Fiscal Year 2007
University Center for Excellence in Developmental Disabilities (UCEDD)
Annual Report to the
Administration on Developmental Disabilities (ADD)

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ADD Annual Report Part 1: Introduction

Center on Disabilities and Human Development
University of Idaho
ANNUAL REPORT
July 1, 2006 to June 30, 2007
Grant #900DD0538

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, 2006 to June 30, 2007. Our progress is reported across 18 goals in three areas: 1) Early Childhood/School Age, 2) Adults/ Elderly, and 3) Families.

Overview of CDHD and Accomplishments:
The Idaho UCEDD is administered under the College of Education. The 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), 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 directs 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. Our total funding this year was $7,350,703, of which $6,850,703 was leveraged. Visit our web-site for an overview of CDHD projects and activities. http://www.idahocdhd.org/.

During fiscal year 2007 the CDHD operated 21 projects. Each project supports one or more goal areas. We house 50 employees, 19 long term trainees and 13 intermediate trainees in our main Moscow office and through our branch office in Boise, Idaho. The CDHD disseminated 47 products with 109,271 people impacted; provided 654 people with direct service; and provided training and technical assistance to over 40,326 people.

Collaboration and partnerships. To assume a leadership role in the state of Idaho and to assist in achieving our 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 13 statewide councils, boards, task-force groups, or advisory committees. These include:1) the Consortium Idahoans with Disabilities, 2) the Consortium for the Preparation of Early Childhood Professionals, 3) the Idaho Council on Developmental Disabilities, 4) the Idaho Division of Vocational Rehabilitation Advisory Committee, 5) the Idaho Early Childhood Coordinating Council, 6) the Idaho Child Care Program Advisory Committee, 7) the Idaho Interagency Council on Secondary Transition, 8) the Idaho Special Education Advisory Panel, 9) the Idaho Assistive Technology Task Force, 10) the Idaho Accessible IT Task Force, 11) the Idaho Family-Directed Supports Committee, 12) the Idaho State Rehabilitation Council; and 13) State Improvement Grant--Learning Community Committee and Evaluation Committee. Additionally, CDHD personnel participate in the Protection and Advocacys (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 and Engagement Committee. The College of Agriculture, Department of Family and Consumer Sciences is the academic home for one of our CDHD faculty members. She also teaches courses and serves on committees in that college. We host 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. Additionally, faculty members either chair or serve on approximately 13 masters and 7 doctoral committees. Nationally, CDHD personnel serve on four AUCD committees and on the National Steering Committee for RESNA.

ADD Annual Report Part 2: UCEDD Annual Report

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2A: FY 2007 Narrative Report on Goals	
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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.
Area(s) of Emphasis	Health-Related Activities
Core Function(s)	Community Services: Training & Technical Assistance
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	The Center on Disability and Human Development in collaboration with the Utah Regional Lend program work with multiple state agencies through boards and councils, policy planning, and training events to improve health and therapeutic services to children ages 0-21 in Idaho. The activities associated with goal one are outlined as follows: 1. CDHD staff provided consultation and training to the Idaho Department of Health and Welfare Region II program staff serving the childrens developmental disabilities program and the infant toddler program. Over the course of the year, 10 Health and Welfare Region II staff participated in quarterly case consultation meetings and specific trainings on effective interventions for children on the autism spectrum. 2. Training and Consultation was provided one time each month to a Head Start Community Center for children exhibiting mental health concerns. Clinical staff and student interns from the CDHD assisted 12 Head Start personnel to develop effective intervention plans for identified children. 3. Dr. Laura Richards also provided training to 120 school district personnel on effective school-based interventions for children diagnosed on the autism spectrum. 4. Through the Idaho Project for Children and Youth with Deaf/Blindness, training was offered to support the health needs and therapeutic interventions of children. Donna Lehr from Boston University presented to 39 Idaho educators on "Educating Children with Complex Health Needs". 5. Robin Greenfield distributed a second monograph entitled "Cortical Vision Impairments. This monograph was distributed to school and agency personnel, and families. Additionally, over 440 monthly mailers are sent out to providers, parents, school personnel, and other agency personnel with information specific to children and youth with severe and multiple disabilities. 6. Several additional training forums from CDHD projects were offered during the March 2007 Idaho Parents Unlimited Conference. Approximately 200 parents, providers, and professionals attended that conference. 7. Two articles developed by Nora Jehn were distributed to 8,000 people through the Assistive Technology Technical Assistance project. One is entitled, "Tools for Rett Syndrome" and the other is "Tools for High School Transition"

	8. Through the Idaho Training Cooperative (a project funded through Idaho Department of Health and Welfare to provide certification for Developmental Specialists and Intensive Behavioral Interventionists working with children 0-21) we developed and submitted a proposal to the Idaho Division of Medicaid and Children's Developmental Disability Program to transform children's Medicaid services in Idaho. The proposal seeks to increase family participation and direction, increase the use of comprehensive and person-centered planning when developing therapeutic interventions and supports for children, and to increase the competency of paid professionals delivering services to children and families. The proposal was met with interest from the department and a meeting to discuss potential implementation is set for late August 2007.
Proposed Revision to Goal	June 30, 2007 is the end of the CDHD's five year grant cycle. In February of 2007, the CDHD submitted a new grant application and a corresponding five year plan. The goals written into the new five year plan were based on a state-wide strategic plan. Activities to improve health and therapeutic interventions for children with disabilities will continue--however, specific goals and outcomes will likely differ.
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.
Area(s) of Emphasis	Quality Assurance
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Advocacy, Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Prevention of abuse and neglect has emerged as a high priority for people with disabilities, their families, and advocacy groups across Idaho. In response, the Council on Developmental Disabilities, the Idaho UCEDD (CDHD) and Co-Ad (Idahos Protection and Advocacy) are working together and with other partners in the state (SILC, IPUL, CID) to establish training forums to prevent abuse and neglect of children with disabilities. The Idaho DD Council and staff from the CDHD (Jill Smith) participated in state-wide focus groups in four locations (Moscow, Coeur dAlene, Boise, and Pocatello) with Partners and Policy Making graduates. In total 24 people participated (10 professionals, 9 family members, and 5 adults with disabilities). Abuse and neglect was one of several topics discussed at each focus group session. At a state-wide conference "Its All About RelationshipsCommunity Partners 2006 Conference" for direct care providers and other professionals serving people with disabilities, the Idaho Self-Advocacy Leadership Network (SALN) in collaboration with CDHD staff (Jill Smith) and the Idaho DD Council presented three workshops that addressed safety, risk, exploitation, and self-determination. These were interactive sessions giving families, adults with disabilities, and professionals the opportunity to safely discuss abuse experiences, issues, and supports. In total 75 people participated (10 professionals, 15 family members, and 50 adults with disabilities). In response to a Region II Mental Health Council request, CDHD staff (Katherine Sterling) met with 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. Prevention of abuse and neglect and quality care is the goal of the respite care curriculum. The concept of respite care allows parents with children who display significant behavioral and/or medical challenges the opportunity to get away. The curriculum and training for respite care providers is designed to minimize the potential for abuse and neglect by respite care workers. During the seven meetings, parents shared fears and experiences around abuse and neglect and assisted in guiding the development of the curriculum objectives.

	CDHD faculty member Dr. Matthew Wappett presented the history of institutionalization of individuals with disabilities and the continued problem of abuse and neglect to 35 University of Idaho Interior Design students. Dr Wappett is in the process of developing a disabilities studies program at the University of Idaho. This invited presentation will be integrated into a University Core Discovery course series on disabilities sponsored by the CDHD.
Proposed Revision to Goal	Work to prevent abuse and neglect among people with disabilities emerged as a high priority in the state of Idaho. The CDHD along with state partners will continue to address this area throughout the next five years.
Goal	**3:** 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 lest 30 additional child care providers in the professional development incentives program, and e) provide training and technical assistance to state partners to improve the systems that support inclusive child care settings in Idaho by June of 2007.
Area(s) of Emphasis	Child Care-Related Activities
Core Function(s)	Community Services: Training & Technical Assistance
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	To meet the outcomes of Goal 3, the CDHD in partnership with the Idaho Association of the Education of Young Children operates IdahoSTARS, the child care resource, referral, and professional development system in the state of Idaho. The main objective of IdahoSTARS is to increase the quality of child care 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 advocating for the field of child care. Through the professional development system and our seven Child Care Resource and Referral offices, we have developed a systematic approach for improving inclusive child care for all children in the state of Idaho as follows: Technical Assistance. On-site mentoring is available to child care providers who meet eligibility criteria. Mentoring services are provided by trained independent contractors and are intended to support specific program goals (i.e. business practices, accreditation, developmentally appropriate practices, behavior management, equipment needs, and physical environment) or, to support an individual through a two-year college degree apprenticeship program. Child Care Resource and Referral (CCR&R) staff also provide on-site visits with child care providers. Site visits include technical assistance on a variety of topics such as: use of lending library materials and resources, positive strategies for teaching children with challenging behaviors, skills and knowledge that help to support parents and children who have specialized needs. In FY 07 a total of 1,250 child care providers received on-site technical assistance and mentoring through over 60 visits by consultant mentors or CCR&R staff. Lending Libraries. Each of the seven regional offices maintain lending libraries available for child care providers to check out materials for use in their child care facilities as well as resource materials. A total of 730 child care providers received materials from the lending libraries in FY 07. Professional Development. IdahoSTARS has an approval system for trainers and training based on set criteria. In FY07 we approved an additional 32 new trainers with a total of 186 approved trainers across the state. Training is advertised through statewide and regional newsletters as well as an on-line training clearinghouse operated through the CDHD. Satisfaction surveys are collected from all participants at the conclusion of each training event and are compiled by

