

**Fiscal Year 2006
University Center on Excellence in Developmental Disabilities (UCEDD)
Annual Report to the
Administration on Developmental Disabilities (ADD)**

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ADD Annual Report: Introduction

Center on Disabilities and Human Development
University of Idaho
ANNUAL REPORT
July 1, 2005 to June 30, 2006
Grant #900DD0538

Introduction

The information contained in this report reflects activities conducted through the Center on Disabilities and Human Development at the University of Idaho from July 1, 2005 to June 30, 2006. Our progress is reported across three broad goal areas: 1) Early Childhood/School Age, 2) Adults/ Elderly, and 3) Families. Specific activities are summarized by objectives. Since the goal statements were intended as overarching focus areas that include capacity building, advocacy, and systemic change activities, all three goal areas remain in progress" while a number of specific objectives have been "achieved. To more accurately report on achievements, for fiscal year 2007, each of the three broad goals have been rewritten to reflect measurable units of progress that incorporate approved objectives (see Section I, under goal revisions). In total the three broad goals have been converted to 18 specific measurable goals.

Overview of CDHD Core Accomplishments

During fiscal year 2005-2006 the CDHD operated 19 projects. Each project supports one or more goal areas and corresponding objectives contained in our five year plan. We house 50 employees, 24 long term trainees and 11 intermediate trainees in our main Moscow campus office and in our branch office located in Boise Idaho. The CDHD disseminated 68 products with up to 286,787 people impacted.

The CDHD core grant provides the infrastructure through which we carry out the five year plan. The core supports the Director, two Associate Directors (one in Moscow one in Boise), a Dissemination/NIRS Coordinator, an Evaluation Coordinator, an Interdisciplinary Training Coordinator, 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 objectives outlined in our five year plan and to leverage additional funding. Visit our web-site for an overview of CDHD projects and activities.
<http://www.idahocdhd.org/>.

Collaboration and partnerships. To assume a leadership role in the state of Idaho and to help meet objectives related to the three major goal areas outlined in the five year plan, CDHD employees participate on numerous boards, councils, and advisory committees. Much of our activities are conducted in collaboration and partnership with other entities (i.e., Idaho Council on Developmental Disabilities, Idaho Protection and Advocacy (Co-Ad), Idaho State Independent Living Council, Idaho Parents Unlimited, Idaho Division of Vocational Rehabilitation, Idaho Office on Aging, the Idaho State Department of Education, the Idaho Department of Health and Welfare) Currently, the CDHD is represented on 12 statewide councils, boards, task-force groups, or advisory committees. These include: 1) the Consortium for Idahoans with Disabilities, 2) the Consortium for the Preparation of Early Childhood Professionals, 3) the Idaho Council on Developmental Disabilities, 4) the DD Council Public Policy Committee, 5) the Idaho Division of Vocational Rehabilitation Advisory Committee, 6) the Idaho Interagency Coordinating Council for Infants and Toddlers, 7) the Idaho Child Care Program Advisory Committee, 8) the Interagency Secondary Transition Council, 9) the Idaho Special Education Advisory Panel, 10) the Idaho Assistive Technology Task Force, 11) the Idaho Accessible IT Task Force, and 12) the Idaho Self-Determination Task Force. Additionally, CDHD personnel participate in the Protection and Advocacy (Co-Ad) annual strategic planning meeting.

The CDHD hosts another seven statewide advisory boards to include: 1) the Assistive Technology Advisory Board, 2) Children with Deaf/ Blindness Advisory Board, 3) the Family Support Policy Council, 4) the CDHD Consumer Advisory Board, 5) the Even Start Advisory Board, 6) the Positive Behavioral Supports Advisory Committee, and 7) the Idaho Training Cooperative Advisory Committee.

Faculty at the CDHD participate in College of Education department faculty meetings and on several College of Education and University committees, these include: 1) the College of Education Assessment Committee, 2) the College of Education Doctoral/Masters Prospectus Committee, 3) the Child Development and Education Committee, and 4) the University Outreach Committee. Additionally, faculty members serve on approximately 17 masters and 7 doctoral committees.

Nationally, CDHD personnel serve on four AUCD committees and on the National Steering Committee for RESNA.

Activities by core function areas. During fiscal year 2006 a total of 41, 830 people received training and/or technical assistance through CDHD projects. Research and evaluation activities involved a total of 937 people. Information dissemination activities impacted 74,257 people. Direct service was provided to 516 children, youth, and adults through our clinical service program, behavior consultation, positive behavioral supports and assistive technology technical assistance programs, and through Idahos family supports 360 resource center. In total, 118,144 people were directly impacted by CDHD activities through direct services, training, technical assistance, research and evaluation or information dissemination between July 1 2005 and June 30, 2006.

ADD Annual Report: Section 1

FY 2006: Goals and Objectives

ID- Center on Disabilities and Human Development

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Goal	1: Improve Early Childhood/School Age Services and Support through Training, Community Services, Technical Assistance, Research, Dissemination, and Collaboration with Partners.
Area(s) of Emphasis	Employment-Related Activities, Child Care-Related Activities, Health-Related Activities, Quality Assurance, Education & Early Intervention, Other - Assistive Technology, Other - Leadership
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects, Research, Information Dissemination
Type of Activity	Advocacy, Capacity Building, Systemic Change
Objectives	<ul style="list-style-type: none"> • 1.1: Support the development of a children's Medicaid Waiver. • 1.10: Increase the capacity of Idaho's early childhood programs and K-12 schools to provide assistive technology services. • 1.2: Increase access to quality health care for children with developmental disabilities. • 1.2.1: Provide training and technical assistance to decrease abuse and neglect of children with development disabilities. • 1.2.2: Preserve services provided to families through CSHP. • 1.3: Increase availability of integrated and accessible childcare. • 1.4: Provide an array of ongoing in-services and pre-service training and technical assistance activities to providers, families, and children ages birth to 21. • 1.5: Provide technical assistance to tribal schools to meet the No Child Left Behind Initiative for special education students. • 1.5.1: Provide Master's Degree coursework in Special Education to tribal school teachers in 14 schools. • 1.6: Enhance system delivery of transition services for youth. • 1.7: Create a system of school and community expertise to better serve children on the Autism Spectrum. • 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. • 1.9: Create a statewide clearinghouse of trainings events for teachers, administrators, parents, and service providers on special needs and at-risk children and youth.
Extent to Which Goal was Achieved:	In Progress
Explanation:	<p>Goal 1 encompasses nine objectives related to improving services and supports for children with disabilities through training, technical assistance, service, research and dissemination. Fiscal year 2005-2006 outcomes will be addressed per objective.</p> <p>Obj 1. Support the development of a children's Medicaid Waiver. Emphasis: Health, Quality Assurance</p>

Extent to which Objective was Achieved: In Progress

Over the course of five years the CDHD and state partners have not directly addressed this objective. During this time, other activities and time-sensitive issues took precedence. However, in May of 2006, the Idaho Division of Medicaid formed a task-force, of which CDHD employees were included, to initiate the creation of flexible family and children services. The flexible system, in essence, would mirror the states self-determination waiver for adults and allow families to be more self-directed in choosing supports and services for their children. The flexible family and childrens services task force is aided by CDHD staff who direct the Family Support 360 program. The ultimate outcome of this group will be a Children's Medicaid Waiver. We anticipate continuing this activity through June of 2007 and beyond.

Obj 2. Increase access to quality health care for children with developmental disabilities.

