



CENTER ON DISABILITIES AND  
HUMAN DEVELOPMENT

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**University of Idaho**

College of Education

**CORE Annual Report: FY 2010**

July 30, 2010

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Idaho Center on Disabilities and Human Development  
College of Education, University of Idaho  
**CORE Annual Report: FY 2010**  
July 30, 2010

The information contained in this report reflects activities conducted through the Center on Disabilities and Human Development (CDHD) at the University of Idaho from July 1, 2009 to June 30, 2010. Our progress is reported across eight goals with corresponding annual objectives, as outlined in the five year plan, developed across four core functions: 1) Interdisciplinary Pre-service and Continuing Education; 2) Community Service that includes training, technical assistance, and direct services; 3) Research; and 4) Information Dissemination. Each goal and corresponding objective is aligned with one or more areas of emphasis as identified in the DD Act of 2000 (Quality Assurance, Education and Early Intervention, Child Care, Health, Employment, Housing, Transportation, Recreation, and Other Services). Based on 11 areas of need identified through our strategic planning with statewide stakeholders and our advisory board, six of the nine DD Act areas of emphasis are incorporated into CDHD activities.

**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, an Associate Director (in the Boise office) and four Core Function Directors: 1) Interdisciplinary Training, 2) Evaluation and Research, 3) Community Services, and 4) Communication and Dissemination. Additionally, the core supports a National Information and Reporting System 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 as well as other funded projects assist to achieve goals outlined in our five year plan and to leverage additional funding. Our total funding this year was \$9,827,771 of which \$9,299,771 was leveraged. Visit our website to view CDHD projects, activities and events <http://www.idahocdhd.org/>.

During fiscal year 2010 the CDHD operated 20 projects. Each project supports one or more goal areas. We house 70 employees, 20 trainees, four work study students and, 22 America Reads students. The center operates three regional assistive technology centers and seven regional child care resources and referral centers. Our main office is in Moscow, Idaho on the University of Idaho Campus; our satellite office is in Boise at the UI Boise Center. The CDHD disseminated 84 products to 127,225 people; provided 727 people with direct service; and provided training and technical assistance to over 58,620 people. We impacted 441 university-based classroom students through interdisciplinary pre-service and continuing education courses, and engaged 3,583 people in research efforts. In total, the CDHD reached 190,574 people in FY10.

**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, Disability Rights Idaho, Idaho State Independent Living Council, Idaho Parents Unlimited, Idaho Division of Vocational Rehabilitation, Idaho Association for the Education of Young Children, Idaho Office on Aging, Idaho State Department of Education, and 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 Child Care Program Advisory Committee, 6) the Idaho Interagency Council on Secondary Transition, 7) the Idaho Special Education Advisory Panel, 8) the Idaho Assistive Technology Task Force, the Idaho Early Childhood Inclusion Task Force, 10) the Idaho Medicaid Redesign Committee, and 11) the State Improvement Grant--Learning Community and Evaluation Committees; 12) The Idaho Infant Toddler subcommittee of the Early Childhood Coordinating Council; and 13) the Council on Aging. The CDHD hosts another five statewide advisory boards that include: 1) the Assistive Technology Advisory Board, 2) Children with Deaf/ Blindness Advisory Board, 3) the Family Support Policy Council, 4) the CDHD Community Advisory Committee; and 5) the Agrability Advisory Committee.

Faculty at the CDHD participate in College of Education faculty meetings and in University committees, these include: 1) the Child Development and Education Committee, and 2) the University Outreach and Engagement Committee, 3) the President's Council on Diversity, 4) The College of Education Futures Committee, and 5) University Core Undergraduate Education Committee. Seven faculty members with primary appointments at the CDHD either chair or serve on approximately 15 masters and seven doctoral committees. Nationally, CDHD personnel serve on four AUCD committees and on the National Steering Committee for RESNA. The CDHD Director, Dr. Fodor, served her third year on the Association of University Centers Board of Directors.