	the IdahoSTARS training office to assist with the ongoing assessment and improvement of the training component. In FY07, 432 training opportunities were offered with 4227 child care providers attending. Each participating child care provider is placed on a career pathway level through the IdahoSTARS professional development registry. As providers attend approved trainings they move up levels within the system and receive cash incentives when moving from one level to the next. A total of 716 new providers attended 57 professional development orientation meetings in FY07. A major goal of IdahoSTARS is to promote inclusive child care and to embed practices and strategies for working with children and families with disabilities into all training provided. We believe that all child care professionals should provide high quality inclusive programs to meet the needs of all children with varying skills and abilities. IdahoSTARS supported this goal through regional meetings, statewide conference calls, and on-site mentoring training workshops. In total, 24 events were sponsored, attended by 444 providers. Additionally, IdahoSTARS staff participate in Idahos Child Care Inclusion Team. The team was established as part of a technical assistance opportunity in Chapel Hill, North Carolina in August of 2006. A state-wide child care inclusion plan has been approved and is in the process of being implementated by the state team. IdahoSTARS training and on-site mentoring are major components of the overall plan. In a survey sent to parents of children with special needs (n=14,510) a total of 564 responded and indicated that they were seeking inclusive child care for their child(ren). A total of 902 child care providers responded (n=2,531) to a similar NACCRRAware survey indicating their willingness to care for children with varying degrees and types of disabilities. An average of 49% indicated that they were willing and do support children with disabilities in their child care facilities. Currently we do not have an accurate record of how many facilities and children with disabilities are placed in inclusive child care settings across the state. Parent Referral Process. Among the many highlights for the IdahoSTARS project, this past year, moving the referral services to the seven regional Child Care Resource and Referral (CCR&R) offices was significant. The regional staff is able to individualize the child care referrals to best meet the needs of families. Each referral includes a conversation with parents regarding the specialized needs of the child and parents. This conversation includes discussion of rates, information on subsidy, licensing standards, the time that care is needed, transportation needs, whether there are specific health care needs, past experience with child care etc. Information on quality child care is provided to the parents and includes the key elements that parents should look for when selecting care for their children, and a short explanation on the value of quality child care. Now that the CCR&R staff interacts directly with parents, we have a better opportunity to share information on high quality inclusive child care and for making a difference because it is the parents who truly have the greatest motivation and the strongest voice for effecting change. A total of 3,036 parent referrals for child care were conducted in FY 07.
Proposed Revision to Goal	Promoting inclusive child care will continue as a priority for the state of Idaho and is embedded into the new five year plan.
Goal	**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 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 2007.
Area(s) of Emphasis	Education & Early Intervention, Other - Assistive Technology
Core Function(s)	Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects

Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Goal 4 is achieved by several projects housed at the CDHD and in collaboration with state partners, primarily the Idaho State Department of Education. These projects include the Idaho Positive Behavioral Supports Project, (PBS), the Idaho Assistive Technology Technical Assistance Project (ATTA), and the Idaho Project for Children and Youth with Deaf Blindness (PCYDB). Activities for each project related to achieving Goal 4 are described as follows. Positive Behavioral Supports: The Positive Behavioral Supports project is supported through the Idaho State Department of Education as well as CDHD core funding 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. In FY 07 the PBS project was comprised of four components: Individual Supports, District-wide Supports, Autism Supports, and School-wide Supports. Each is described as follows. Individual and Autism Supports. Individual Supports are designed to provide school-based teams with training and technical assistance to support children/youth with severe disabilities` and/or who display extremely challenging behaviors. This year, technical assistance was provided to 89 teams in 57 schools across 30 different school districts. Approximately 20 students were on the autism spectrum. A system of technical assistance and training was developed and piloted this year, specifically to serve children with autism. Full implementation will go into effect in August of 2007. A state-wide technical assistance team attended a specialized professional development institute in March of 2006. Idaho was one of four states chosen to attend the institute. The autism team implemented the pilot project in two schools based on the planning conducted at the institute. Training on the Individual Positive Behavioral Supports process was delivered to 251 school based personnel. Additionally, over 100 school administrators attended a keynote address and two breakout sessions addressing Positive Behavioral Supports at the 2007 Idaho School Administrators Conference. Autism supports consultants Dr. Michael Day and Judi Hall provided three regional workshops around the state. The workshop was titled, "Education Supports for Children with Autism". The total number of people participating in these three regional workshops was 129: 43 people participated in the Boise workshop, 46 in the Moscow workshop and 40 in the Pocatello workshop. The number of participants who took the workshop for university credit was 47. Evaluation of all three workshops was provided by the Idaho Training Clearinghouse. Participants rated the trainings as highly valuable. District-wide Supports (DWS). DWS is a technical assistance and training process that offers preventative positive behavioral supports services to 37 schools in nine districts of the state. Robyn Legarreta and Jerry Lilly (consultants for the PBS project) designed and implement this system of sypports. A total 379 team members participated affecting 176 students. All schools in the selected districts receive technical assistance on numerous students who are just emerging as potential problems within the school environment. The consultants offer supports to as many as 10 teams per building per day. Additionally, district personnel attend regularly scheduled training forums. Topics for training are agreed upon at

the district level. In FY 07, 255 district personnel received training on a variety of topics throughout the year (e.g., classroom management, deescalating aggression, managing hallways and playgrounds, supporting children with mental health and behavioral concerns).

School-wide Supports. In FY 07 we piloted a school-wide support process at two schools in two districts. School-wide supports targets the whole school environment rather than the individual child. Between these two schools, 197 school-based staff participated in the technical assistance and training events.

Idaho Assistive Technology Technical Assistance project (ATTA):

Idaho Assistive Technology Technical Assistance project (ATTA) is supported through the Idaho Assistive Technology Act program housed at the CDHD and through the Idaho State Department of Education. The ATTA project provides school-based Assistive Technology (AT) assessments and technical assistance for school teams and students in need of low and high tech support. This year, 67 children and youth were served along with 321 team members in schools across Idaho. Trained Assistive Technology Practitioners (ATPs) provided the AT assessment services.

In August of 2006, the Idaho Assistive Technology Project (IATP) conducted training for Assistive Technology Practitioners (ATPs) and those professionals studying for the ATP exam, at United Cerebral Palsy in Boise. ATPs are credentialed through RESNA (Rehabilitation Engineering and Assistive Technology Society of North America). The ATTA project relies on ATPs to bring AT expertise to school districts and the agricultural community by conducting assessments and trainings.

The ATP training was attended by 13 highly qualified AT professionals. The intensive training covered sessions on the Fundamental Assessment Process, the new AgrAbility Project, the continuum of AAC devices, feature matching, computer access (switches and keyboards), 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 IATP will continue to support and add to the network of ATPs in Idaho. Scholarships are available to sponsor a limited number of professionals with at least two years experience in a rehabilitation science (OT, PT, special education, SLP, audiology, nursing, vocational rehabilitation, etc.) towards receiving credentials as an ATP from RESNA. The scholarship includes: payment for the textbook - Assistive Technologies: Principles and Practice by Cook and Hussey; travel to a national conference to take exam; and the exam fee ($500.00). ATP credentials from RESNA promote quality assurance for the consumer, instill pride in the service provider, and promote a standard level of professional practice for the field.

The ATTA project conducted two additional training/information sessions in FY 07 at the Sun Valley Council for Exceptional Children (CEC) conference. A total of 22 participants attended this training series.