Emphasis: Health, Quality Assurance

Extent to which Objective was Achieved: In Progress

In January of 2006, the CDHD coordinated a leadership meeting to review and discuss Idahos 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. The CDHD will continue to be involved with state partners to track progress on childrens health issues, and as stated in objective one above, continue involvement in related task force activities.

Obj 2.1. Increase supports & training to enable families to care for their medically fragile children in their homes.

Emphasis: Health, Quality Assurance

Extent to which Objective was Achieved: Not Achieved

Over the course of the past five years there has been limited activity toward this objective. While an important issue, state partners have focused on other time-sensive priorities. This objective was eliminated in the 2007 continuation application and replaced with a new Obj 2.1. "Provide Training and TA to decrease abuse and neglect of child with DD".

Obj. 2.2. Preserve services provided to families through CSHP

Emphasis: Health, Quality Assurance

Extent to which Objective was Achieved: In Progress

Objective 2.2 was added as a new focus in fiscal year 05-06. State and federal funding for Childrens Special Health Care Programs were significantly reduced. In an effort to preserve services provided through the Idaho CSHP, meetings were held in November and December of 2005 with Idahos CSHP staff, Utah LEND, and CDHD staff. The focus of the meetings was to plan training and technical assistance activities for Fiscal Year 2007. A training commitment was signed by all parties along with a MOAs for each participating organization. The Utah LEND program will be instrumental this next year in assisting our state to continue training and technical assistance to health care workers and advocates around special health care needs. As per the MOA, the CDHD will coordinate all Utah LEND

programs in the state of Idaho.

Obj. 3 Increase availability of integrated and accessible childcare.

Emphasis: Child Care, Early Intervention

Extent to which Objective was Achieved: In Progress

The Center on Disabilities and Human Development in collaboration with the Idaho Association for the Education of Young Children directs the Idaho Child Care Resource, Referral and Professional Development Program. Collectively, this program IdahoSTARS is funded through the Idaho Department of Health and Welfare. Training, technical assistance, and dissemination of information is conducted with all child care providers in Idaho, including Head Start personnel. It is the intent of IdahoSTARS to increase the capacity of childcare providers to serve all children in high quality inclusive settings. Much of our fiscal year 06 training, technical assistance and dissemination activities focused on this end.

In total 18,087 people were impacted by technical assistance activities designed to enhance child care systems in the state. Of that, 909 people received on-site visits with the intent of increasing quality early care and education for all children, including children with special needs.

A total of 6,637 people were impacted by early care and education training activities and of those, 656 people received training on including children with special needs. A total of 66 providers attended a special session at a state conference for direct service providers on quality inclusion of children with disabilities. The professional development system in Idaho includes a registry of providers who earn incentives for participating in training and technical assistance activities. Providers who attend training or receive on-site technical assistance related to special needs children earn additional incentives.

Two years ago the CDHD and state partners formed an inclusive childcare task force. In FY 2007, the task force will implement a strategic plan to promote full inclusion throughout the state. In July of 2006, Idaho will participate in a national forum on Inclusive Child Care. With support from the Administration on Developmental Disabilities, the coordinator for IdahoSTARS will represent the CDHD at this meeting.

A total of 25,368 people received information through IdahoSTARS. The information disseminated included 3,500 DVDs on emergent literacy, announcements of training opportunities (e.g, understanding child abuse), and regional and state general topic news letters to over 7,500 providers, legislators, and relevant agency personnel. Through the IdahoSTARs website providers and other interested parties have access to a policy paper created by CDHD staff entitled, Promoting Inclusive Child Care in Idaho. This paper presents core policy issues related to inclusion in child care settings.

A total of 62 field mentors have been trained and received certification to provide on-site direct or demonstration services for child care providers. All mentors received specialized training focused on children with special needs and inclusion strategies.

Additionally, the CDHD supports an inclusive early care and education preschool

program. Currently, the program serves 39 three to five year old children. Through community training events, socials, IEP meetings, and other parent meetings, the Troy preschool has impacted 462 people in FY 05-06.

Obj. 4. Provide an array of on-going inservice and preservice training and technical assistance activities to providers, families, & children birth to 21.

Emphasis: Education/Early Interven.

Extent to which Objective was Achieved: Achieved

Traditionally, the CDHD has provided a wide array of training and technical assistance programs to improve services, supports, and systems of care for children with disabilities and those at-risk. Because Idaho is a large rural state, training and technical assistance activities almost always include some form of distance technology and/or extensive travel. To meet objective 4, training and technical assistance activities included the following focus areas: 1) positive behavioral supports, 2) intensive behavioral intervention and developmental therapy, 3) assistive technology, 4) children and youth with dual sensory impairments, and 5) early literacy and parent education through Even Start and Parents as Teachers. Fiscal year 2006 outcomes for each topic follows.

I. Positive Behavioral Supports Initiative: In collaboration with the Idaho State Department of Education and trained consultants the Center on Disabilities and Human Development operate the Positive Behavioral Supports Initiative in the State of Idaho. The PBS initiative was funded during the FY 06 at \$360,000 through the Idaho State Department of Education, and through core funds at approximately \$100,000. The purpose of the project is to increase the capacity of school-based personnel to work effectively with children and youth with challenging behaviors across disability categories at the prevention level, secondary intervention level for emerging behavior problems, and at the tertiary or intensive level of intervention for high risk students. Through the Positive Behavioral Supports Project school-based teams received technical assistance and training through: 1) individual supports, and 2) district-wide support. A total of 2,850 people received technical assistance in positive behavioral supports through school-based teams, and other meeting events. A total of 566 people received training, 100 students received direct services through the individual supports program, and 145 students received direct services through district-wide supports.

In an effort to provide comprehensive services to schools, PBS project staff, SDE staff, and staff representing children mental health programs in Idaho met four times to create a combined systems of care and PBS systems change plan. To facilitate the planning process, the state received technical assistance from Jeff Sprague, a University of Oregon Professor. This endeavor was support through CDHD funds. The PBS project advisory committee met two times in FY 06 to continue systems enhancement planning.

In FY07, the contract for PBS services increased to \$460,000 and will include autism supports and a focus on school-wide implementation.

II. Idaho Training Cooperative: Intensive behavioral intervention and developmental therapy is a Medicaid reimbursable service provided to children ages 3 to 21 in the state of Idaho. The CDHD contracts with the Idaho State Department of Health and Welfare to: 1) develop the training curriculum for each type of provider, 2) over see

the certification process, 3) conduct train the trainer sessions, 4) facilitate an advisory committee; and 5) advance knowledge by developing and delivering specialized training forums. In the state of Idaho, this program is referred to as the Idaho Training Cooperative.

In Fiscal year 05-06, a new online course for developmental specialist was released. The course is rich with vignettes demonstrating best practice therapy and is integrated with practical activities and knowledge-level tests. In fiscal year 05-06, 101 people received development specialist certification. There were 12 new Developmental Specialist classes offered with a total of 74 participants. Five train-the-trainer courses were offered with a total of 51 participants.

Intensive Behavioral Intervention is a service provided to children and youth with extremely challenging behaviors and severe disabilities. The IBI service is specialized and paid at a higher rate. Providers certifying as Intensive Behavioral Interventionists complete a six month supervised practicum following successful completion of an IBI course and a state examination. Successful completion of the practicum is required for full certification. In fiscal year 05-06 a total of 282 providers received IBI certification. There were 12 new IBI courses offered with a total of 497 participants. One train-the-trainer course was offered with a total of 8 participants.

In total, the Idaho Training Cooperative impacted 408 people through technical assistance, including 3 advisory committee meetings with an average of 12 participants at each meeting. A total of 626 people received training through the Idaho Training Cooperative.

