evaluations, counseling for students with challenging behaviors, and technical assistance to school personnel regarding emotional, social and behavioral issues.

The CDHD actively participates in the Utah Regional Leadership and Education in Neurodevelopment Disabilities (URLEND) program. Dr. Laura Richards is the Idaho Site Coordinator. In 2005-2007, seven staff/trainees received specialized training through the URLEND program.

<b>Goal 1 Area: Early Childhood and School Age</b>	
<b>Objectives FY 2003-2006</b>	Obj. 1.9 Create a statewide clearinghouse of training events for teachers, administrators, parents and service providers on special needs and at-risk children and youth.
<b>Type of Activity</b>	Capacity Building
<b>Goal 6 FY 2007</b>	6. a) Host a statewide clearinghouse to link special educators and parents of students with disabilities with statewide training opportunities and resources across multiple agencies and parent groups that b) will post at least 30 new training opportunities c)gather evaluative feedback on the usefulness and impact of trainings from at least 305 of all participants, d) create digital media and online tools to increase accessibility, e) maintain four current learning communities expanding participation by at least 20 members, and f) create at least one new learning community to include at least 20 participants by June 2007.
<b>Extent to Which Goal was Achieved</b>	Achieved

### **Summary of Activities**

The *Idaho Training Clearinghouse* (ITC) was created as part of the State Improvement Grant through the Idaho State Department of Education, Bureau of Special Population Services, Special Education Section to link special educators and parents of students with disabilities with statewide training opportunities and resources across multiple agencies and parent groups. CDHD personnel assisted the ISDE in writing the first State Improvement Grant that launched the clearinghouse. The three major goals of the ITC were: (1) to inform stakeholders of statewide training opportunities and expedite electronic registration through an online training calendar; (2) to gather evaluative feedback on the usefulness and impact of trainings to inform future planning of inservice trainings in the state; and (3) to support distance education

opportunities by creating digital media and online tools that increase accessibility to needed training and foster learning communities where groups of professionals and parents can come together to communicate, collaborate, and support each other in the development of shared knowledge and skills. Outcomes for the Idaho Training Clearinghouse across the five years are displayed below.

	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>
No. of special education trainings posted to online statewide calendar	142	154	154	163	127
No. of post training evaluations sent and response percentage	NA	NA	NA	1,660 (51%)	2,081 (51%)
No. of follow-up training evaluations sent and response percentage	1,267 (28%)	2,297 (21%)	1,850 (36%)	1,771 (45%)	1,581 (40%)
No. of new distance education opportunities developed*	6	7	5	6	9
No. of individuals registering online for statewide trainings	NA	NA	NA	NA	3,048

\*Distance education opportunities include: online training modules, online fact sheets, electronic learning communities, and e-newsletters

<b>Goal 2 Area: Adult/Elderly Services and Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 2.1 Provide technical assistance and training to increase leadership and self-determination skills to youth, adults and family members. Obj. 2.2 Provide recreational opportunities to people with disabilities in inclusive settings.
<b>Type of Activity</b>	Capacity Building, Advocac, Systemic Change
<b>Goal 15 FY 2007</b>	15. Provide training and technical assistance to at least 200 direct service providers, self advocates, families, agency personnel, legislators, and preservice personnel on self-directed supports, principles of self-determination, positive behavioral supports, self-advocacy and leadership by June 2007.
<b>Extent to Which Goal was Achieved</b>	In Progress

### Summary of Activities

**Self-determination and self advocacy.** Over the past five years, the CDHD in

partnership with the triad has been involved in the development of the self-determination waiver system in Idaho by participating on the 24 member *Idaho Self-Determination Task Force* and developing the Idaho training program for Support Brokers. The multi-media Support Broker Training curriculum is currently available on the Idaho Department of Health and Welfare Website and is required of all Support Brokers working in Idaho and serving adults with developmental disabilities.

Over the past four years CDHD personnel have presented at the statewide Community Partnerships conference for direct service personnel on principles of self-determination and positive behavioral supports. On average 140 people attended these sessions each year.