Serving Children and Youth with Dual Sensory Impairments:

The Idaho Project for Children and Youth with Deaf/Blindness (PCYDB) directed by Dr. Robin Greenfield offers technical assistance to school based teams and parents to improve the learning outcomes for children and youth with multiple and severe disabilities. The PCYDB also provides training webinars and workshops for school and agency personnel, parents and other family members. In FY 07, PCYDB provided technical assistance for 67 children between birth and 22 years of age with 207 team members or individuals. Dr. Greenfield made 55 technical assistance visits this year to homes and school-based settings. The project distributed 860 pieces of information this year brochures, monthly mailers, fact

	sheets, letters about the projects, and request forms. This information went to parents, teachers, agency personnel, Tribal schools, Migrant Council, Head Starts, nurses, SLPs, school administrators. The PCYDB developed the second in a series of monographs related to topics on deaf-blindness entitled Cortical Visual Impairment. The monographs were distributed to parents and teachers. Additional copies have been distributed to personnel at the Idaho State School for the Deaf and the Blind. Comments from parents include: Lots of great information packed into a small, manageable sized book. Great information. New ideas to stimulate vision. Information I can share with school and other paraprofessionals. The PCYDB collaborated with the SDE for the third year to present four webinars to teachers of children with severe disabilities. The webinars included: teaming strategies, data collection, adaptations and accommodations, including students with severe disabilities in the general education curriculum. A total of 221 teachers, paraprofessionals, administrators, and support personnel attended the webinar series. The PCYDB made a presentation at the Idaho Parents Unlimited conference on March 15, 2007. Information was presented on Customized Employment for students with severe disabilities. Evaluation comments included: Very informative. Good ideas for getting out of the box. Fifteen parents attended the session. In fiscal year 2007, the project hosted two summer workshops one in August of 2006 entitled Educating Children With Complex Health Care Needs Presented by Donna H. Lehr, PhD of Boston University. Thirty nine people participated in the training. The second training was offered in June 2007. Phil Schweigert presented a two day workshop on Understanding and Nurturing Communication for Children with Severe and Multiple Disabilities. Eighty-one teachers, paraprofessionals, parents, speech and language pathologists, and occupational therapists attended the two day workshop. The evaluations from both trainings were excellent.
Proposed Revision to Goal	Some aspects of goal 4 have been incorporated into the new five year plan. Technical assistance and training to school-based personnel to improve services and outcomes for children and youth with disabilities will continue.
Goal	**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 of 2007.
Area(s) of Emphasis	Education & Early Intervention
Core Function(s)	Community Services: Training & Technical Assistance
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Goal 5 is achieved through the Idaho Training Cooperative, a project funded by the Idaho Department of Health and Welfare. The purpose of the training cooperative is several folds: 1) to create state-wide curriculum for certification of Developmental Specialists, Paraprofessionals, and Intensive Behavioral Interventionists working with children with developmental disabilities ages 3-21; 2) provide trainer certification; and 3) offer systems change recommendations and improvements through an advisory committee. After two years of research and hard work, the Idaho Training Cooperative (ITC) released the Developmental Specialist (DS) Online course on September 1, 2006. Stakeholders involved in this undertaking included the Idaho Department of

	Health and Welfare, Developmental Disability Providers, Idaho State Department of Education, and parents. Current DS Trainers were invited to recertify their training certificates by attending special trainings that were held around the state in FY 06 and precluded the release of the online course. The DS Online course serves the entire state of Idaho and offers a multi-media approach to training professionals who wish to become certified as Developmental Specialists for Children ages 3-17. Accompanying the DS Online course is a set of VCDs that show video clips that demonstrate the various topics contained in the course. This new media component to the DS training gives the DS students visual examples of therapeutic methodologies in natural and center-based settings. The IBI course is in process of being redesigned to match a proposal for children's services that was submitted to the Division of Medicaid in October of 2006. The redesign and implementation of the new IBI course is expected to occur over several years. In FY 07, 74 people took the DS course and another 51 took the state test and applied to DS certification. A total of 223 people took the IBI course and another 101 people applied for IBI certification. There were a total of 46 paraprofessionals who took the IBI paraprofessional course and 20 who applied for certification. There are a total of 44 IBI trainers and 45 DS trainers. Due to the large numbers of available trainers only one IBI train-the- trainer session was offered in FY07 and no additional DS train-the-trainer sessions were offered. On-going technical assistance is provided to trainers throughout the state via phone contact, email and web-based services. A new web-site was launched in February of 2007 which provides materials and resources to trainers as well as a network communication system. The next train the trainer series will be in August of 2007. Training Cooperative Advisory Committee meetings were held on September 14, 2006, January 11, 2007 and June 7, 2007. The main focus of the meetings centered on the committees system change proposal submitted to DHW and Medicaid in October 2006. The response from both departments has been favorable. Other significant discussions included the report on Idaho provider rates, the College of Direct Support, the IBI Student Project, and curriculum changes for IBI. The ITC Advisory Committee plans to pursue the IBI curriculum issues and the proposed system change at the start of the 2008 fiscal year. Other relevant systems issues were centered on school-based Medicaid services.
Proposed Revision to Goal	Goal 5 has been incorporated into the new five year plan. Curriculum development, training, and technical assistance for private providers to improve therapeutic outcomes for children and youth with disabilities will be embedded into on-going activities.
Goal	**6:** a) 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 b) will post at least 30 new training opportunities, c) gather evaluative feedback on the usefulness and impact of trainings from at least 30% 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 of 2007.
Area(s) of Emphasis	Education & Early Intervention
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	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 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 functions of each goal are described in more detail below.

(1) Online Training Calendar and Resources: With the online ITC training calendar all users can search for trainings by pre-assigned categories, keywords (e.g., subject/content, location), and/or dates; download training brochures and registration forms; and register for trainings online (new function in 2006-2007). Users of the ITC website can also access other online training calendars (e.g., Idaho Division of Family and Community Services) through a links page. Additionally, users have access to other online training materials including (a) quick reference materials (one page abstracts of pertinent information and additional resources written by ISDE subject matter experts) across various topics such as assistive technology, dyslexia, and transition and (b) online training modules from other institutes of higher education, federal agencies, and national organizations (e.g., IRIS Center at Peabody University).

(2) Training Evaluation Process: The ITC has developed an evaluation process to gather both short-term and long-term data on the impact of statewide special education inservice trainings. Training attendees are asked via email to complete training evaluations via web-based surveys. There are two phases to the training evaluation process: (1) a post-phase (short-term) in which training participants complete evaluations within 1-2 days after the training and (2) a follow-up phase (long-term) in which participants complete a different evaluation survey 6 weeks after the training. In both phases, participants receive an initial email and a reminder email for completing the online evaluation survey. The post survey focuses on participants' satisfaction with the content and delivery of the training. The follow-up survey focuses on how participants have implemented new ideas, what barriers they have encountered, and what they see as additional training needs.

(3) Distance Education: In an effort to increase accessibility to professional development opportunities in a predominately rural state, the ITC supports (a) the offering of statewide webinars and (b) the development and maintenance of electronic learning communities (ELC) on the topics of Alternate Assessment, Assistive Technology, Parent Involvement, Response to Intervention, Secondary Transition, and Technology. An electronic learning community is defined as an online "space" 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 development of ELCs has allowed the ISDE to efficiently organize content information, structure support for implementation, and provide opportunities for networking among geographically dispersed educators, agency representatives, and families.

Project Outcomes.
Online Training Calendar: 127 special education related statewide trainings were posted.
Website: 16,422 total visitors to the website.
Post Training Evaluations: 2,801 training evaluation surveys were sent via email (1-2 days after trainings) representing 46 statewide training with 1,434 responses received, resulting in an overall 51% response rate.
Follow-up Training Evaluations: 1,581 training evaluation surveys were sent via email (6 weeks after trainings) representing 46 statewide training with 637