III. Assistive Technology Teacher Training and Technical Assistance (ATTA) Project: In collaboration with the Idaho State Department of Education, the CDHD offers training and technical assistance to school-based teams on assessing the AT needs of students, creating low tech devices, and training personnel, parents and students how to use AT to improve overall school performance. All consultants providing Assistive Technology technical assistance are RESNA certified.

In the 2005-06 school year, four professionals (two occupational therapists, a physical therapist, and a special education teacher) from northern and southern Idaho took the RESNA ATP exam. Currently, six other professionals (an AT specialist, three speech language pathologists, and two physical therapists) are studying for the RESNA ATP exam.

On August 1-2, 2006, the ATTA Project conducted training for ATPs and those professionals studying for the ATP exam. The training was attended by 13 AT professionals at United Cerebral Palsy in Boise. The intensive training covered sessions on the Fundamental Assessment Process, the continuum of AAC devices, and how to choose the appropriate device through feature matching, computer access (switches), accessing the curriculum (read/write software), and AT for students with autism. Participants received one continuing education unit (CEU) from the University of Idaho

The ATTA Project performed 41 school-based assessments in the 2005-06 school year, up from 28 assessments achieved in 2004-05. Of the 41 AT assessments performed, there were 4 high school students, 4 junior high students, and 33 elementary students. Communication was the most requested area of assessment

(54%), with computer access (15%), reading/writing (15%), and cause and effect, adaptive recreation, and listening (16%) as additional areas of concern. In total, 303 team members participated. Teams included parents, general and special education teachers, paraprofessionals, and itinerate staff (e.g., speech pathologists, occupational therapists, special education consulting teachers).

Two AT trainings were requested by rural school districts during the 2005-06 school year. The participants (30) were special education teachers, special education instructional assistants, and speech language pathologists.

Additional AT training was offered to elementary, secondary, and special education preservice students. Training included hands-on demonstrations of AT technology with 187 preservice students participating.

The Assistive Technology Electronic Learning Community 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 around the state.

Assistive Technology Quick Wheels were distributed to 900 teachers in Idaho. The quick wheel gives teachers the AT continuum at a glance for vision, hearing, recreation, mobility, positioning and seating, communication, writing, reading, math, learning, studying, environmental controls, and activities of daily living for consideration at IEP meetings.

IV. Dual Sensory Impairment: The Idaho Children and Youth with Deaf/Blindness project provides training and technical assistance to school-based teams, parents, and other service personnel. The project maintains a roster of 75 Idaho children and youth with deaf-blindness. In FY 05-06, 36 children and youth received on-site direct services. A total of 153 team members received technical assistance.

The following four webinar training forums were held in FY 05-06: 1) Teaching Literacy to Students with Severe Disabilities, presented by June Downing held 105 participants; 2) Monitoring Progress for Students with Severe Disabilities, presented by Diane Browder held 91 participants; 3) Inclusive Education: Lessons Learned, presented by Michael Giangreco held 76 participants; and 4) Positive Behavioral Supports, presented by Rob Horner held 102 participants.

In total, information specific to children and youth with deaf-blindness was distributed to 1225 people across the state of Idaho.

V. 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) early intervention for children at-risk. The CDHD Even Start program is a centered based program that offers continuing education opportunities for parents to complete their high school degrees, and on-site early childhood education services. Parents as teachers is an outreach program that compliments Even Start by offering in-home parent education. In FY 05-06 a total of 22 families were served through the Even Start program and 22

children received direct early care and education services. A total of 96 home visits occurred with these families through the Parents as Teachers Program.

Training events included: 1) a Summer Learning Literacy Celebration with 225 children and adults; and 2) an Interactive Literacy Activities Training with 42 participants. A total of 290 people received information from the Even Start Program.

Obj 5. Provide technical assistance to tribal schools to meet No Child Left Behind Initiative for special education students
Emphasis: Education/Early Intervention.
Extent to which Objective was Achieved: Achieved

The Indian Education Outreach Program at the CDHD was formed in 1993 and continues to provide technical assistance and training to 14 tribal schools in a four state region. The current funding at \$373,000 per year comes from the Office of Indian Education Programs/ Bureau of Indian Affairs. The project is in the last year of operation. The purpose was to provide on-site technical assistance and training to school personnel in special and general education based on each schools comprehensive plan for personnel development. In FY 05-06, project staff made 31 technical assistance visits to eight of the 14 tribal schools. Primarily, the focus of the visits was on promoting literacy, improving behavior, peer mentoring, parent involvement, accommodations in the classroom, and school leadership. A total of 568 people were impacted through technical assistance activities.

In July of 2005, the Indian Education Outreach Staff at the CDHD assisted with the facilitation of a national Institute for Instructional Leadership, an Office of Indian Education Programs sponsored event. There were a total of 264 participants in attendance. Throughout the year, the IEOP sponsored 10 regional and on-site training events. The topics included (a) Enhancing Academic Performance for all Students Through Positive Strategies, 86 participants; (b) Working with Students with Speech and Language Delays, 19 participants; (c) Accommodations in the Classroom, 81 participants, (d) Four Square Approach to Writing, 34 participants,; (e) Working with Dorm Staff and Dorm Dynamics, 49 participants; (f) Residential and Academic Staff joint goal development, 35 participants, (g) WASL testing and accommodations, 16 participants; (h) Peer Mentoring, an on-site web facilitated course, 31 participants. Several other conference presentations were made throughout the year. A total of 516 people were impacted by training activities in FY 06.

Obj 5.1 Provide Masters Degree coursework in Special Education to tribal school teachers in 14 schools
Emphasis: Education/Early Intervention.
Extent to which Objective was Achieved: In Progress

The Indian Education Outreach Project sponsored by the Office of Indian Education Programs offers a Masters Degree in Special Education for Tribal School Teachers in a four state region. In FY 05-06, seven courses were offered with 18 participating teachers. The course work is delivered primarily on-line with on-site support and instructor visits. The courses included: 1) EDSP 522 Advanced Evaluation Techniques, EDTE 504 Team Collaboration, EDSP 542, Families, Issues of Disabilities & Culture, EDSP 549, Language, Communication & Social/Emotional

Enhancement, EDTE 504 Idaho Comprehensive Literacy Assessment, EDSP 548, Special Education Curriculum, and EDSP 597 Practicum. A total of five students graduated with Masters Degree this fiscal year.

Obj 6. Enhance system delivery of transition services for youth.

Emphasis: Education/Early Intervention.

Extent to which Objective was Achieved: Achieved

The second annual Tools for Life Secondary Transition and Technology Conference hosted by the State Department of Education, the Idaho Interagency Council on Secondary Transition, and the Idaho Assistive Technology Project (CDHD) was held in February 2006. Tools for Life is a transition conference supporting students with disabilities into adulthood. High school students of every ability, teachers, parents, professionals, and assistive technology (AT) vendors came together to share knowledge, offer support, and gain inspiration, motivation, and tools to help with the transition from high school to post-secondary school, independent living, and/or employment.

Following the keynote addresses by LeDerick Horne, Sujeet Desai, and Marilyn Howard (State Superintendent of Public Instruction), attendees explored/participated in over 45 breakout sessions on information technology, assistive technology devices and software, services, self-determination, post-secondary education, community living, employment, resources, and recreation. Attendees spent any spare moment visiting the 47 vendor, post-secondary education, and agency booths in the halls and ballroom.

As one of the largest educational conferences in the state of Idaho, Tools 06 impacted those who attended, as well as countless others who were impacted by those attendees who returned to their schools, agencies, and communities to share information gained from one of the most successful technology fairs in Idahos history.