Through the Independence Plus Initiative, the Idaho DD Council developed and continues to support the Idaho Self-Advocacy Leadership network (SALN). The CDHD also provides support to SALN by (a) hosting meeting space for the local network; (b) assisting with the development of presentations; and (c) supporting self advocates to attend national conferences. One CDHD staff member went through the self-advocacy leadership training and has presented information about the Idaho “My Voice My Choice Waiver system at both national and local conferences, and at local meetings. The SALN has also been involved in the Idaho Determined to Vote initiative providing regional trainings throughout the state. CDHD staff members and the Chair of our CAC presented at least three trainings in northern Idaho each year for the past two years. The Idaho Triad has committed to the SALN’s annual plan by offering continued financial assistance and on-going staff support.

**Recreation.** In FY 2003 the Idaho Assistive Technology Project (IATP) took the lead on our recreation initiative by funding four recreation activities across the state. First, Brundage Mountain Company received \$7,340 to purchase adaptive equipment for physically and visually

impaired skiers. Mountain staff also received training on adaptive skiing through the project. Second, C.W. Hog at Idaho State University was funded to expand their summer river outings to include people with disabilities through the purchase of a self-bailing river raft at \$3,562. Third, the Self-Awareness in Leisure company (SAIL) in north Idaho purchased a JTB Quad Bike at \$2,796 to support their inclusive biking and sailing program. Fourth, The Challenged Riders Program was funded to build a lift used to transfer people from their wheelchairs to a horse saddle. They were funded at \$350.

In FY 2005, the CDHD conducted a series of 10 inclusive craft workshops. In total 150 participated in activities that focused on making beaded jewelry. The beading workshop was also offered at a Families Together weekend where 134 children and their college companions participated. Across all the workshops, people with disabilities accounted for 45% of the total group.

Over the past three year the CDHD has supported on average 20 adult artists with disabilities to show their paintings and drawings at a local “Art Walk” that routinely occurs every June. All the artwork is for sell, and annually, all but a few are purchased. On average, 200 visitors view the art displayed by people with disabilities in the community each year.

<b>Goal 2 Area: Adult/Elderly Services and Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 2.4 Improve services and supports for adults with disabilities in Idaho through legislation and policy changes: Medicaid Buy-in, Olmstead, housing, transportation.
<b>Type of Activity</b>	Advocacy, Capacity Building, Systemic Change
<b>Goal 11 FY 2007</b>	In collaboration with state partners, participate in policy and systems enhancement activities that impact at least 100 adults with disabilities in Health, Quality Assurance, Housing, Transportation, and Employment by providing technical assistance, training, and information on at least 5 state policy or systems enhancement initiatives by June 2007.
<b>Goal was Achieved</b>	In Progress

## **Summary of Activities**

The CDHD has been actively involved in numerous systems and policy change activities in the state of Idaho and will continue to work collaboratively with state partners on systems enhancement activities to support adults with disabilities to gain full access to jobs, transportation, housing, and recreation

The CDHD is represented on the *Idaho Council on Developmental Disabilities*. Numerous policy and legislative priorities are discussed and collaborative actions are developed with Co-Ad (Protection and Advocacy in Idaho), the CDHD, the DD Council, and other state partners. For example, in FY 05 the CDHD assisted state partners to write the “Home of Your Own” application which was subsequently funded. “Home of your Own” is now supported through a private non-profit agency located in Boise, Idaho. Over the past five years the CDHD director has participated on the DD Council Public Policy Committee, and the DD Council Governance Committee as well as attending four quarterly council meetings.

Over the years the DD Council has contracted with the CDHD to create several white papers and policy briefs. During this reporting period, In FY 2003, the CDHD drafted a paper on Employment Opportunities for People with Disabilities that was presented to the Idaho legislative body and other stakeholders. In FY 2004, we drafted another paper that was disseminated throughout the state on recruitment and retention of direct service providers in Idaho.