<b>GOAL 1:</b> Prepare up to 300 interdisciplinary students over five years with knowledge and skills to respond to the needs and preferences of people with disabilities and their families.			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
TRAINEE TRAININGS (Pre-service)	Abuse and neglect; self-determination, inclusion	Quality Assurance	Disabilities Studies, University Teaching, Behavior Consultation

The purpose of goal one is to infuse content that supports the lives of people with disabilities and their families into courses across disciplines for undergraduates and continuing education students. The content is specific to areas identified in our five year strategic plan and relevant to all ages but most specific to adolescents and adults. There are two corresponding objectives that support goal one and address annual outcomes. Over the past several years we have far exceeded expectations for Objective 1.1, surpassing the overall goal.

**Objective 1.1** activities surpassed the annual target by delivering six courses to 136 students during fiscal year 2010. Two courses were taught for the University Core Discovery series. The first, "Monsters We Make" (Core 105/155), is a discovery course on ethics and how we treat individuals and groups who are different from societal norms. This course provides an introduction to basic ethical theory, bioethics, the social contract, civil rights, and critical thinking about society and differences. A total of 61 undergraduate students participated. The course was offered both fall 2009 and spring 2010. The second course, "What is Normal" (Core 122/172), is also a University Core Discovery class that investigates the constructs of ability, disability, abnormality and normality. A total of 71 students participated across two semesters. One Disability Studies course (EDSP 502) "Sociocultural Construction of Disabilities" was taught for 3 credits with 3 participating students. Another course (EDSP 499) "Hippotherapy for Students with Disabilities" was taught as a practicum experience for one person. Hippotherapy provides children with disabilities the opportunity to ride horses for the therapeutic effects. The practicum student learned ways to incorporate developmental therapy into the riding experience.

**Objective 1.2** remains in progress. One online course was developed for statewide delivery and a certificate program proposal along with a "notice of intent" (NOI) remains on file with the Department of Curriculum and Instruction in the College of Education. Because of the economic impact on the University and College of Education, many programs are being trimmed. We expect to push the proposal forward this coming year.

<b>GOAL 2:</b> Provide up to 500 interdisciplinary students over five years with course content to improve care, education, and transition outcomes for children and youth with disabilities (birth through age 21).			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
TRAINEE TRAININGS (Pre-service)	Assistive technology; inclusion; social, emotional, and behavioral health; education; life skills; transition; and family support	Education/Early Intervention, Child Care, Health, Other-AT	ATTA, IATP, ID PCYDB, UICYSC, IdahoSTARS, University Teaching, Teacher Cert

The intent of goal two is to embed content related to improving child outcomes specific to the five year strategic plan into existing UI courses and to increase field-based competence by offering certificates of completion for in-service personnel statewide. There are three corresponding objectives that address annual outcomes. Similar to goal one, we have far surpassed our target impact in objectives 2.1 and 2.2 and exceeded our goal projections for the five year period, yet objective 2.3 remains in progress.

**Objective 2.1** surpassed the annual target with a total of 17 activities and 175 students participating. The Assistive Technology Technical Assistance Project (ATTA), funded through the Idaho State Department of Education, delivered three lectures introducing assistive technology to 30 pre-service education students at Lewis Clark State College and to 17 pre-service students at the University of Idaho, during fall 2009 and spring 2010. EDSP 542, a course on families, communities and culture related to disabilities is an on-line course taught spring 2010 with four graduate students. Two EDSP 504 doctoral seminars were taught, one on single subject design research with four graduate students, and the other was a three credit course with two students participating in the Utah LEND program. EDSP 540, a course on behavioral analysis for children and youth was taught fall 2009 with 25 graduate students. ADOL 528, "Program Planning, Development, and Evaluation" was taught spring 2010 with 23 graduate students. One member of our clinical psychology staff taught CoPsy 512 with 17 students from Washington State University. This course focused on 21st century theory and micro/counseling skills. Two faculty members provided guest lectures in Family and Consumer Sciences to 12 students on what is a UCEDD, and in Psychology 101 on the profession of psychology in developmental disabilities with 20 undergraduate students. In addition, faculty at the CDHD offered credits for master and doctoral research projects each semester. One doctoral dissertation was completed this year along with several master degree projects.