Obj 7. Create a system of school and community expertise to better serve children on the Autism Spectrum

Emphasis: Education/Early Intervention.

Extent to which Objective was Achieved: In Progress

In collaboration with the Idaho State Department of Education, the CDHD has created a plan to serve children and youth on the autism spectrum in school-based settings. Following a comprehensive plan 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. Two planning meetings followed the institute. Training and technical assistance will be offered beginning in the FY 06-07 school-year to school-based teams. Additionally, the state Autism Task Force will meet in September 2006 to review the plan. The state will receive technical assistance from Laurie Sperry, a consultant working with the PDA Leadership Institute. Regional training on selected topics of interest, as deemed appropriate by the Autism Task Force will occur throughout the year. The task force will continue to meet annually, training and technical assistance will occur over the next three years to increase the capacity of Idahos teachers, parents, service providers, and itinerate school personnel to improve outcomes for children and

youth on the autism spectrum.

Obj 8. Conduct screening, assessment, diagnosis, and clinical intervention services for children and youth (3 to 21) with disabilities or those at-risk with behavioral or mental health concerns.

Emphasis: Health. Education

Extent to which Objective was Achieved: In Progress

The clinical services program at the CDHD serves youth-at-risk and children with diagnosed disabilities. Ph.D and Master level interns (n=9) assist with counseling and assessment services. In addition, the clinical staff along with interns and a post doctoral fellow provide consultative services to school-personnel. Clinical services staff provide training opportunities both locally and in national forums. Two interns participated in FY 05-06 in the Utah State LEND training program. In total 836 people were impacted by clinical services technical assistance and training activities. A total of 200 children and youth received direct intervention services including diagnostic and prescriptive assessments. An autism assessment and intervention clinic was initiated this year serving approximately 20 children with ASD.

Obj 9. Create a state-wide clearinghouse of trainings events for teachers, administrators, parents and service providers on special needs and at-risk children and youth.

Emphasis: Education/Early Intervention.

Extent to which Objective was Achieved: Achieved

The Idaho Training Clearinghouse (ITC) operated by the CDHD 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. The ITC has three major goals: (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. The outcomes for FY 05-06 are as follows: 1) Online Training Calendar: 163 special education related statewide trainings were posted; 2) Website: 10,834 total visitors to the website; 3) Post Training Evaluations: 1,660 training evaluation surveys were sent via email (1-2 days after trainings) representing 47 statewide trainings with 842 responses received, resulting in an overall 51% response rate; 4) Follow-up Training Evaluations: 1,771 training evaluation surveys were sent via email (6 weeks after trainings) representing 47 statewide trainings with 795 responses received, resulting in an overall 45% response rate; 5) Distance Education: 4 Electronic Learning Communities (ELC) were developed and/or maintained on the subjects of: Assistive Technology (53 registered members), Idaho Alternate Assessment (110 registered members), Results Based Model (143 registered members), and Secondary Transition (85 registered members); and 6) ELC Evaluation: 195 combined members across the 4 ELCs were surveyed with 39 responses received,

resulting in an overall 21% response rate. 85% of respondents learned a new skill or acquired needed information as a result of visiting one or more ELCs. 79% of respondents had an opportunity to apply what they learned from one of more of the ELCs in their professional/personal settings. 74% of respondents positively changed their professional/personal practices as a result of visiting one or more of the ELCs.

Proposed Revision to Goal

Goal I was originally intended as a focus area on child outcomes with specific objectives to meet the overall goal. To create measurable outcomes, goal 1 will be modified by adding goals that reflect activities presented in objectives 1-9. The purpose of modification will be to separate the goal statement into measurable units of progress.

New Goals:

Goal 1. 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.

Goal 2. 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 services providers on preventing abuse and neglect of children and youth with disabilities ages 0-21 by June 2007.

Goal 3. Through Idaho STARS Childcare Resource, Referral and Professional Development Program, enhance the quality of up to 30 child care settings in Idaho to benefit all children, provide training to 30 or more child care providers on inclusive care and education of young children, create at least five new inclusive childcare settings, enroll at least 30 additional child care providers in the professional development incentives program, and provide training and technical assistance to state partners to improve the systems that support inclusive child care settings in Idaho by June of 2007.

Goal 4. Provide training, technical assistance, and information to at least 500 school personnel, parents, and other professionals on: 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 provide direct services for at least 300 children and youth with challenging behaviors, severe disabilities, children and youth with disabilities requiring assistive technology, and for children and youth with autism spectrum disorders in school settings by June of 2007.

Goal 5. Enhance developmental therapy and intensive behavioral intervention services to children with disabilities ages 3-21 by: 1) providing up to 4 train-the-trainer events with at least 30 providers; 2) creating a new on-line IBI course; 3) certifying at least 100 providers, and 4) 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 of 2007.

Goal 6. Host a state-wide clearinghouse to link special educators and parents of students with disabilities with statewide training opportunities and resources across multiple agencies and parent groups that will post at least 30 new training opportunities, gather evaluative feedback on the usefulness and impact of trainings

from at least 30% of all participants, create digital media and online tools to increase accessibility, maintain four current learning communities expanding participation by at least 20 members, and create at least one new learning community to include at least 20 participants by June of 2007.

Goal 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: 1) hosting a third annual statewide tools for life conference on transition; 2) supporting at least 10 youth to participate in a youth transition training institute; 3) 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 of 2007.

Goal 8. Operate a clinical services unit that provides training opportunities for up to 12 doctoral and masters level students in diagnostic and educational planning assessments; counseling and intervention services for at least 200 children and youth at-risk and children with developmental disabilities; special assessment and intervention clinics for children and youth on the autism spectrum; providing technical assistance services to schools; providing school psychology services for early childhood programs and at least one charter school throughout FY 06-07- and in collaboration with the Utah LEND program provide two trainees with a year-long specialized LEND training opportunity.

Goal 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 throughout FY06-07resulting in at least 3 families receiving GED status and up to 10 children with improved school readiness scores on the Idaho Pre-IRI skills achievement test.

Goal 10. Contribute to preservice and inservice education of an interdisciplinary workforce by:1)developing and piloting at least one module of a disabilities studies course with up to 10 preservice and inservice students; 2)supporting at least 6 inservice teachers in tribal schools to complete Masters Degree in Special Education; 3)developing and teaching at least four interdisciplinary professional development courses; 4) teaching up to 3 preservices graduate course in the College of Education; 5) participating in the preparation of graduate level students by serving or chairing at least 5 doctoral committees and 15 Masters committees, and 6) participating in University systems enhancement of educational services through membership on at least 2 University and 2 College work groups throughout FY 06-07.