CDHD participates in the *Consortium for Idahoans with Disabilities (CID)* which represents over 30 organizations concerned with issues affecting people with disabilities. CIDs mission is to protect, promote and advance the rights and interests of people with disabilities of all ages in Idaho. CID develops an annual plan primarily directed at legislative action and policy

initiatives. As a member of CID, the CDHD has been involved in a number of legislative and policy related activities during the past five year. Several CDHD staff members are consistently involved with gaining passage of legislation (e.g. providing expert testimony), with providing technical assistance to policy makers, or actively monitoring policy development. See **Appendix D** for a partial list of policy and legislative actions taken in Idaho over the past five years.

Staff members serving the Family Support 360 project were actively engaged in a *Family Directed Supports System Change* initiative that would create a more flexible self-directed Medicaid service delivery system for families in Idaho. HCR015 Family Directed Supports encouraged the Idaho Department of Health and Welfare to develop a comprehensive plan for family directed supports. This work will continue in Idaho over the next five years.

<b>Goal 2 Area: Adult/Elderly Services and Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 2.3 Provide adult behavior consultation services and in-service training program.
<b>Type of Activity</b>	Capacity Building
<b>Goal 12 FY 2007</b>	a) Provide Behavior Consultation Services to at least 40 adults with developmental disabilities and b) technical assistance and training services to at least 5 state partners and at least 50 providers c) incorporating internship training on adult services to at least 4 preservice/in-service interns by June 2007.
<b>Extent to Which Goal was Achieved</b>	In Progress

### Summary of Activities

The CDHD operates a behavior consultation service for adults either transitioning into community supports or who are at-risk for losing their community placement. On average the program supported approximately 37 adults living in the community each year. In five years, the behavior consultation staff provided training and support to over 1,000 local community team members. Also during this time, staff drafted a Behavior Consultation Training Curriculum that was disseminated throughout the state and nationally, and they presented at three state-wide

conferences to over 300 people. The center also provides job training and support to approximately six adults with disabilities annually. Behavior consultation is based on the principles of positive behavioral supports and focuses on two goals: 1) to provide technical assistance to community teams to support adults who display challenging behaviors; and 2) to work one-on-one with adults to help facilitate their personal skills development.

<b>Goal 2 Area: Adult/Elderly Services and Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 2.5 Increase the capacity of state government and higher education to comply with accessible information technology policies. Obj. 2.6 Idahoans with disabilities have access to the assistive technology and services they need to achieve full community integration.
<b>Type of Activity</b>	Capacity Building
<b>Goal 14 FY 2007</b>	14. Provide AT services, information, technical assistance to at least 25 farmers in Idaho who have work-related injuries to maintain viable farm production.
<b>Extent to Which Goal was Achieved</b>	In Progress

### Summary of Activities

The AgrAbility Project developed in collaboration with the University of Idaho's College of Agriculture experienced its first year of operation in fiscal year 2007. Ron Seiler, the Co-PI on the project, conducted 12 planning meetings over the course of the year with various groups throughout the state and presented to the national network of AgrAbility projects about Idaho's plan for implementation. A new electronic learning community has been developed and is projected to launch in FY 08. To date only two AgrAbility assessments have been conducted along with outreach to 10 other injured farmers. The project disseminated over 5,000 brochures at conferences about assistance to farmers who may benefit from assistive technology and rehabilitation efforts.

<b>Goal 2 Area: Adult/Elderly Services and Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 2.6 Idahoans with disabilities have access to the assistive technology and services they need to achieve full community

	integration.
<b>Type of Activity</b>	Capacity Building, Advocacy, Systemic Change
<b>Goal 13 FY 2007</b>	Provide assistive technology to at least 500 Idahoans with disabilities: a) providing low interest loans, b) access to an AT recycling program, c) AT assessment services, information, d) preservice and inservice training, e) technical assistance, f) direct supports, and g) collaborative systems and policy initiatives throughout FY 06-07.
<b>Extent to Which Goal was Achieved</b>	In Progress

### **Summary of Activities**

**Idaho assistive technology project (IATP).** The IATP has provided training, technical assistance, preservice offerings, direct service, and engaged in numerous systemic change initiatives for over 15 years. Their impact to Idaho citizens is immeasurable. For example, in collaboration with the Idaho Community Foundation, KeyBank and Zions Bank, the Idaho Assistive Technology Low Interest Loan Program recently surpassed the million dollar mark in loans made to Idahoans with disabilities and their families for the purchase of assistive technology.