The CDHD supported 19 undergraduate University of Idaho students to participate in the America Reads Program. These students were placed in 4 elementary schools, 2 after-school programs, and 2 preschools. America Reads practicum students serve as tutors for children with delays in reading. An additional four students participated in the general work study program at the CDHD working with faculty and staff on various projects. The CDHD hosted 20 additional

trainees/interns this past year. The Interdisciplinary Training Coordinator assists all students participating in CDHD activities to set up a study plan that incorporates content to improve outcomes for children with disabilities and their families.

The CDHD clinical services program (University of Idaho Child and Youth Study Center) supported 11 doctoral and masters students in clinical practice and ULEND activities. The clinic provides assessment and intervention services for children with autism and other developmental disabilities, conducts school-based assessments for IEP and behavioral planning, and serves at-risk and adjudicated youth through a counseling program. Students participated in group supervision and didactic training on relevant psychological topics (e.g., diversity, counseling skills, diagnoses, assessment, and empirically validated interventions). Four faculty members and one master's level staff person supervised students in their daily practice and three community members participated in the ULEND program offered by Utah State University in collaboration with the CDHD and the University of Idaho. Weekly training sessions are held via compressed video with all Utah LEND participants. LEND trainees develop individual projects throughout the year and present their findings at a collective end of the year gathering with all trainees across four states. One member of our faculty is the Idaho Site Coordinator for ULEND. In that capacity she co-facilitated 45 interdisciplinary family consultations and gave three presentations on autism. A total of 32 students were involved in these sessions.

**Objective 2.2** For this objective the annual target was met by one CDHD faculty member who taught a two credit early childhood development course (FCS 210) both fall 2009 and spring 2010 with a total of 27 undergraduate students. This course is an introduction to the blended degree program at the UI which supports undergraduates in a dual special education and child development major. The course provides information on both atypical and typical development and an orientation to the service delivery system in Idaho including the Idaho Infant Toddler Program, IFSP and IEP criteria, and the Idaho Special Education Preschool Program. Several of our interns working for IdahoSTARS (the child care resource, referral, and professional development program) are recruited through this course.

**Objective 2.3** is to develop and deliver one specialized certificate of completion program, is in progress. This year three courses were taught with 10 in-service professionals (Curriculum and Assessment for Students with Severe Disabilities I and II; and Alternative and Augmentative Communication Strategies). We will blend this certificate program with one that focuses on autism next year. The project is funded through the Idaho State Department of Education. We submitted another personnel prep grant to the US Department of Education in July 2010. We await word on funding.

<p><b>GOAL 3:</b> Provide up to 8,750 state partners, providers, families, and self-advocates over five years with training and technical assistance to deliver quality supports, services and interventions for people with disabilities and their families.</p>			
Goals Across Core Functions	CDHD Focus Areas	NIRS Areas of Emphasis	Projects
TRAINING (In-Service) & TECHNICAL ASSISTANCE	Self-determination; inclusion; assistive technology; family supports, abuse and neglect	Quality Assurance, Other-AT	Idaho State Boards and Councils, IATP, ATTA, IFS 360, Respite Care, Partners in Policy Making, Behavior Consultation, NSIP, AgrAbility, Community Partners Conference, AT Reuse, PCP

Goal three addresses the need to increase the capacity of providers, family members, self-advocates and the community at-large to engage in research-based practices that support the self-determined lives of people with disabilities and their families. There are three corresponding objectives with identified annual outcomes.

**Objective 3.1** is to provide training with up to 600 state partners, providers, family members and self-advocates related to quality of life issues surpassed the target through eight activities that impacted 761 people.