	responses received, resulting in an overall 40% response rate. Electronic Learning Communities: 2 new Electronic Learning Communities (ELC) were developed this year resulting in a total of 6 ELCs that were developed and/or maintained on the subjects of: Assistive Technology (1,614 total viewings by website visitors), Idaho Alternate Assessment (2,873 total viewings by website visitors), Parent and School Success (1,092 total viewings by website visitors), Response to Intervention (1,183 total viewings by website visitors), Secondary Transition (1,614 total viewings by website visitors), and Tech Corner (AIMSweb and Excent Tera) (737 total viewings by website visitors). Online Registration: (August 8, 2006 June 30, 2007) 3,048 individuals registered online for 41 statewide face-to-face workshops and webinars. E-newsletters: 2 electronic newsletters were developed and disseminated to ITC viewers/members November 2006 issue (655 emails) and February 2007 issue (700 emails). Online Trainings: 13 hours of online trainings were developed and posted/streamed online across the Assistive Technology, Parent and School Success, and Secondary Transition ELCs.
Proposed Revision to Goal	Activities related to Idaho Training Clearinghouse are embedded into the new five year plan with new outcome measures and progress indicators.
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: 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.
Area(s) of Emphasis	Education & Early Intervention, Other - Leadership
Core Function(s)	Community Services: Training & Technical Assistance
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Self-confidence permeated the hallways, packed breakout session rooms, ballroom, and the evening social as 140 high school and young adult self-advocates from around the state participated in the Third Annual Tools for Life: Secondary Transition and Technology Fair in March of 2007. Tools for Life is the annual showcase for the many individual and group efforts and activities occurring around the state to collaborate, inspire, and educate students, educators, families and agencies about the issues surrounding secondary transition. Conference coordinators and presenters have witnessed the blossoming and self-determination of the young adults with disabilities who have participated in these efforts over the last few years. This year the conference was attended by 463 people. Evidence of increased self-determination was demonstrated by the number of self-advocates participating as presenters and panelists in the conference and self-advocate interns providing conference support and entertainment. These confident young adults mentor and demonstrate to high school students that with self-determination, support, awareness of resources and tools, their post-high schools dreams are possible. Self-advocates accounted for nine of the 50 breakout sessions on post-secondary education, community living, assistive technology, self-advocacy and self-determination. In addition, five self-advocates participated as panelists during the first day luncheon to talk to the group at large

	about their experiences with transition. Finally, the lively music and entertainment for the evening social and dance was provided by self-advocates as well. Mark Reinhardt, a student at Boise State University, member of the Idaho Interagency Council on Secondary Transition, and self-advocate, also single-handedly arranged for and successfully got media coverage of the conference from Fox News and the BSU Arbiter Inspiration was in big supply with conference keynote speakers Brett Eastburn, a national motivational speaker born with no arms or legs, Edie Bush, an Idahoan who overcame incredible obstacles battling a disease that left her with no arms and legs, Betsy Valnes, Director of the National Youth Leadership Network, and Tom Luna, our new Idaho State Superintendent of Public Instruction. Through humor, testimony, guidance, information, and thoughtful question and answer periods, keynote speakers helped make the Third Annual Tools for Life conference a success; as also evidenced by high scores on the conference evaluation. Conference success this year was also measured by the willingness of conference attendees to support the event financially. In order to keep attendee numbers to a manageable size and to help support the costs of the event, registration fees were raised from $10.00 to $50.00. Generous donations to help cover the costs of student participation in addition to the willingness of schools, agencies, and individuals to pay the increased registration, enabled conference coordinators to make the event more sustainable and to provide a quality event to all the attendees. This years Tools for Life conference co-sponsors included the Idaho Assistive Technology Project, Idaho Department of Education, and the Idaho Council on Developmental Disabilities. In addition, contributions to help bring students from rural parts of the state were provided by Stepping Stones of Latah County, Key Bank, Ada County Realtors, Farmers and Merchants Bank, and Tri-State Outfitters. CDHD staff participate in the 20 member Idaho Interagency Transition Council (IISTC) through bi-monthly meetings. Other partners on the IISTC include Vocational Rehabilitation, Medicaid, Department Commerce and Labor, Idaho Parents Unlimited, State Department of Education, and CDHD staff who also represent the Idaho Assistive Technology Project. The council is the forum for state collaboration on transition issues and the Tools for Life conference. Through the IISTC, Idaho has been successful in drafting a state plan to improve transition outcomes for youth with disabilities. A story written about a high school student in transition is attached in Appendix B.
Proposed Revision to Goal	Participation in transition activities will continue with specific activities outlined in the five year plan. The Tools for Life Conference has become a welcomed and expected forum for youth with disabilities to build self-confidence, self-determination, and a path toward post-secondary education and full participation.
Goal	**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.
Area(s) of Emphasis	Education & Early Intervention
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building

Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	The Clinical Services program (Child and Youth Study 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 reading interventions. The community-based component provides consultation and assessment services to school-based and agency personnel. Trainees. The Child and Youth Study Center provides preservice training for six doctoral students from Washington State University and two School Psychology interns from the University of Idaho. Three trainees from the College of Education are supported to operate a specialized reading clinic for children and youth with reading disabilities. All trainees participate in both center and community-based programs. Direct Services: This year the Child and Youth Study program provided direct services in the form of individual counseling and assessments to 164 children, adolescents and families. Center staff and students provided 1,161 face-to-face counseling hours and 260 face-to-face assessment hours. In addition to face-to-face assessment hours, staff spent an additional 260 plus hours interpreting and writing assessment reports. A total of 20 children received autism support services through the center-based program. The reading clinic served 6 students ages 7-14. Tutoring took place twice a week, for 1:1 drills with a trained tutor. All of the students made significant gains upon six-month re-evaluations. One of the parents just brought in her sons ISAT scores to show clinic staff that he is now an advanced reader. We also received a copy of an e-mail from the occupational therapist who was working with this same student that said he has made so much improvement in his writing, that he no longer needs OT services. In the community-based programs, 28 children received counseling, diagnostic, or other intervention supports through a local charter school. A total of 16 staff at the school received training, technical assistance and consultation services. In addition, each classroom at the Charter School received a minimum of two pro-social and social skills interactive presentations. Young children with mental health concerns were served through technical assistance to 12 Head Start personnel throughout the course of the year. Clinic staff provided weekly consultation to the Head Start Center and assisted in the development and evaluation of treatment plans. Training and other Community Supports: This year the Child and Youth Study Center was involved in community consultations and trainings that were both preventative and responsive: Autism Training. Dr. Laura Richards coordinated with Dr. Jarod Fitzgerald to put on a 2-day conference on relation-based treatments for children with Autism Spectrum Disorders. Dr. Richards spoke at two 3-hour workshops with the Moscow School District that were focused on both academic and behavioral issues with children with Autism Spectrum Disorders. There were over 250 combined participants, which included school teachers, school administrators, paraprofessionals, occupational therapists, speech therapists, and parents. Evaluations were completed at the end of the three workshops with favorable results. Approximately 2/3 of the attendees reported being highly satisfied and the other 1/3 reported being satisfied with the training. Potlatch High School: Dr. Rand Walker, Dr. Laura Richards, and Gwen Mitchell, responded to a completed suicide of a student in the community. The student

	attended Potlatch High School and the staff of the Child and Youth Study Center met with teachers to educate re: responses to suicide and to plan response to students. The plan included providing information to students about the suicide and to normalize responses to suicide. Group processing sessions were also organized as well as times when students could meet with counselors individually. Moscow Shootings: Dr. Walker and Dr. Bulgin responded to an incident in which several community members were killed or wounded in shootings perpetrated by one individual this spring by volunteering at Gritman hospital. They provided trauma education and counseling to hospital staff and law enforcement staff that were affected by the shootings one day over the weekend and then several days in the weeks that followed. Students and Staff from the Child and Youth Study Center provide collaborative consultation services (generally monthly) with the following programs: Community Childcare Center, Moscow Charter School, Latah County Youth Services, Regional School Counselors, Palouse Pediatrics and other local/regional physicians, Infant & Toddler Program, Dept. of Health and Welfare, Childrens Mental Health, Latah County Childrens Mental Health Council, and the Utah Regional LEND program (URLEND). The purpose of collaboration includes supporting an interdisciplinary approach to counseling and includes communicating regarding: treatment approaches, behavioral gains and losses, side effects and efficacy of medications, and referral questions and answers. We also provide and receive education regarding certain presenting issues and treatments. URLEND Training and Collaboration: The Center on Disabilities and Human Development (CDHD) actively participates in the Utah Regional Leadership and Education in Neurodevelopment Disabilities (URLEND) program. Dr Richards, Director of Clinical Services at the CDHD, is the Idaho Site Coordinator. The Site Coordinator is responsible for coordinating with other state agencies and advocacy organizations around health care and therapeutic services for children 0-21 with developmental disabilities. In FY 07 three CDHD staff/trainees (Heather Swanson, Gwen Mitchell, and Dr. Jeanne Bulgin) received specialized training through the URLEND program. They also worked with Dr. Richards to help create an Idaho Focused Education Plan on interdisciplinary collaboration and leadership in the area of developmental disabilities. The team met once every other week for three to four hours per week throughout FY07. They conducted an extensive literature review on therapeutic interventions for children diagnosed on the autism spectrum and presented the findings at the annual URLEND conference.
Proposed Revision to Goal	Goals for the Child and Youth Study center are incorporated into the new five year plan. The priority is to increase services to children with autism. Also, to increase the interdisciplinary approach to working with children and families, will continue to work collaboratively with other community professionals.
Goal	**9:** a) 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 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.
Area(s) of Emphasis	Education & Early Intervention
Core Function(s)	Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Three CDHD projects serve to meet goal 9; Even Start, Parents as Teachers, and an Inclusive Preschool Program in a rural community outside of Moscow Idaho