For the past 12 years, the IATP housed an equipment recycling program that has helped countless consumers and family members purchase, borrow, and trade necessary AT devices. In October 2006 the CDHD received a reutilization grant to help fund the state-wide AT equipment recycling program. The year following was spent building a coalition of agencies and advocacy groups to participate in program including the Idaho Division of Vocational Rehabilitation, Division of Medicaid, and Centers for Independent Living. A new website (AT4All) was launched at the end of FY 07 and 259 new AT equipment items were posted on the web-site.

The IATP project conducts approximately 30 training events per year with an average of 600 people in attendance. AT information and referral services received approximately 300

requests per year and the web-site which contains the recycling program and information and referral information was visited by over 20,000 people annually.

The IATP regional personnel conduct an average of 40 additional training events each year impacting 600 people each year. The IATP's three regional resources centers also provide assessment, consultation, and lending services. Assistive technology equipment can be borrowed through these centers to try in homes, at school, or in the work place. On average each year the regional centers provide over 200 technical assistance and referral services, lend equipment to over 1,110 peoples, and provide over 500 demonstrations that impact, approximately 1,900 people.

The IATP disseminates 18,000 copies of Spud Notes the AT newsletter to consumers, family members, professionals, caregivers, and schools throughout Idaho annually.

One of the major barriers to the acquisition of assistive technology devices and services faced by persons with disabilities is a lack of coordination between the major disability service agencies in Idaho and nationwide. As a result, increasing coordination between Idaho's state agencies is the foundation underlying all projects' activities. To this end, the project has established ties to key stakeholders in all of the state's disability agencies, various commissions, and other state-sponsored organizations.

<b>Goal 3 Area: Improve and Enhance Family Supports</b>	
<b>Objectives FY 2003-2006</b>	Obj. 3.1 Enhance the overall family support system in Idaho.
<b>Type of Activity</b>	Advocacy, Systemic Change
<b>Goal 16, 17, &amp; 18 FY 2007</b>	16. Provide statewide web-based family support information and referral center that provides specific regional information, training opportunities, and technical assistance to family members, individuals with disabilities, advocates and agency personnel that will impact at least 1,000 people by June 2007. 17. Provide direct services and supports, information, training and technical assistance to at least 200 families who have family members with disabilities living at home in two Family Support 360 Resource

	Centers by June of 2007. 18. Maintain a Family Support 360 Policy Council with up to 25 members to guide project outcomes and b) create at least one family support public policy paper that describes the purpose and intent of Family Support Legislation by June of 2007.
<b>Extent to Which Goal was Achieved</b>	In Progress

### **Summary of Activities**

The Family Support 360 Project provides information and assistance to Idaho families impacted by a developmental disability. The project has opened two Family Resource Centers in partnership with Idaho Department of Health and Welfare's Family Support Program to support over ten large rural counties in Idaho. The FRCs have provided significant supports to 275 families since the project was funded in 2004. During the pilot year in 2003, the Family Support Resource Center impacted 100 families. The coordinators of the project look to community resources to leverage funds and support families need. Creating partnerships with community and agency resources to meet the needs of families has been a primary focus.

The Idaho Family Support 360 project maintains an on-line web-based resource forum for parents. There are 1,700 local, regional, and state resources listed through the database. Between June 2006 and May 2007 the website was visited 5,408 times. In addition to the website, quarterly newsletters are distributed to 2,000 families, professionals, and agencies throughout the state.