- The CDHD, in partnership with a private provider agency "Community Partnerships of Idaho" and other state agencies (e.g., SILC, DD Council, Co-Ad, IPUL, and ISDE) co-sponsored an annual conference for direct service personnel. Over 600 people attended the conference. The CDHD continues to be the fiscal agent for the conference and participates on the planning committee.
- The Idaho Assistive Technology Project (IATP) hosted two, 2-day training expos in December 2009 and May 2010 with a total of 75 people attending. The expos featured a wide variety of speakers and topics pertaining to IATP, AT AgrAbility, and AT Reutilization projects. The director of the IATP project delivered a keynote address at a conference for NORCO on the history of AT and federal/state policy with a total of 53 people attending. A webinar series related to AT and employment was planned with Idaho Vocational Rehabilitation staff members and a session on Computers for Kids (a program that revamps computers and disseminates them to children across the state) was delivered at the Idaho Council for Exceptional Children Conference in Sun Valley, Idaho.
- In partnership with the Idaho Council on Developmental Disabilities, CDHD staff provided intensive hands-on training with 13 person-centered planning specialists on how to use various PCP tools such as MAPS, PATH, and ELP. The Person-Centered Planning Program is funded through the Center for Medicaid Services and is a joint project between the DD Council and the CDHD.

- Finally, our clinical services director presented at the AUCD conference on involving families in LEND, approximately 12 people attended that session.

**Objective 3.2** activities included CDHD's participation in 11 statewide, regional or national advisory committees that promote policy and systems changes to improve the quality of life of people with disabilities and that support self-determination, freedom of choice, inclusion and access to assistive technology and family supports. Four of the advisory committees are sponsored by CDHD projects. In total, 167 people participated across all advisory committee activities. Additionally, faculty and other staff participate in University of Idaho committees, the AUCD Board of Directors, and AUCD councils with representatives on CORE, Community Outreach, and NTDC. Over 100 additional people participate on these committees and forums. A list of each state advisory committee follows:

- The AT AgrAbility Advisory Committee met one time with 13 representatives from the disability and agriculture communities. The purpose of the advisory committee is to provide oversight to the AgrAbility project at the UI. AgrAbility technology helps support farmers injured or disabled due to farming accidents. The project is directed in collaboration with the College of Agriculture and the CDHD Idaho Assistive Technology Project (IATP).
- The CDHD-led IATP committee consists of 18 members. This year, in order to make the meetings more cost efficient and to reduce the stress of travel for some members, the council voted to adopt a new meeting format. Thus, the council met twice in person and three times using compressed video.
- The Idaho Interagency Council on Secondary Transition (ICST) met bi-monthly in Boise, Idaho. A staff person from the Assistive Technology Project represents the CDHD on that council. The ICST is largely responsible for planning the annual "Tools for Life" conference sponsored jointly by the CDHD, the DD Council, and the Idaho State Department of Education, among others. The ICST also supports the youth leadership activities in the state and has established a statewide cohort of secondary transition mentors working in local high schools. A total of 32 people representing multiple state agencies and disability advocates participate at each meeting.
- A staff person from Assistive Technology also participated this year in a DD Council supported Youth Leadership Forum planning committee. The planning committee largely functions to implement a statewide youth leadership summer institute, a week-long leadership, citizenship, and career development program for high school juniors and seniors with disabilities. Fourteen people from multiple agencies participated on the committee.
- The IATP continues to be involved with a coalition of organizations to increase AT services in the Southeast and North Idaho. The six member group meets periodically to target specific goals. This year, the focus was on increasing the capacity of each organization to provide equipment reutilization services.