	(Troy Preschool). The Even Start program components include: Early Childhood Education Services in local community-based preschool and child care settings; Adult Education for parents working toward obtaining a GED; Interactive Literacyfocusing on engaging language rich parent-child interactions and providing support for literacy in the family; and Parent Training to enhance childrens school readiness. This year 25 adults and 21 children were served in through the Even Start Project. Adult Education classes are offered at two locations in Latah County (one site is in a remote town about 30 miles from Moscow). Classes are offered four days a week. Participants who attend are preparing for their GED exams. The Even Start Program also provides early reading assessment using the Pre K-Idaho Reading Inventory. Children are tested in the fall and again in the spring. Five assessments were conducted this past year and all children made gains on the post-assessment. The Troy preschool program also conducts the PreIdaho Reading Inventory Assessments. This year 11 children were given pre and post tests. Ten of the 11 children improved their scores upon post testing. The Troy Preschool serves 22 children. Even Start works collaboratively with Parents as Teachers (PAT) also housed through the CDHD. The Parents as Teachers program 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 members this past year. The home visits help to increase the parents feelings of confidence. The home visitor observes family interactions, models various intervention or positive interaction strategies, and conducts screening assessments using the Denver II and the ASQ. To increase community collaboration in early childhood literacy and family support, Leslie Rios, coordinator of the Even Start and the PAT program, participates on two Regional Councils: the Human Needs Council representing 20 agencies, and the Literacy Council of the Palouse representing 10 agencies. Even Start distributes materials, books, brochures, and conducts public awareness in four communities during special community events. In total, 255 contacts were made at these events. The Troy preschool promotes public awareness and education by hosting family nights. Eight were held this year with an average of 50 people attending each night. The CDHD developed and operated the Troy Preschool for the past five years. In FY 08 the local community will take over operations of the school.
Proposed Revision to Goal	Early literacy and prevention programs are likely to continue through the next five years but will focus more on personnel preparation than direct service. Continued funding for both PAT and Even Start are in jeopardy both at the state and national level.
Goal	**10:** 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 disssemination under the Indian Education Outreach Project.
Area(s) of Emphasis	Education & Early Intervention
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Information Dissemination

Type of Activity	Capacity Building, Systemic Change
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Goal 10 identifies specific outcomes related to the preparation of preservice and inservice personnel. Activities related to each are summarized as follows: a) In FY 07, Dr. Matt Wappett developed two courses related to disability studies: Introduction to Disability Studies, and a Core Discovery Course in Disability Studies. The Intro to Disability Studies Course was taught to 17 interdisciplinary graduate students at the University of Idaho; several of the students were inservice personnel. The course was taught on-line and was accessible throughout the state. The Core Discovery course is scheduled for fall 2007. Dr. Wappett organized a disability studies advisory group comprised of faculty and staff from several colleges at the University of Idaho. A draft plan of the proposed disability studies program was disseminated to the committee and to the CDHD Community Advisory Committee. The program is scheduled to launch in fall of 2008. b) Four courses were taught this year to 12 tribal school teachers: EDSP Advanced Evaluation, EDTE 504 Teaming and Collaboration, EDSP 597 Practicum/Student Teaching, and EDSP 502 Degree Final. Dr. Lee Parks and Julie Fodor supported five Master students working in tribal school to complete their graduate projects. In total, 13 tribal school teachers and 3 teachers who left the tribal schools graduated with their Masters in Special Education. c) Nine training forums offering professional development credit were delivered in FY 07; three were part of state-wide conferences (i.e., CEC, Tools for Life, and Its All About RelationshipsCommunity Partners). The Tools for Life Conference and Its all about Relationships conference are both CDHD sponsored events. Three events were CDHD hosted summer institutes (Educating Children with Complex Health Needs, Understanding and Nurturing Communication in Children with Severe and Multiple Disabilities, and a Regional Workshop offered to Tribal School personnel). Additionally, three workshops on supporting children with Autism in school settings were delivered in three regions of the state. Several presentations were made either in class as quest lectures, or at other conferences around. Collectively over 1000 people were offered professional development credit for participating in these events. d) Dr. Julie Fodor taught three courses this past year to 40 students (SPED 460, Assessment in Early Intervention, SPED 542 a graduate course in families and communities, and SPED 490 a seminar and practicum in infant toddlers with special need). Dr. Matt Wappett taught three courses to 53 students (ED 574 Action Research, ED 574 Intro to Qualitative Research, and SPED 504 Intro to Special Education as previously mentioned). Dr. Cari Murphy taught ED 570 Foundations of Educational Research to 8 students. Nora Jehn taught ED 301 Principals of Learning and Development in Education to 42 students. In total 143 students were impacted by CDHD faculty and staff. e) Three of our faculty currently serves on both masters and doctoral committees. Dr Fodor served on 5 doctoral and 13 masters committees. She chairs four of the doctoral committees. Dr. Cari Murphy serves on one PhD committee, and Dr Wappett serves on 2 doctoral and 3 masters committees. A total of 36 graduate students are served by CDHD faculty in this capacity. f) Dr. Fodor serves on three College of Education Committees (Assessment, Doctoral Prospectus, and Graduate Studies). Additionally, she serves on the Early Childhood Education and Development cross discipline team and a University committee serving the provost to assist with carrying out the University strategic plan. Dr.s Wappett and Fodor serve on faculty in Special Education and attend monthly faculty meetings.

	g) CDHD representation on numerous policy councils and committees throughout the state supports systems changes that positively impact children with disabilities and their families. Much of the state level work conducted by CDHD personnel is associated with systems change and policy implementation. Idaho is a large geographic state with a rural two-lane road infrastructure. Most system change activities take place in Boise, the capital. 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, it is often necessary for CDHD personnel to travel weekly to Boise. Attached in the Appendix is a complete list of all policy committee, boards and councils that are either supported by CDHD projects or are hosted by other state agencies and advocacy groups. h) Over the past four years the CDHD worked under contract with the BIA to support 14 Tribal schools in Oregon, Washington, Idaho, and Montana through technical assistance and training. The contract ended in December of 2006. During summer and fall of 2006, we hosted three regional trainings on peer mentoring, leadership, and behavioral supports; classroom management, and achievement testing. Special attention was paid to providing alternative assessments and/or supports for children enrolled in special education. A total of 93 people attended these trainings. Technical assistance was provided to two schools and impacted 24 people. The majority of the last few months were used to compile the results of the project. A final report was submitted in January of 2007.
Proposed Revision to Goal	Preservice and Inservice activities are embedded into the new 5 year plan.
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, Housing, Transportation, and Employment by providing technical assistance, training, and information on at least 5 state policy or systems enhancement initiatives by June 2007.
Area(s) of Emphasis	Employment-Related Activities, Health-Related Activities, Quality Assurance, Housing-Related Activities, Transportation-Related Activities
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Advocacy, Capacity Building, Systemic Change
Objectives	
Extent to Which Goal was Achieved:	In Progress
Explanation:	The Center on Disabilities and Human Development is actively involved in several 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 full access in their communities to jobs, transportation, housing, and recreation. 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. Three CDHD staff members regularly attend monthly CID meetings to discuss policy, upcoming initiatives, and collaborative partnerships. This year Matt Wappett testified in favor of the HCR022 Disability History Month (a CID initiative) which encourages schools to provide Disability Awareness Education for one month each academic year. The bill was passed. Ron Seiler, Director of the Assistive Technology Project, took the lead on developing an Accessible IT bill. CID supported the bill but it was not brought to fruition this year. Also, Ron Seiler actively pursued developing a statewide service delivery system for assistive technology through the Idaho State Division of Medicaid. A proposal for the project was submitted to Medicaid and is awaiting