Goal	2: Improve Adult/Elderly Services and Supports through Training, Service, Technical Assistance, Research, Dissemination, and Collaboration with Partners.
Area(s) of Emphasis	Health-Related Activities, Quality Assurance, Recreation-Related Activities, Other - Assistive Technology, Other - Leadership
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects, Research, Information Dissemination
Type of Activity	Advocacy, Capacity Building, Systemic Change

Objectives	<ul style="list-style-type: none"> • 2.1: Provide technical assistance and training to increase leadership and self-determination skills of youth, adults and family members. • 2.2: Provide recreational opportunities to adults with disabilities in inclusive settings. • 2.3: Provide adult behavior consultation services and in-service training program. • 2.4: Improve services and support for adults with disabilities in Idaho through legislation and policy changes: Medicaid Buy-In, Olmstead, housing, transportation • 2.4.1: Design, develop, and implement training for providers implementing services for adults with disabilities • 2.5: Increase the capacity of state government and higher education to comply with accessible information technology policies. • 2.6: Idahoans with disabilities have access to the assistive technology and services they need to achieve full community integration.
Extent to Which Goal was Achieved:	In Progress
Explanation:	<p>Goal II encompasses six objectives focused on enhancing service and supports for adults with disabilities through technical assistance, training, dissemination, direct services, and research. Fiscal year 2005-2006 outcomes will be presented per objective.</p> <p>Obj 1. Provide technical assistance and training to increase leadership and self-determination skills of youth, adults and family members. Emphasis: Quality Assurance Extent to which Objective was Achieved: Achieved</p> <p>This objective was achieved in four ways. First, the CDHD in collaboration with the Idaho Council on Developmental Disabilities hosted a statewide Partners in Policy Making course with 19 participants. The course ran for 8 months- April through November of 2005. Four two-day sessions were presented in August/November. Participants were highly satisfied with the program. A new Partners class will be initiated in December of 2006. Second, the CDHD continues to provide support to the Idaho Self-Advocacy Leadership Network by: (a) hosting meeting space for the local network; (b) assisting with the development of presentations; and (c) supporting four self-advocates to participate in the national SABE conference held in May 2006. One staff member went through the self-advocacy leadership training program this past year and has presented at both national and local conferences and meetings. Jennifer Magelky was also highlighted in the July edition of the Idaho Councils statewide newsletter. Third, CDHD personnel maintain seats on numerous statewide councils and boards. Specifically, through membership on the Idaho Interagency Council on Secondary Transition, the Council on Developmental Disabilities, and the Idaho Self-determination Task Force, CDHD staff assisted with the implementation of a Self-Determination waiver in Idaho and continue to focus on youth leadership by supporting participants to attend the Idaho Youth Forum. Lastly, the CDHD in collaboration with the Council on Developmental Disabilities and Idaho's Protection and Advocacy (Co-Ad) supported planning meetings, travel, and presentations at the national Alliance for Full Participation conference.</p> <p>Obj 2. Provide recreational opportunities to adults with disabilities in inclusive settings. Emphasis: Recreation</p>

Extent to which Objective was Achieved: In Progress

The CDHD engaged in only one activity related to recreation for adults with developmental disabilities. In June of 2006, the CDHD hosted an art forum at the local artwalk which displays artwork of many local artists. The art is displayed in local business offices. 19 artists with disabilities displayed their work at this event. The CDHD assisted to recruit artists, frame their work, and hang the displays. This is an annual event that receives much recognition from the Moscow community.

Obj. 3. Provide adult behavior consultation services and Inservice training program.
Emphasis: Quality Assurance

Extent to which Objective was Achieved: Achieved

The CDHD operates a behavior consultation service for adults either transitioning into community supports or who are at-risk for losing their community placement. Four consultants provide services to 42 adults with developmental disabilities. The consultation approach is based on the principles of positive behavioral supports and focuses on two goals: 1) to provide technical assistance to community teams on working effectively with adults who display challenging behaviors; and 2) to work one-on-one with adults to help facilitate their personal skill development. Through training and technical assistance to community team members and other agencies offering behavior consultation services, and research evaluation activities, CDHD staff impacted 708 people through the Behavior Consultation Project.

Obj. 4. Improve services and supports for adults with disabilities in Idaho through legislation and policy changes: Medicaid Buy-In, Olmstead, housing, transportation.
Emphasis: Health, Quality Assurance, Formal and Informal Supports

Extent to which Objective was Achieved: In Progress

The CDHD participates in systems improvements, public policy, and legislation through participation with the Consortium of Idahoans with Disabilities (CID) and representation on the Idaho Council of Developmental Disabilities Policy Committee. CID meets once per month, hosted by different agencies. The CDHD provides support for compressed video links in three locations throughout the state. Approximately 38 agency and advocacy groups make up the membership of CID. All major legislative, policy, and systems change activities that focus on disability issues are organized through the consortium. Currently, three members of the CDHD are active members. This was a successful year for the consortium, several legislative items were passed through the state house and senate that have the potential to greatly impact services and supports for people with disabilities. First, Medicaid-BuyIn was fully supported through legislation. The Assistive Technology bill requesting \$100,000 match for the state low interest loan program was approved, and a Medicaid reform bill was passed which incorporated input from many disability advocacy groups and agencies.

The DD Council Public Policy sub-committee meets approximately four times per year. The Council staff submits legislative reports and policy concerns to the policy committee who in turn recommend action to the full council. The public policy committee and membership from the consortium often work in concert

Obj 4.1. Design, develop, and implement training for providers implementing services for adults with disabilities.

Emphasis: Informal, Formal Supports, Quality Assurance

Extent to which Objective was Achieved: Achieved

Through a contract with the Idaho Division of Medicaid, CDHD completed the Support Broker Training Curriculum that is offered on-line through the Department of Health and Welfare. The curriculum supports the Self-Determination Waiver for adults with developmental disabilities. The curriculum is rich with vignettes and video clips of self-advocates discussing a variety of aspects of self-determination and self-directed supports. The curriculum was developed by four CDHD staff and took over 4,800 hours to complete.

Obj 5. Increase the capacity of state government and higher education to comply with accessible information technology policies.

Emphasis: Quality Assurance

Extent to which Objective was Achieved: Achieved

Based on the work of the Assistive Technology Project staff in collaboration with the Consortium for Idahoans with Disabilities, in August of 2005, governor Kempthorne passed an executive order mandating that all state agencies comply with federal ADA requirements including hosting accessible web-pages.

Obj. 6 Idahoans with disabilities have access to the assistive technology and services they need to achieve full community integration.

Emphasis: Quality Assurance

Extent to which Objective was Achieved: In Progress

The Assistive Technology Project operated through the CDHD maintains several components to meet Objective 6. Training and Technical Assistance to school based personnel, agencies, and advocates is a priority. In FY 05-06 technical assistance was provided to 4110 people through task force meetings, coalitions, training forums, and legislative meetings. Training was provided to 1008 people through conferences, workshops, interagency meetings, college classes, and through regional resource center activities. Information was disseminated to 47,024 people through newsletters, articles, demonstrations, and booklets.

The Idaho Assistive Technology Project (IATP) has established regional centers throughout Idaho, which provide assessment, consultation, and information services. Examples of assistive technology may also be borrowed from these centers to try in the home. In FY 05-06 the regional resources centers provided TA and direct services to 2,017 people across the state.

The IATP maintains a statewide information and referral program related to assistive technology. Handbooks, catalogs, informational fact sheets, and videos describing assistive technology devices and services are available at no charge to Idahoans. In FY 05-06, the information referral center assisted 454 people to obtain information. Visit www.idaho/IATPProducts.htm to view information concerning products available.

The IATP operates a statewide used equipment recycling program through which individuals can find listings of devices available for sale. In some cases, items are available at no cost. This year, 124 people used the recycling program. A listing of available equipment offered can be viewed at www.idahoat/Recycling.htm.

Though a collaborative effort with Comprehensive Advocacy, Inc. (Co-Ad), the

Idaho Assistive Technology Project refers individuals to obtain advocacy and legal services related to assistive technology.