The Family Support 360 Project maintains an active policy council that includes 25 members including family members, state leaders, a representative from Governor Otter's office, Idaho Council on Developmental Disabilities and staff from the Department of Health and Welfare. The council provides guidance on legislative issues and oversight of the Activities of

the Family Support 360 Project. Funding for the project is expected to continue through FY'09. As a result the Council created a plan for sustainability during their May 2007 meeting.

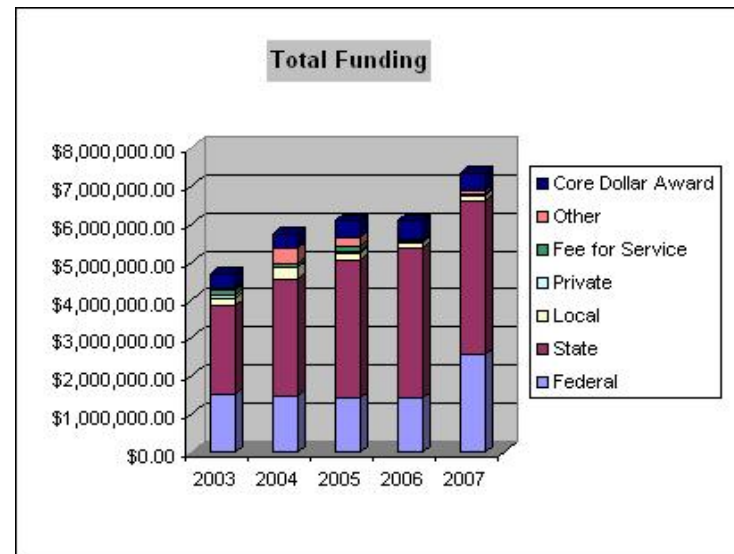
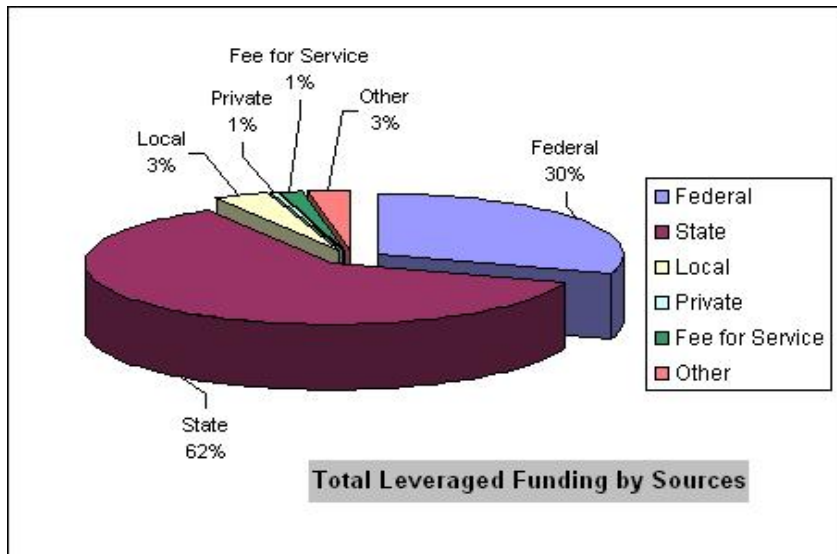
### **Funds Leveraged Over Five Years**

Over the five year reporting period we have leveraged \$27,728,439 from the \$2,199,324 provided by core funds through the Administration on Developmental Disabilities, resulting in a \$12.60 to \$1 ratio. Core funding provides the infrastructure by which the center operates. The majority of CDHD funds are obtained through multiple sources, including other federal funds. CDHD projects are created to support the initiatives, annual goals, and activities specified in the core five year plan. The following charts provide detailed information on funds, sources of funds, and funds leveraged.