	approval for implementation. CDHD staff members serving the Family Support 360 project (Julie Magelky and Jill Smith) were activity 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 was passed through legislation encouraging the Idaho Department of Health and Welfare to develop a comprehensive plan for family directed supports. The family-directed support committee will continue active engagement throughout this next year. 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. Through an Independence Plus Initiative, the Council developed and continues to supports the Idaho Self-Advocacy Leadership network (SALN). CDHD staff members (Jennifer Magelky, Jill Smith, and Matt Wappett) and the Chair of our CAC (John Russell) either participate as SALN members or provide support to self-advocates by attending their board meetings, facilitating regional group meetings, and conducting trainings. This year the SALN provided training on voting accessibility through Determined to Vote. CDHD staff members were involved in three of the trainings attended by 69 people in Northern Idaho. The CDHD/SALN members delivered two trainings on self-determination with 33 people attending, and three trainings on the new self-directed Medicaid waiver with 63 people attending. Jennifer Magelky also presented to 14 people on workplace experiences and obstacles faced by people with disabilities. Julie Magelky has been actively involved in working with Serve Idaho through the Inclusion Team for AmeriCorps to increase opportunities for people with disabilities to become AmeriCorps volunteers. The CDHD was involved in a regional meeting organized through the Idaho Department of Transportation to identify specific transportation needs in each region of the state. As chair of the transportation committee, Marilyn Sword, Executive Director of the ICDD created an inclusive environment so the voices of all community constituents could be heard. Transportation, especially in rural Idaho, continues to be a barrier to full participation for many people with disabilities. As an outgrowth of the meetings, state and regional transportation plans are being developed. Regional transportation committees will continue to meet throughout fiscal year 2008. Center staff was also involved in a University initiative supported by Student Support Services to create an accessible bus service on campus for students with disabilities. The new bus system will go into affect in fall of 2007.
Proposed Revision to Goal	Collaboration with state partners to affect system changes to improve the lives of people with disabilities will continue throughout the next five years.
Goal	**12:** 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 agencies and at least 50 providers c) incorporating internship training on adult services to at least 4 preservice/inservice interns by June 2007.
Area(s) of Emphasis	Quality Assurance, Quality of Life
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	In Progress
Explanation:	The CDHD operates a behavior consultation service for adults either transitioning

	into community supports or who are at-risk for losing their community placement. This year, four consultants provided services to 28 adults with developmental disabilities. Additionally the center provides job training and support for six adults with disabilities. Training and 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. Through training and technical assistance to community team members and other agencies CDHD staff impacted 1069 community team members in FY 07. The project also provided support for two University trainees. Both were Vocational Rehabilitation Masters Degree students. The students participated in all aspects of behavior consultation including one on one interaction with clients, technical assistance meetings with community providers, team consultations, and community training events. To maintain quality services, the behavior consultation team limited their support to 2 interns this past year rather than the 4 projected. Also, the number of actual clients served was reduced. One of the objectives this year for behavior consultation was to increase the therapeutic impact of services on each client. Reducing the number of clients and interns allowed the behavioral consultants the time necessary to conduct research on intervention strategies, improve their data management system, and to create additional training modules for community involvement.
Proposed Revision to Goal	Direct service to adults with disabilities will continue in the next five years with a priority on preservice training.
Goal	**13:** Provide assistive technology to at least 500 Idahoans with disabilities by: 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.
Area(s) of Emphasis	Education & Early Intervention, Quality of Life, Other - Assistive Technology
Core Function(s)	Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	The Assistive Technology Project (IATP) operated through the CDHD maintains several components to meet goal 13 including a low interest loan program, equipment recycling facilitated this year by a newly funded reutilization grant, technical assistance and training, information dissemination, and collaboration and systems change. A summary of impacts for each component follows. Low Interest Loan Program: In collaboration with Idaho Community Foundation, KeyBank and Zions Bank, the Idaho Assistive Technology Loan Program recently surpassed the million dollar mark in loans made to Idahoans with disabilities and their families for the purchase of assistive technology. Assistive technology includes a wide variety of items, such as walkers, scooters, accessible showers and bathtubs, wheelchair ramps, specialized computers, home accessibility modifications and adapted vehicles. Jerry and Vickie Tanner of Emmett were the recipients of the loan that put the Idaho Assistive Technology Loan Program over the million dollar mark. The Tanners were looking for a wheelchair-accessible minivan to transport Vickie to her doctor appointments and take trips into the community to see family and friends. Vickie has multiple sclerosis and also has suffered a stroke, and the Tanners needed a van with a lowered floor that could accommodate Vickies wheelchair. They purchased a minivan, but still needed to lower the van floor.

The Tanners contacted KeyBank and inquired about a low-interest loan to pay for the modifications to their van. The Tanners received a loan from KeyBank through the Idaho Assistive Technology Project. We are so happy with the van, and we are very thankful the program exists, as we could not have purchased the van without help," said Vickie.
"She can now ride in the wheelchair and see out the front and side windows," said Jerry. "She also does a bit of back seat driving."

In FY 07, the IATP low-interest loan program supported 32 clients and approved 25 loans in the amount of $89,905.

AT Equipment Reutilization:
October 2006, the CDHD received a reutilization grant to fund a state-wide AT equipment recycling program (funded through the Rehabilitative Services Administration, US Department of Education). The Director of the Idaho Assistive Technology Project, Ron Seiler spent much of the year building a coalition of agencies and advocacy groups to participate in the program including the Idaho Division of Medicaid, Centers for Independent Living, and the Idaho Division of Vocational Rehabilitation. Sue House the coordinator for the equipment exchange program helped to design and launch the new AT4All website and provided technical assistance to Idahos Centers for Independent Living that will be the regional contact offices for the Reutilization project. There were 259 new AT equipment items posted on the web-site this year and 130 inquires made about the equipment exchange program. The reutilization program was only recently launched so we expect a much larger impact next year.

Training, Technical Assistance, and Information:
The Idaho Assistive Technology Project (IATP) staff conducted 28 training events this past year and impacted 609 people. The IATP regional office staff conducted 42 additional training events impacting 626 people for a total of 1,235 people trained.

IATP has two established regional resource centers that provide assessment, consultation, and information services. Examples of assistive technology may also be borrowed from these centers to try in the home or schools. In FY07, the regional centers conducted 210 technical assistance and referral services and 1,145 lending library services and 590 device demonstration services impacting a total of 1,945 people. The AT Information and Referral office at the CDHD responded to 293 requests for information, and the AT Website received over 20,000 hits this past year.

The IATP disseminated 18,000 copies of Spud Tech Notes the AT newsletter to consumers, family members, professionals, caregivers, and schools throughout Idaho (3 quarterly mailings at 6,000 each mailing). A total of 1,690 loan packets and brochures were distributed at various events throughout the year. The revised edition of AT for School-Age Children handbooks were mailed to 217 Idaho state Libraries and 300 handbooks were distributed to a Idaho State Department of Education Regional Consultant for use in a training for school-based personnel. Finally, AT information was distributed to over 1,600 people through various conferences throughout the year.

Collaboration and Systems Change:
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. The ultimate goal of the IATP's 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. Project staff and Director Ron Seiler engaged in 36 separate activities of collaboration and systems enhancements this year. To name a few, Ron participated on the national steering committee to provide guidance to the newly funded technical assistance program. He participated in a federal review of the Idaho Division of Vocational Rehabilitation. He also led a two-day meeting of the Assistive Technology Task Force in collaboration with the State Independent Living Council. Ron participated in the RESNA national steering committee. He meets regularly with the Idaho Governors Office on Aging, Co-Ad, the State Independent Living Council, Vocational Rehabilitation, the Division of Medicaid, and the Idaho State Department of Education. Ron is also a regular participant at the Consortium for Idahoans with Disabilities monthly meetings. Finally, Ron conducted a series of meetings to discuss opening a new AT regional resource center in South Eastern Idaho. Plans for a third center are still in negotiation.
Proposed Revision to Goal	Goals related to outcomes in Assistive Technology have been embedded into the new CDHD five year plan.
Goal	**14:** Provide AT services, information, technical assistance to at least 25 farmers in Idaho who have work-related injuries to assist them to maintain viable farm production.
Area(s) of Emphasis	Other - Assistive Technology
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	In Progress
Explanation:	The Agrability Project developed in collaboration with the University of Idaho, College of Agriculture is in its first year of operation. 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 be launched in fall of 2007. Only two Agrability assessments have been conducted to date 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.
Proposed Revision to Goal	Specific outcomes for Agrability were not addressed in the new five year plan.
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, and self-advocacy and leadership by June 2007.
Area(s) of Emphasis	Quality Assurance, Quality of Life
Core Function(s)	Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	Outcomes for goal 15 were embedded into previous goals and therefore will only be summarized briefly here. The Self-Advocacy Leadership network (SALN), presented to 96 people over five events on self-determination, and the Idaho "My