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 Idahos state agencies is the foundation underlying all projects activities. To this end, the project has established ties to key stakeholders in all of the states disability agencies, various commissions, and other state-sponsored organizations. The ultimate goal of the IATPs interagency coordination efforts is to create a seamless service delivery system. This remains a pivotal, yet unrealized goal of the project. The major strategy used by the IATP to increase interagency coordination is maintaining an active Customer Board. The IATP Customer Board is the heart of the project, exercising discretion over all of its activities. The board continues to be very active in the identification of barriers to the acquisition of assistive technology, the development and implementation of program activities to overcome those barriers, and the evaluation of overall project effectiveness. The IATP maintains relations with the following groups and organizations: The Committee for FAMILY; the Region X IL Conference Planning Committee; Area Agencies on Aging and the Idaho Commission on Aging; Protection and Advocacy; Idaho State Council on Developmental Disabilities; Consortium for Idahoans with Disabilities; State Independent Living Council; Interagency Coordinating Committee for Part C; Idaho Council for Technology in Learning; Special Education Advisory Panel; Association of School Administrators; Association of Special Education Directors; and the Idaho Council for Technology in Learning, Higher Education Subcommittee.

The Idaho Assistive Technology Project facilitates a low interest loan program designed to help Idahoans finance assistive technology purchases. Any person with a disability residing in Idaho, or any person acting on their behalf, may apply for a loan. This program is made possible through the combined efforts of KeyBank-N.A, Zions Bank, the Idaho Community Foundation, and the IATP. This year 23 loans were received and approved totaling \$84,178.00. These loans were used to purchase AT devices or home/vehicle modifications.

Finally, the Assistive Technology project staff were instrumental in securing an Agribility grant through with faculty from Agricultural Sciences at the University of Idaho. Ron Seiler is one of the lead principle investigators on this project that will impact farmers suffering from injuries obtained while farming. The purpose of the project is to provide support, information, technical assistance and direct service to farmers through assistive technology. The number of people to be impacted by this project is yet to be determined.

Proposed Revision to Goal

Goal II was originally intended as a focus area on adult outcomes with specific objectives to meet the overall goal. To create measurable outcomes, goal 2 will be modified by adding goals that reflect activities presented in objectives 1-6. The purpose of modification will be to separate the goal statement into measurable units of progress.

New Goals

Goal 11. In collaboration with state partners, participate in policy and systems enhancement activities that impact at least 100 adults with disabilities in Health, Quality Assurance, Formal and Informal Supports, Housing, Transportation, and

Employment by providing technical assistance, training, and information on at least 5 state policy or systems enhancement initiatives by June 2007.

Goal 12. Provide Behavior Consultation Services to at least 40 adults with developmental disabilities and technical assistance and training services to at least 5 state agencies and at least 50 providers incorporating internship training on adult services to at least 4 preservice/in-service interns by June 2007.

Goal 13. Provide assistive technology to at least 500 Idahoans with disabilities by: providing low interest loans, access to an AT recycling program, AT assessment services, information, preservice and in-service training, technical assistance, direct supports, and collaborative systems and policy initiatives throughout FY 06-07.

Goal 14. Provide AT services, information, and technical assistance to at least 25 farmers in Idaho who have work-related injuries to assist them to maintain viable farm production.

Goal 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.

Goal	3: Improve and Enhance Family Supports through Training, Community Services, Technical Assistance, and Research.
Area(s) of Emphasis	Health-Related Activities, Quality Assurance, Education & Early Intervention, Housing-Related Activities, Transportation-Related Activities, Recreation-Related Activities, Other - Leadership
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects, Research, Information Dissemination
Type of Activity	Advocacy, Systemic Change
Objectives	<ul style="list-style-type: none"> • 3.1: Enhance the overall family support system in Idaho.
Extent to Which Goal was Achieved:	In Progress
Explanation:	Goal III is intended to enhance the Idaho family support system through training, technical assistance, service, dissemination, and research. This goal is achieved largely through the ADD sponsored Family Support 360 project. Currently, the project operates one Family Support 360 Resource Center that provided services to 155 families in FY 05-06. The project also maintains a statewide resource/information referral web-site where 1,295 visitors accessed information. A newsletter is published three times per year and is distributed to over 3,000 people each mailing. Through a variety of meetings and training events, technical assistance and training was provided to 1,133 people in the state. A statewide policy council with 25 members met three times this past year. Additionally, project staff and representatives from the DD Council and P&A presented information on Family Supports in Idaho to the Idaho House of Representatives. Project personnel remain integrally involved in the Family Support Integration Project through the Division of Medicaid. The Family Support Integration Project proposes to create a flexible system of family directed supports in Idaho. The Family Support 360 initiative and the Family Support Integration Project are collaborating to ensure a seamless system of self-directed services for families who have family members

	living at home with disabilities. Systems change activities will continue through the next two years. In FY 2007, a second Family Support 360 Resource Center will be initiated. The new center should be up and running by December 2006
Proposed Revision to Goal	<p>Goal III was originally intended as a focus area on family support with one specific objective to meet the overall goal. To create measurable outcomes, goal 3 will be modified by adding goals that reflect activities presented in objective 1. The purpose of modification will be to separate the goal statement into measurable units of progress.</p> <p>Goal 16. Provide a 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.</p> <p>Goal 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.</p> <p>Goal 18. Maintain a Family Support 360 Policy Council with up to 25 members to guide project outcomes and create at least one family support public policy paper that describes the purpose and intent of Family Support Legislation by June of 2007.</p>

FY 2006

ADD Annual Report: Section 2

FY 2006: Funds Leveraged, ADD Funding

ID- Center on Disabilities and Human Development

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Total Funding Leveraged:	\$5,584,869.00	
Source	Funds Leveraged	% of Total Leveraged
Federal	\$1,419,521.00	25 %
ACF	\$250,000.00	
ED (US Department of Education)	\$795,590.00	
Other Federal	\$373,931.00	
State	\$3,964,565.00	71 %
Local	\$127,763.00	2 %
Other	\$73,020.00	1 %
Fee for Services	\$16,168.00	
Donations	\$30,190.00	
Other	\$26,662.00	

FY 2006

ADD Annual Report: Section 3

FY 2006: Core Function Tables, ADD Funding

ID- Center on Disabilities and Human Development

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The Area of Emphasis for which Consumer Satisfaction data is reported as required is Education & Early Intervention. Additional consumer satisfaction data is also displayed below.

Core Function	Interdisciplinary Pre-Service Preparation and Continuing Education		
Area of Emphasis	Number of Activities	Improvement Measure	Consumer Satisfaction Measure
Education & Early Intervention	42	Number of trainees who gained the knowledge and skills to serve as a resource for achieving the developmental and educational goals of IWDD from birth to 22 years of age. 552	Percentage of trainees who reported satisfaction with the knowledge and skills gained to serve as a resource for achieving the developmental and educational goals of IWDD from birth to 22 years of age. Number Responding Highly satisfied: 6 Satisfied: 6 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 12 Percent of Total who were Highly Satisfied or Satisfied: 100%
Other - Leadership	1	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD in other areas. 52	

This reporting period, the UCEDD had a total of 35 Trainees.

The figures in the table above reflect the participation of the UCEDD's Trainees in multiple knowledge and skill-building activities as well as their reported satisfaction with those activities. Because a single individual will have participated in multiple training activities over the course of the reporting period, the figures in the table above reflect both the UCEDD's relative training emphasis and the satisfaction of its Trainees with the training activities.

Consumer Satisfaction Measure for Interdisciplinary Pre-Service Preparation and Continuing Education

1. Response Rate and Explanation

(Report the response rate for this core function, and in cases where the response rate is below 30%, provide the reason(s).)

Number responded = 12

Number surveyed = 18

Response rate = 67%

2. Sampling Procedures

(Indicate if non-random sampling procedures were used. If non-random sampling measures were used, explain why.)