- The Assistive Technology Technical Assistance project (ATTA) participated on the Accessible Instructional Materials workgroup sponsored by the Idaho State Department of Education. This collaboration has resulted in increased access to alternate format instructional materials by Idaho students. During FY 10, a total of nine people met for one face-to-face meeting, five conference calls, and one web-based meeting.
- IATP and AgrAbility projects participated in the National Community of Interest Group sponsored by Purdue University; the group of 18 members met quarterly by phone. AgrAbility is a project cosponsored through the IATP project and is managed through a coalition between IATP and UI Extensions.
- The CDHD Community Advisory Committee (CAC) met three times in FY10. The CAC provides feedback on products, course development (e.g., disability studies program), and activities related to goal areas. The committee also monitors progress on goal activities and provides input on state and national issues. This year the CAC represents 11 members. Two additional members will join the committee at the fall 2010 meeting. Our CAC co-chairs also participate on a regular basis with the AUCD COCA committee.
- The CDHD-led 25 member Family Support Policy Council met in the fall of 2009 with representatives from families, seven regional health and welfare offices, the Idaho State Department of Education, the Council on Developmental Disabilities, and Disability Rights Idaho. The purpose of the meeting was to summarize the outcomes of the five year Family Support 360 Project for strategizing for the future. Much of the family support principles are now embedded in Family-Directed Supports and Children's Medicaid Redesign projects. Children's Medicaid Redesign will begin implementation July 1, 2011 with family direction and family-centered care at the core of the redesign.
- CDHD staff members participate on the 23 member Idaho Council for Developmental Disabilities held four times each year. This past year the CDHD was also represented on the council's policy committee. The DD Council, the CDHD, and Disability Rights Idaho work closely together on numerous policy and statewide initiatives. Specifically this past year the three entities have worked closely to help support the Self-Advocacy Leadership Network (SALN) as it launched a newly formed private non-profit. All three entities participated in Medicaid Redesign and in strategizing family supports in Idaho. The council along with CDHD staff implemented the work plan around building a cadre of well trained person-centered planning specialists primarily targeting transition age students moving from school to adult life, and as previously stated, CDHD staff assisted with the Council-led Youth Leadership Forum.
- A student intern from the CDHD participated in Idaho's Self-Advocacy Leadership Network (SALN) and is a member of the Board of Directors. Also, another member of our staff was voted in as vice president of the local SALN chapter. SALN is a free-standing private non-profit group with 42 members that advocates for freedom of

choice, self-determination, and independence. They are supported through the Council on Developmental Disabilities, Co-Ad, and the CDHD.

**Objective 3.3** activities surpassed the target by providing technical assistance with 2,932 family members, providers, self-advocates, and other agency personnel. Technical assistance activities pertinent to this goal were performed by the AgrAbility project, Assistive Technology Project, Behavior Consultation for Adults, the Family Support 360 Project, and the Person-Centered Planning Project. In addition, the Core directly supported two activities related to objective 3.3. Specific activities are discussed by project below.

*Idaho Assistive Technology Project (IATP).* IATP staff members work in conjunction with Nebraska and other AT projects to create a website template that is user friendly and meets the Federal reporting needs. They collaborated with Computers for Kids and the Idaho Independent Living Network to provide refurbished computers to adults with disabilities across Idaho. IATP staff also worked with the Division of Medicaid to restructure rate payment and policy which allows billing for the cost of repairing used AT equipment. These services will likely impact 80,000 to 100,000 Medicaid eligible recipients over the next several years. IATP staff participated with a national workgroup to plan for an equipment reutilization conference that was held March 10-11, 2010. A procedures manual to govern the delivery of equipment reutilization services was developed with potential impact of up to 150,000 people. AT also coordinated a joint mailing of tags with Medicaid to all durable medical equipment providers in Idaho. The tags will adhere to all equipment purchased by Medicaid about reusability with contact information for IATP. Staff members coordinated with the Idaho State Department of Education to develop an assistive technology resource guide for alternative assessments. Also, they provided technical assistance to the SDE related to purchases of AT equipment for the IATP regional centers and provision of related services. The program received \$225,000 for equipment and related services that will potentially impact 24,000 students with special needs. Information and technical assistance was offered to 75 people at a regional transition and supports trade show and up to 35 additional people at a professional training workshop in July, 2009. Finally, AT assessments for school-age children were conducted with a total of 440 educators, related service personnel, and parents. These assessments are team-based and meant to build capacity of the IEP team. A total of 88 assessments were conducted during FY 2010.