### Funds Leveraged FY 2003-2007

	2003	2004	2005	2006	2007	Totals by Funding Agent
<b>Federal</b>	\$1,542,453.00	\$1,483,432.00	\$1,414,173.00	\$1,419,521.00	\$2,564,655.00	\$8,424,234.00
<b>State</b>	\$2,299,694.00	\$3,067,636.00	\$3,647,790.00	\$3,964,565.00	\$4,049,405.00	\$17,029,090.00
<b>Local</b>	\$190,358.00	\$300,715.00	\$182,508.00	\$127,763.00	\$127,763.00	\$929,107.00
<b>Private</b>	\$117,508.00	\$6,881.00	\$25,000.00	\$30,190.00	\$30,190.00	\$209,769.00
<b>Fee for Service</b>	\$106,799.00	\$106,067.00	\$156,859.00	\$16,168.00	\$16,168.00	\$402,061.00
<b>Other</b>	\$37,000.00	\$380,207.00	\$227,787.00	\$26,662.00	\$62,522.00	\$734,178.00
	<b>\$4,293,812.00</b>	<b>\$5,344,938.00</b>	<b>\$5,654,117.00</b>	<b>\$5,584,869.00</b>	<b>\$6,850,703.00</b>	<b>\$27,728,439.00</b>
<b>Core Dollar Award</b>	\$382,888.00	\$397,973.00	\$428,463.00	\$500,000.00	\$490,000.00	<b>\$2,199,324.00</b>

Average Dollar Leveraged per Core Dollar across FY2003-FY2007  
**\$12.60**



## **Summary of Collaborative Efforts with the DD Network**

The Idaho triad funded through the Administration on Developmental Disabilities continues to work in close collaboration and coordination with one another. The executive directors of the DD Council and Co-Ad are active participants on the center's CAC, and all three directors are represented on the DD Council. The CDHD director sits on the governance committee for the Council, and both the CDHD director and the Co-Ad director have participated in the DD Council's public policy committee over the past five years. All three organizations participate with the Consortium for Idahoans with Disabilities (CID), a body that represents 30 organizations and advocacy groups that engage in policy initiatives related to the independence, integration, inclusion, and productivity of people with disabilities and their families. See **Appendix E** for a pictorial description of the Idaho triad responsibilities and the Idaho DD Act network collaborations with other state entities, namely CID.

Collectively, our five year and annual goals are always coordinated to some degree across the triad. We mutually participate in the development of each organization's plans and plan modifications. Many of the activities outlined in the CDHD five year plan incorporate the DD Council and Co-Ad as key partners, particularly as they intersect with the priority areas identified through the strategic planning. For example, prevention of abuse and neglect was established as a high priority across the triad. Co-Ad will address this issue through case review and possible litigation. The DD Council plans to address prevention of abuse and neglect by supporting training for people with disabilities, families, and service providers each year. The CDHD will imbed information about abuse and neglect into formal coursework that supports interdisciplinary pre-service and continuing education, and will coordinate with the DD Council

and other state partners to develop and host community training events related to the prevention of abuse and neglect.

Over the past five years specific triad collaborations were as follows: 1) all partners participated on the Idaho Self-Determination Task Force resulting in a new waiver system supporting self-direction for adults with developmental disabilities; 2) the triad coordinated activities associated state planning for the National Alliance for Full Participation; 3) the DD Council and Co-Ad assisted in the development of the Idaho Support Broker Training Program that was created by CDHD personnel; 4) the DD Council sponsored and co-coordinated with the CDHD, the state's Partners and Policy Making Program; 5) all partners participated in the Idaho Family Support 360 Policy Council—and continue to do so; 6) all partners supported and actively worked toward achieving several legislative outcomes as previously described; 7) all partners worked in collaboration on training and distributing information and equipment related to accessible voting and the "Help America Vote Act"; 8) All partners have supported the Idaho Self-Advocacy Leadership Network (SALN)--the DD Council coordinated all activities through Independence Plus grant funds, while Co-Ad and the CDHD sponsored travel for SALN members and provided staff to support their meetings and planning sessions. The SALN is now operating as a separate private non-profit group and will continue to receive joint support from all triad members.