	Voice, My Choice" Waiver system. Dr. Julie Fodor presented to 140 providers, other professionals, parents, and advocates on Self-Determination and Positive Behavioral Supports at the "It's all About Relationships Conference". Staff at the CDHD disseminated information on the self-determination waiver at the Idaho Parents Unlimited Conference hosting approximately 200 families. Dr. Fodor also presented to 100 school administrators at a keynote address for the Idaho School Administrators Association Conference in May of 2007. Finally, four behavior consultants at the CDHD provided technical assistance and training on both self-determination and positive behavioral supports to over 1000 people in FY 07.
Proposed Revision to Goal	Self-determination and positive behavioral supports are addressed in the new five year plan.
Goal	**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.
Area(s) of Emphasis	Quality Assurance
Core Function(s)	Information Dissemination
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	Achieved
Explanation:	The Idaho Family Support 360 project maintains an on-line web-based resource forum for parents. The total amount of resources available to families is over 1700 to date and includes a quarterly newsletter. Between July 2006 and May of 2007 the web-site has been visited 5,408 times.
Proposed Revision to Goal	Family support goals are included into the new five year plan.
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.
Area(s) of Emphasis	Quality of Life
Core Function(s)	Community Services: Direct Services & Demonstration Projects
Type of Activity	Capacity Building
Objectives	
Extent to Which Goal was Achieved:	In Progress
Explanation:	The Idaho Family Support 360 (FS 360) project has recently opened a second resource center in the state of Idaho. Each FS 360 center is housed in a regional health and welfare office and project staff work in collaboration with the Idaho Family Support System. This year 76 families were served. Since the development of the FS 360 webs-site, we have found that the request for services has declined. This maybe due to the fact that families are finding the information they need on the web-site and don't often feel the need to make direct contact to regional office coordinators. The families that do receive services from the centers have expressed extreme gratitude. To follow are two short testimonies about the support FS 360 centers provide to Idaho families. Story I. A 12 year old child with a Traumatic Brain Injury and multiple physical disabilities was directed by his Medical Doctor and therapist to use a firm posture coil mattress to alleviate pain and discomfort and increase his hours of sleep (original estimated cost of $700). Due to other medical care costs and needs, this family had no remaining income to spend on bed replacement for their son. With a substantial discount of over $400 by the vendor, negotiated by the family support coordinator, and just over $200 dollars of support from Health and Welfare, the

	Family Support 360 project paid a total of $80 for the mattress. We just wanted to send a sincere thank you to you and your staff from Family Support 360 for supplying the twin bed for our son Jonathon. He has been sleeping on it since it was delivered and we believe that it is definitely making a difference. We appreciate it very much and hope that it will seriously help him out over time along with his therapy. Story II. Recently, our Region 2 Family Resource Center (FRC) was able to assist a family to deal with a very real and frustrating occurrence: A child looses their brand new glasses. The Q family contacted us to help purchase a second pair of glasses because their commercial insurance was exhausted from the first pair and the Idaho Medicaid authorized frames were, well lets say not very attractive for a your girl. Because our FRC tries to explore community supports first, we learned very quickly that the Q family really had nowhere to turn for help. Most organizations or community groups that assist with eye care only offer help to those who do not have any other way to get their eye care needs met. We also learned that there is no way to purchase insurance to replace lost glasses, only scratched lenses or twisted frames that can be repaired. After talking with this family, it became clear that helping with this purchase was only one part of what the family needed. What will happen if their daughter sets her glasses down in the snow or on the playground, you name it. So, we talked together about finding out if there is a tracking device that could be attached to the arm of the glasses. We talked about whether or not their daughter would tolerate a neck strap. It turned out that their daughters aide at school wore pretty neck straps. We also discussed the idea of working glass maintenance into the daily school routine. Then we started talking about putting hooks or places for their daughter to hang her glasses up when she wants to take them off especially outside by the swing set, in the kitchen or family room. This story ends with our FRC helping the family obtain a second pair of glasses. Through negotiation by the family resource coordinator the eye clinic also offered the glasses at a discount. From Mom Q: Kudos, The family support project was there for us immediately and consistently. Without their steadfast support, we would be paying a small monthly fee for our daughters glasses, which are all we can afford right now, or I don't know what else. The family support project also helped us last summer when we asked for assistance buying a bicycle for our 9 year old girl, who is cognitively impaired. She loves bike riding but hasn't gotten the balance thing figured out yet. My husband tried putting training wheels on the back (she's too heavy for training wheels). Then he tried putting regular sized tires on either side of the back end, to replace the training wheels (this created a HUGE implement which was mostly just terrifying for her to try to maneuver). But have you priced 3-wheel bikes? We were stuck because bicycling is what we do for family recreation. We have 3 children and our 9-year old is the middle child. So we contacted family support on a whim, thinking, "No, there's no way they'll be able to help with this". But again they were there, immediately and consistently, until we were able to get our daughter onto a steady set of wheels for the first time ever. And you know what? The first time out on a family ride, she rode 11 and half miles on her new bike!
Proposed Revision to Goal	The Family Support Resource Centers will continue to operate and expand. Family Support goals are embedded into the five year plan.
Goal	**18:** a) 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.
Area(s) of Emphasis	Quality Assurance
Core Function(s)	Community Services: Training & Technical Assistance, Research
Type of Activity	Advocacy, Systemic Change

Objectives	
Extent to Which Goal was Achieved:	In Progress
Explanation:	The Family Support 360 project maintains an active policy council that includes 25 members. The last policy council was in May of 2007 where members drafted a plan for sustainability. As part of that sustainability plan, staff worked in collaboration with the Idaho Council on Developmental Disabilities and the Idaho Division of Medicaid to create a system of Family Directed Services. The family support 360 project personnel are integrally involved with creating that plan which would potentially provide continued support for Family Support 360 regional resource centers. Also, the Council on Developmental Disabilities with the CDHD recently submitted a grant application to CMS that would provide on-going support to the family support resource web-site that serves the state of Idaho. A policy paper that will be disseminated to the legislature is scheduled for dissemination in January of 2008.
Proposed Revision to Goal	Sustainability of family support programs in Idaho will be the focus over the next five years.

2007

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2B: FY 2007 ADD Funds Leveraged		
ID- Center on Disabilities and Human Development		
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Total Funding Leveraged:	$6,850,703.00	
Source	**Funds Leveraged**	**% of Total Leveraged**
Federal	$2,564,655.00	37 %
ACF	$230,000.00	
ED (US Department of Education)	$1,160,724.00	
USDA	$800,000.00	
Other Federal	$373,931.00	
State	$4,049,405.00	59 %
Local	$127,763.00	2 %
Other	$108,880.00	2 %
Fee for Services	$16,168.00	
Donations	$30,190.00	
Other	$62,522.00	

2007
This report provides details on the funds leveraged by the UCEDD for a particular year. The ADD core funds are subtracted from the figures provided in the project records.

ADD Annual Report Part 3: UCEDD Indicators of Progress

PDF

3A: FY 2007 Measures of Improvement and Consumer Satisfaction
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	16	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. 216	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: 53 Satisfied: 17 Satisfied somewhat: 2 Not at all satisfied: 0 Total: 72 Percent of Total who were Highly Satisfied or Satisfied: 97%
Quality Assurance	7	Number of trainees who gained the knowledge and skills to promote quality assurance activities for IWDD. 13	
Employment-Related Activities	1	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD in increasing their employment, job choice, and career opportunities. 1	
Other - Leadership	1	Number of trainees who gained the knowledge and skills to serve as a resource for IWDD in other areas. 4	

This reporting period, the UCEDD had a total of 32 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 = 72
Number surveyed = 118
Response rate = 61%

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: Training & Technical Assistance		
Area of Emphasis	**Number of Activities**	**Improvement Measure**	**Consumer Satisfaction Measure**
Education & Early Intervention	207	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. 5,815	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: 201 Satisfied: 111 Satisfied somewhat: 13 Not at all satisfied: 1 Total: 326 Percent of Total who were Highly Satisfied or Satisfied: 96%
Quality Assurance	395	Number of individuals in the community who gained knowledge and skills related to promoting quality assurance activities for IWDD. 5,201	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: 226 Satisfied: 172 Satisfied somewhat: 20 Not at all satisfied: 6 Total: 424 Percent of Total who were Highly Satisfied or Satisfied: 94%
Child Care-Related Activities	369	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 appropriate child care. 12,664	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 CWDD to access and use appropriate child care. Number Responding Highly satisfied: 241 Satisfied: 56 Satisfied somewhat: 0 Not at all satisfied: 0

			Total: 297 Percent of Total who were Highly Satisfied or Satisfied: 100%
Health-Related Activities	3	Number of individuals in the community who gained knowledge and skills related to the health care needs of IWDD. 17	Percentage of individuals in the community who reported satisfaction with the knowledge and skills gained related to the health care needs of IWDD. Number Responding Highly satisfied: 10 Satisfied: 0 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 10 Percent of Total who were Highly Satisfied or Satisfied: 100%
Employment-Related Activities	3	Number of individuals in the community who gained knowledge and skills related to employment, job choice, and career opportunities for IWDD. 53	
Transportation-Related Activities	2	Number of individuals in the community who gained knowledge and skills related to IWDD accessing and using transportation. 65	
Recreation-Related Activities	1	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. 100	
Quality of Life	30	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 359	
Other - Assistive Technology	146	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 4,447	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: 165 Satisfied: 84 Satisfied somewhat: 11 Not at all satisfied: 0 Total: 260 Percent of Total who

			were Highly Satisfied or Satisfied: 96%
Other - Leadership	5	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 79	