The IATP regional centers conducted 228 technical assistance and referral services, 944 lending library contacts, and 63 device demonstrations between July 1, 2009 and June 24, 2010. The project processed 15 applications for computers in rural school districts, and 123 applications for computers directly for students with disabilities. The IATP office responded to 561 information and referral calls on a range of topics (e.g., understanding assessment information, locating and using AT equipment and devices, identifying local supports and vendors). A staff member was involved in an on-site home modification project for a family with two children with disabilities. IATP staff provided technical assistance to the Idaho Department of Vocational Rehabilitation on a proposal to access ARRA funds and received \$150,000 as a result. Finally, IATP awarded grant funds to

CW HOG Idaho State University for adaptive equipment to be used to increase access to recreational activities by people with disabilities.

*Behavior Consultation (BC).* BC is a service for adults either transitioning into community supports or who are at-risk for losing their community placement. This year, four consultants provided technical assistance to 385 family and community members and agency personnel on issues related specifically to the success of each adult living and working in the community and other general behavioral topics. 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.

*Family Support 360.* The Family Support 360 Coordinator promoted the philosophy of family support by providing technical assistance at 9 community meetings and events with 94 people attending between July 1, 2009 and September 30, 2010. She also provided information and referral services to 32 family members during the last three months of the project.

*Person-Centered Planning.* Person-centered planning specialists around the state received on-going technical assistance to extend their learning, to collaborate in problem-solving, and to receive support. A total of 12 people have been trained and work with the coordinator on a weekly basis to hone their skills.

*CDHD Core.* The CDHD Core supported two technical assistance activities this past year related to goal three: 1) to encourage adults with disabilities to actively participate in community events, the CDHD recruited artists to participate in the local "Art Walk." Staff and students at the University of Idaho assisted 27 artists to display 40 framed art pieces as part of the community "Art Walk" event where community members visit local businesses displaying the work of local artists. Over 100 community members participated in the gala event. Most of the artwork sold the first night of showing and all pieces are displayed on the CDHD website. 2) The CDHD also provides support to the Idaho Self Advocacy Leadership Network. Staff members works with the SALN president on a quarterly newsletter which is disseminated to 50 self-advocates statewide.

<b>GOAL 4:</b> Provide up to 10,750 interdisciplinary personnel, youth, and family members over five years with training and technical assistance to maximize care, education, and transition outcomes for children and youth with disabilities (birth through age 21).			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
TRAINING (In-Service) & TECHNICAL ASSISTANCE	Assistive technology; inclusion; social, emotional, and behavioral health; education; life skills; transition, and family support	Education/Early Intervention, Child Care, Health	Idaho State Boards and Councils, IATP, ATTA, PBS, Autism Supports, ID PCYDB, IT Clearinghouse, IT Coop, UICYSC, Idaho STARS, Even Start, IFS 360, Teacher Cert, Core PD

The purpose of goal four is to increase the capacity of families, providers, and communities to maximize outcomes for children and youth living with disabilities. We continue to surpass our goal projections through technical assistance and training activities across multiple CDHD projects.

**Objective 4.1** activities generated training events across target areas that impacted 12,414 people, far surpassing the annual target of 1,000 people.

- The Assistive Technology Technical Assistance Project (ATTA), funded by the Idaho State Department of Education hosted the "Tools for Life" conference with over 500 people attending, 200 of which were youth with disabilities from high schools across the state. Additional participants included school personnel, agency professionals, family members, transition coaches, and numerous vendors. All Idaho colleges attended and displayed information about their respective campuses and provided awareness of disability support services available on each campus. The Tools for Life conference is an energetic, well received training forum that addresses preparation of youth for adult life. Adolescence and adults alike learn with and from each other. There are several sessions at the conference delivered by youth speakers. The Self-Advocacy Leadership Network (SALN) presented at the conference along with several other CDHD staff members. "Tools for Life" has become a collaborative annual event supported by several organizations including the DD Council among others as previously stated. The conference provides the only opportunity in our state for high school students with disabilities to travel, stay in a hotel, meet and greet other youth from across the state, and act like teenagers. It is an event worth attending.
- In addition to Tools for Life, the ATTA project conducted 18 web-based trainings with 232 people on a variety of topics including communication systems for people with severe multiple disabilities, I Touch training, accessible books, Broadmaker Plus software, visuals schedules, and Zoom text-low vision software for Department of