A total of 18 out of 18 trainees were asked to complete the satisfaction survey. Twelve people responded. Sampling was not used.

Core Function	Community Services: Training & Technical Assistance		
Area of Emphasis	Number of Activities	Improvement Measure	Consumer Satisfaction Measure
Education & Early Intervention	425	Number of individuals in the community who gained knowledge and skills related to achieving the developmental and educational goals of IWDD from birth to 22 years of age. 9,091	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained to support the achievement of the developmental and educational goals of IWDD from birth to 22 years of age. Number Responding Highly satisfied: 878 Satisfied: 514 Satisfied somewhat: 54 Not at all satisfied: 1 Total: 1,447 Percent of Total who were Highly Satisfied or Satisfied: 96%
Quality Assurance	141	Number of individuals in the community who gained knowledge and skills related to promoting quality assurance activities for IWDD. 2,282	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to promoting quality assurance activities for IWDD. Number Responding Highly satisfied: 43 Satisfied: 22 Satisfied somewhat: 2 Not at all satisfied: 0 Total: 67 Percent of Total who were Highly Satisfied or Satisfied: 97%
Child Care-Related Activities	26	Number of individuals in the community who gained knowledge and skills related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to appropriate child care for CWDD and serving as a resource for family members/caregivers of

		appropriate child care. 23,822	CWDD to access and use appropriate child care. Number Responding Highly satisfied: 318 Satisfied: 79 Satisfied somewhat: 1 Not at all satisfied: 1 Total: 399 Percent of Total who were Highly Satisfied or Satisfied: 99%
Health-Related Activities	2	Number of individuals in the community who gained knowledge and skills related to the health care needs of IWDD. 4	
Employment-Related Activities	11	Number of individuals in the community who gained knowledge and skills related to employment, job choice, and career opportunities for IWDD. 648	Percentage of individuals in the community who reported satisfaction with knowledge and skills gained related to employment, job choice, and career opportunities for IWDD. Number Responding Highly satisfied: 38 Satisfied: 0 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 38 Percent of Total who were Highly Satisfied or Satisfied: 100%
Housing-Related Activities	9	Number of individuals in the community who gained knowledge and skills related to IWDD choosing where and with whom they might live and facilitate the type and level of services needed to support those choices. 58	

Transportation-Related Activities	5	Number of individuals in the community who gained knowledge and skills related to IWDD accessing and using transportation. 30	
Recreation-Related Activities	2	Number of individuals in the community who gained knowledge and skills related to IWDD accessing and participating in recreational, leisure, and social activities in their communities. 265	
Other - Assistive Technology	84	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 4,423	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to IWDD in other areas. Number Responding Highly satisfied: 134 Satisfied: 59 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 193 Percent of Total who were Highly Satisfied or Satisfied: 100%
Other - Leadership	22	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 341	

Consumer Satisfaction Measure for Community Services: Training & Technical Assistance

1. Response Rate and Explanation

(Report the response rate for this core function, and in cases where the response rate is below 30%, provide the reason(s).)

Number responded = 1,447

Number surveyed = 1,611

Response rate = 90%

2. Sampling Procedures

(Indicate if non-random sampling procedures were used. If non-random sampling measures were used, explain why.)

Convenience (non-random) sampling procedures were used. Data was collected from available individuals and/or those willing to provide information.

Core Function	Community Services: Direct Services & Demonstration Projects
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Area of Emphasis	Number of Activities	Improvement Measure	Consumer Satisfaction Measure
Education & Early Intervention	10	Number of individuals in the community who received services and/or supports related to achieving the developmental and educational goals of IWDD from birth to 22 years of age. 733	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to achieving the developmental and educational goals of IWDD from birth to 22 years of age. Number Responding Highly satisfied: 4 Satisfied: 16 Satisfied somewhat: 2 Not at all satisfied: 0 Total: 22 Percent of Total who were Highly Satisfied or Satisfied: 91%
Quality Assurance	1	Number of individuals in the community who received services and/or supports related to promoting quality assurance activities for IWDD. 310	Percentage of individuals in the community who reported satisfaction with the services and/or supports received related to promoting quality assurance activities for IWDD. Number Responding Highly satisfied: 37 Satisfied: 6 Satisfied somewhat: 2 Not at all satisfied: 0 Total: 45 Percent of Total who were Highly Satisfied or Satisfied: 96%
Child Care-Related Activities	1	Number of individuals in the community who received services and/or supports related to appropriate child care for CWDD and serving as a resource for family members/caregivers of CWDD to access and use appropriate child care. 124	

Consumer Satisfaction Measure for Community Services: Direct Services & Demonstration Projects

1. Response Rate and Explanation

(Report the response rate for this core function, and in cases where the response rate is below 30%, provide the reason(s).)

Number responded = 22

Number surveyed = 22

Response rate = 100%

2. Sampling Procedures

(Indicate if non-random sampling procedures were used. If non-random sampling measures were used, explain why.)

A total of 22 out of 22 people at a specific event were asked to complete the satisfaction survey. Sampling was not used.

Core Function	Research
Area of Emphasis	Improvement Measure
Education & Early Intervention	Number of research and evaluation activities conducted that investigated strategies to foster the achievement of the developmental and educational goals of IWDD from birth to 22 years of age. 13
Quality Assurance	Number of research and evaluation activities conducted that investigated strategies to promote quality assurance activities for IWDD. 14
Child Care-Related Activities	Number of research and evaluation activities conducted that investigated strategies to foster the provision of, accessibility to, and use of appropriate child care for CCWD. 2
Other - Assistive Technology	Number of research and evaluation activities conducted on issues related to IWDD in other areas. 4

Core Function	Information Dissemination	
Area of Emphasis	Improvement Measure	Consumer Satisfaction Measure
Education & Early Intervention	Number of products developed and disseminated related to achieving developmental and educational goals of IWDD from birth to 22 years of age. 34	Percentage of recipients of products disseminated related to achieving developmental and educational goals of IWDD from birth to 22 years of age who reported satisfaction with the quality of the item. Number Responding Highly satisfied: 16 Satisfied: 66 Satisfied somewhat: 3 Not at all satisfied: 1 Total: 86 Percent of Total who were Highly Satisfied or Satisfied: 95%

Quality Assurance	Number of products developed and disseminated on quality assurance activities for IWDD. 10	Percentage of recipients of products disseminated on quality assurance activities for IWDD who reported satisfaction with the quality of the item. Number Responding Highly satisfied: 2 Satisfied: 4 Satisfied somewhat: 1 Not at all satisfied: 0 Total: 7 Percent of Total who were Highly Satisfied or Satisfied: 86%
Child Care-Related Activities	Number of products developed and disseminated on accessing, using, and providing appropriate child care. 10	
Recreation-Related Activities	Number of products developed and disseminated on IWDD accessing and participating in recreational, leisure, and social activities in their communities. 1	
Other - Assistive Technology	Number of products developed and disseminated on IWDD in other areas not listed above. 21	Percentage recipients of products disseminated on IWDD in other areas not listed above who reported satisfaction with the quality of the item. Number Responding Highly satisfied: 57 Satisfied: 89 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 146 Percent of Total who were Highly Satisfied or Satisfied: 100%
Other - Cultural Diversity	Number of products developed and disseminated on IWDD in other areas not listed above. 1	Percentage recipients of products disseminated on IWDD in other areas not listed above who reported satisfaction with the quality of the item. Number Responding Highly satisfied: 4 Satisfied: 1 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 5

	Percent of Total who were Highly Satisfied or Satisfied: 100%
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Consumer Satisfaction Measure for Information Dissemination

1. Response Rate and Explanation

(Report the response rate for this core function, and in cases where the response rate is below 30%, provide the reason(s).)