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 = 326
Number surveyed = 761
Response rate = 43%

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**		
Area of Emphasis	**Number of Activities**	**Improvement Measure**	**Consumer Satisfaction Measure**
Education & Early Intervention	6	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. 735	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: 16 Satisfied: 2 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 18 Percent of Total who were Highly Satisfied or Satisfied: 100%
Quality of Life	2	Number of individuals in the community who gained knowledge and skills related to IWDD in other areas. 88	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: 12 Satisfied: 17 Satisfied somewhat: 1 Not at all satisfied: 0 Total: 30 Percent of Total who were Highly Satisfied or Satisfied: 97%
Other - Assistive Technology	2	Number of individuals in the community who gained knowledge and skills related to IWDD in other	

		areas. 90	

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 = 18
Number surveyed = 19
Response rate = 95%

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	**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. 15
Quality Assurance	Number of research and evaluation activities conducted that investigated strategies to promote quality assurance activities for IWDD. 5
Quality of Life	Number of research and evaluation activities conducted on issues related to IWDD in other areas. 2
Other - Assistive Technology	Number of research and evaluation activities conducted on issues related to IWDD in other areas. 2
Other - Leadership	Number of research and evaluation activities conducted on issues related to IWDD in other areas. 3
Other	Number of research and evaluation activities conducted on issues related to IWDD in other areas. 2

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. 26	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: 54 Satisfied: 10 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 64 Percent of Total who were Highly Satisfied or Satisfied: 100%
Quality	Number of products developed and	

Assurance	disseminated on quality assurance activities for IWDD. 11	
Child Care-Related Activities	Number of products developed and disseminated on accessing, using, and providing appropriate child care. 2	
Other - Assistive Technology	Number of products developed and disseminated on IWDD in other areas not listed above. 54	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: 0 Satisfied somewhat: 0 Not at all satisfied: 0 Total: 4 Percent of Total who were Highly Satisfied or Satisfied: 100%

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 = 64
Number surveyed = 64
Response rate = 100%

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.

2007
This report provides the core function tables displayed in the UCEDD annual report to ADD; data for these tables is drawn from activities, products, and trainee records.

3B: 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:**

Through joint and individual strategic planning efforts the Idaho Council on Developmental Disabilities, Co-Ad (Idaho's Protection and Advocacy Organization), and the Center on Disabilities and Human Development (CDHD) identified the following priority areas of joint focus:
1. Abuse and neglect of people with disabilities
2. Self-determination and self-advocacy
3. Family directed supports and services
4. Recruitment and retention of direct care providers

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

*a. **Issue/Barrier:**

Area: Self-determination and self-advocacy

The Idaho Council on Developmental Disabilities, Co-Ad, and the CDHD recently met with the Idaho Self Advocacy Leadership Network (SALN) to identify specific contributions each organization would make to support the fledging group. The SALN was initiated by the Council on

Developmental Disabilities (DD Council) as part of an Independence Plus Grant. The members of SALN are adult self-advocates who provide training and support to their communities around issues of self-determination. This past year, SALN was involved in numerous state-wide training events to promote self-determination and self-advocacy, to promote the rights and responsibilities of voting, and to share information about the "My Voice My Choice" waiver system available in Idaho for adults with disabilities. In addition, SALN has started to speak on helping other adults with disabilities to prevent abuse and neglect.

For the past several years, the majority of support for the SALN group was provided by the DD Council. Co-Ad and the CDHD each provide a staff person to facilitate two regional groups. Additionally, the CDHD provided transportation for one CDHD staff person to attend SALN board meetings and Co-Ad assisted with travel cost for training facilitators and self-advocates.

In February 2007, SALN applied for 501c3 status. The group developed an action plan with specific goals and objectives. At the recent joint meeting with the DD network triad, SALN outlined their goals, objectives and corresponding activities. Each triad organization then identified specific activities they could support either monetarily or through staff time. For example, each organization is providing support for several SALN members to attend the 2007 SABE conference. Additionally, staff from each organization will travel with the group along with personal care attendants. Travel costs and personnel time are contributed.

SALN's eventual goal is to become self-sustaining. To that end, each organization has also agreed to assist the group to locate and write grants and to engage in fundraising activities. In addition, CDHD has agreed to help SALN create, print, and distribute training or marketing materials. Co-Ad has committed funding to help support travel for the SALN to conferences and other training events around the state, and each organization has committed to assist the group gather for board meetings and to pay for regional facilitators.

The triad is committed to promoting the principles of self-determination and will continue to work with SALN as they grow and strengthen their network and influence.

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

The expected outcome of support for the Idaho Self-Advocacy Leadership Network is the generation of a strong, self-sustained adult advocacy group to promote the principles of self-determination through training, leadership, and mentoring.

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

Quality of Life

*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 CDHD provides staff support to SALN by attending board meetings, facilitating one regional group of self-advocates, assisting with developing and disseminating training and marketing materials, providing support for grant writing and fundraising, and contributing to travel costs. Additionally, along with other triad organizations, the CDHD will continue to provide mentorship on an on-going basis as the fledgling group flourishes and becomes self-sustaining.

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

The only concern at this point in time is helping the SALN to create a manageable action plan and to understand that each organization is also committed to other projects and priorities and that resource allocation is aligned accordingly.

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

As a network, we are all continually enlightened by the tenacity and fervor of the SALN group. Support for SALN has increased the CDHD's connectedness with adults with disabilities across the state--some of who have joined our Community Advisory Committee (we now have five members participating in CAC).

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 approximately 21 non-DD Act funded state and university boards

and councils resulting in many state funded projects and collaborative activities. The center also hosts 6 non-DD Act funded advisory committees. We work closely with the Idaho State Department of Education, the Idaho Department of Health and Welfare, Vocational Rehabilitation, and numerous others non-profit groups and advocacy organizations. The CDHD participates in the Consortium for Idahoans with Disabilities (CID), a 30-member consortium organized to improve the lives of people with disabilities through legislation and policy changes. We also work closely with Idaho Parents Unlimited and the State Independent Living Council. We are working in collaboration with the Living Independent Network Corporation (LINC) to operate the Assistive Technology Reutilization project and the Idaho Association for the Education of Young Children on the IdahoSTARS project (the child care network in Idaho).

Populations who benefit from these collaborations include: 1) children and adults with mental health diagnoses; 2) people with traumatic brain injury; 3) people who are disabled through the aging process; and 4) adults who are physically disabled. Through our clinical services program, our early childhood programs, 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 well over 20,000.

ADD Annual Report Part 4: UCEDD Government Performance and Results Act (GPRA) Measures

PDF

FY 2007

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 (2006, 2002, 1997).

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?	15	1 years: 7	1 years: 102
			5 years: 0	5 years: 0
			10 years: 0	10 years: 0
			Total: 7	Total: 102

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?	15	1 years: 7	1 years: 4
			5 years: 0	5 years: 0
			10 years: 0	10 years: 0
			Total: 7	Total: 4

2007
Data for the GPRA measures that has been collected through surveys of interdisciplinary pre-service and continuing education trainees who are asked 2 questions at 1, 5, and 10 years post training.

ADD Annual Report: Optional Appendix

Other Outcomes or Highlights

You may supply additional noteworthy information. Please clearly note the applicable Areas of Emphasis and/or Core Function(s) for any outcomes or highlights presented in this section. This Appendix is not a component of the Annual Report, but is provided for your use at your discretion.

For the past four years the Idaho Center on Disabilities and Human Development has hosted artists from around the region in the annual Moscow Artwalk. This is an event that is held in downtown Moscow, Idaho from June 22 through September 16, 2007, where businesses host an artist and show his/her work. Because the CDHD is located in the downtown area, we have participated in the festivities each year. This year we provided support to 20 local artists and established an in-house gallery in which to hang their artwork. Support included matting, framing, and exhibiting their artwork. An open house was held at the center on the first day of the exhibit with 100 people attending.

ADD Annual Report: Optional Attachments

ID- Center on Disabilities and Human Development
Attachment A. ms word. state boards.doc

ID- Center on Disabilities and Human Development
Attachment B. 4-07 Tools for a College Transition.doc

ID- Center on Disabilities and Human Development
Attachment C. Rett - 8-06.doc