Number responded = 86

Number surveyed = 242

Response rate = 36%

2. Sampling Procedures

(Indicate if non-random sampling procedures were used. If non-random sampling measures were used, explain why.)

Convenience (non-random) sampling procedures were used. Data was collected from available individuals and/or those willing to provide information.

FY 2006

ADD Annual Report: Section 4 Measures of Collaboration

Required Reporting Elements

(Responses are required for the following two questions.)

- *1. **Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the DD Network (The State DD Council, Protection and Advocacy Agency, and UCEDD) has jointly identified:**

Critical issues facing people with disabilities and their families in the State of Idaho were identified through a series of strategic planning meetings throughout the 2006 fiscal year that included representative from the Council on Developmental Disabilities, Co-Ad (Protection and Advocacy) and the Center on Disabilities and Human Development. One major issue that continues to surface is the quality of direct service personnel available to work with both children and adults with developmental disabilities. Direct service providers are typically under paid with little or no incentives to increase their knowledge-base or maintain employment with private provider agencies. Few providers are knowledgeable about principles of self-determination or self-directed supports. Many consumers of direct support services continue to find themselves in situations where they rely heavily on providers who are often unreliable, uninformed, and unmotivated. Further, people with disabilities and their families are provided with supports and services that can only be accessed through private provider agencies. Thus formal and informal community supports are often menu driven and center-based rather than self-selected and community-based. Second, flexible accessible transportation continues to be a major barrier to self-determined lifestyles. Idaho is a large rural state that does not provide public transportation in many of its communities. In larger more urban areas where public transportation does exist, accessibility and flexibility are major limitations to the services. A third major issue that surfaced as a priority in the state this past year was around abuse and neglect of people with developmental disabilities. Many self-advocates and parents reported abuse as the number one problem in the state and perhaps the largest barrier to self-directed supports.

- *2. **Describe the strategies collaboratively implemented by the DD Network for at least one of the issues/barriers identified above:**

*a. **Issue/Barrier:**

The issue of quality informal and formal community supports is jointly addressed in several ways. First, representatives from each of the sister agencies continue to assist with implementation of the Idaho Self-Determination Waiver. Currently, work on implementation of the waiver to improve supports and services for adults with developmental disabilities occurs through consultation meetings with personnel from the Idaho Division of Medicaid and through participation and feedback on the Medicaid Reform Bill that passed through legislation in FY 06. Second, in consultation with staff from the DD Council and feedback from a sub-committee of the Self-Determination Task Force, CDHD staff developed an interactive video rich on-line course for potential support brokers who will serve adults with disabilities on the Self-Determination Waiver. Third, all three sister agencies participate in an annual conference for direct service providers. The purpose of the conference is to provide on-going training and motivation to direct support staff to facilitate the self-determination of the people they work for. Fourth, all three agencies participate in Partners and Policy Making, assisting self-advocates and parents to be informed and take charge of their own lives. Fifth, all three agencies are members of the Consortium for Idahoans with Disabilities (CID). CID meets monthly for the purpose of addressing key policy and legislative issues impacting the lives of people with disabilities. Finally, all three members participate in the DD Council Public Policy Committee. The public policy committee is responsible for approving policy directives and legislative intent that impacts people with disabilities. The public policy committee often works in concert with CID.

***b. Provide a brief description of the collaborative strategies to address issue/barrier and expected outcome(s):**

Collaborative strategies for addressing key issues and barriers in the state are as follows:

1. Continue participation in CID. CDHD will research and provide information to CID representatives around key issues. DD Council will provide advocacy and when appropriate legislative support for specific issues. Co-Ad will provide support for legislative issues and is responsible for any litigation to protect the rights of people with disabilities. Continue joint participation in the DD Council Public Policy Committee.
2. Develop, either in consultation with or collaboratively, training programs to assist direct support staff to improve services that reflect the ethical principals and foundations of self-determination.
3. Develop, either in consultation with or collaboratively, training and awareness information to prevent abuse and neglect of people with disabilities.
4. Support the continued development of self-advocates through partners and policy making, the Idaho Self-Advocacy Network, and the Idaho Youth Leadership forum.

Outcomes: 1) full implementation of a self-determination waiver of supports for adults with disabilities--with a well trained support community who are ethically driven and informed.

***c. Check applicable areas of emphasis:**

Quality Assurance, Transportation-Related Activities, Quality of Life, Other - Leadership

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

The Center on Disabilities and Human Development will take responsibility to drive training and education of direct support staff on principles of self-determination, person-centered planning and ethical considerations. The CDHD will also assist, or take the lead in developing/dissminating curriculum materials on the prevention of abuse and neglect. Finally, CDHD staff will be responsible to state partners to provide information regarding public policy and/or legislation.

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

Barriers to collaboration in the state of Idaho continue to be around distance. Boise, the state capitol, is almost 300 miles from the UCEDD main office. On-gong communication and planning requires extensive travel. It is often difficult for UCEDD staff to participate in all planning meetings. Distance communication creates barriers in forming collaborative relationships. Also, the mission and work scope of each sister agency is vastly different. At times, members of each organization do not see or recognize the contributions of the other agencies. Even so, our working relationship remains

relatively cohesive. No technical assistance is required at this time.

***f. Describe any unexpected benefits of this collaborative effort:**

All collaborative efforts result in unforeseen benefits. As projects are completed, new ideas emerge, new alliances are formed and relationships are improved.

Optional Reporting Elements

(A response to the following question is not required. The following question is not a component of the Annual Report, but is provided for your use at your discretion.)

3. Describe your collaborations with non-DD Act funded programs:

CDHD personnel participate on 20 non-DD Act funded state and university boards and councils resulting in many state funded projects and collaborative activities. Populations who benefit from these collaborations include: 1) children and adults with mental health diagnoses, people with traumatic brain injury, people who are disabled through the aging process, and adults who are physically disabled. Through our clinical services program, the early childhood community, the Indian Education Outreach project, and the Assistive Technology Project, the number of people without developmental disabilities who benefit from the CDHD is likely to be 10,000 or more annually. The number of individuals with developmental disabilities who were affected by our collaborations with non-DD Act funded programs is over 20,000.

ADD Annual Report: Section 5

FY 2006: Government Performance and Results Act (GPRA) Measures, ADD Funding

ID- Center on Disabilities and Human Development

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Data for the GPRA measures is collected through surveys of interdisciplinary pre-service and continuing education trainees who are asked 2 questions at 1, 5, and 10 years post training (2005, 2001, 1996).

Measure 1:	Survey Question	number of former trainees to whom surveys were sent	Number of former trainees responding	Reported number of individuals who are receiving services
Percent of individuals with developmental disabilities who are receiving services through activities in which UCEDD-trained professionals are involved.	What is the number of individuals with developmental disabilities who are receiving direct services through activities in which you are involved?	28	1 years: 2	1 years: 31
			5 years: 0	5 years: 0
			10 years: 0	10 years: 0
			Total: 2	Total: 31
Measure 2:	Survey Question	number of former trainees to whom surveys were sent	Number of former trainees responding	Number of "Yes" Responses
Percent of UCEDD trainees who demonstrate leadership in the developmental disabilities field at 1, 5, and 10 years after completion of UCEDD training	Are you in a leadership position in the field of developmental disabilities?	28	1 years: 3	1 years: 3
			5 years: 0	5 years: 0
			10 years: 0	10 years: 0

completion of UCEDD training.

Total: 3

Total: 3

FY 2006