Labor Disability Navigators. To raise the expertise in Idaho schools, ATTA offered two-days of training annually for Assistive Technology Professionals (ATP), AT school personnel, and mentors with 47 people attending. The ATP training assists new practitioners to pass the required RESNA exam. Six additional presentations were conducted with 132 participants on alternative assessments, accessible books, making a switch, AT for struggling learners, and Computers for Kids at the Youth Leadership Forum. Through the Idaho Training Clearinghouse, ATTA hosts six on-demand training videos or audio PowerPoint's. A total of 316 people have accessed these trainings.

- The Autism Supports Project hosted four on-line professional development courses with a total of 21 school- based personnel enrolled. Two additional trainings were offered to school-based teams on autism spectrum disorders with 52 participants. A summer institute to increase the capacity of school-based teams to implement evidence-based practices for children with autism was attended by 38 people.
- Through CDHD Core, staff members offered 6 professional development courses with a total of 122 students participating. Content included information on positive behavioral supports, autism, the emotional heart of a child, working for students today and education tomorrow, and school-wide systems of support.
- Even Start is a family literacy program serving at-risk families with young children. The purpose of the program is to promote literacy, school readiness, and to strengthen child/parent bonds. Twenty three parents attended ESL classes in preparation for GED testing. Even Start staff provided individualized parent instruction during 84 home visits to 20 families and delivered training across 24 sessions for 14 parents in a group setting. The lessons focused on child development and parenting skills. Additionally, 19 parents and other community members participated in a computer literacy course and 23 participated in ESL classes in preparation for GED testing.
- The Project for Children and Youth with Deaf Blindness (PCYDB) offered four presentations with 63 participants and a summer institute on communication strategies for children with significant disabilities presented by Philip Schweigert with 82 participants. This training is co-sponsored by the Idaho State Department of Education and is also offered for professional development credit. The PCYDB along with support from the ISDE also hosted four webinar training events with 335 participants. All presentations were conducted by national speakers on: 1) How to Use Sensory Strategies by Gail Brown and Holly Hammen-Giese, Part I and 2; 2) Pediatric Seizures and Epilepsy in the Classroom by Diana Liacos; and 3) Story Kits to Tutor Scripts by Paula Kluth.
- The IdahoSTARS project, Idaho's Child Care Resources, Referral, and Professional Development program, hosted numerous trainings, webinars, conference presentations and self-study courses this past year. Quality childcare should reflect values and shape identities, give children a sense of belonging, influence behaviors and attitudes, and be inclusive. All training hosted by IdahoSTARS share this common element whether

the topic is on strategies to support children with disabilities in the child care setting, emergent literacy, behavior management, or business practices. The purpose of the training component in IdahoSTARS is to increase the quality of care for all children in Idaho. A total of 794 child care providers attended professional development orientation trainings; 858 providers attended orientation trainings on the Idaho Child Care Program for low income families; 105 relative family providers attended orientation trainings on relative care; and 265 providers attended orientation training on the Quality Rating System in child care. A total of 5,961 people attended IdahoSTARS approved trainings on numerous content topics. Another 527 providers attended training that was specific to including children with disabilities in child care settings. A total of 380 providers participated in self-study trainings developed on DVDs.

- The CDHD has completed its eighth year operating the Idaho Training Cooperative (ITC), which is responsible for the training and certification of all Developmental Specialists (DS) and Intensive Behavioral Interventionist (IBI) working with children in the state of Idaho. These are Medicaid billable services. A total of 126 people participated in IBI trainings during FY10 and a total of 53 people participated in DS for Children trainings.
- The Idaho Training Clearinghouse funded through the Idaho State Department of Education hosted monthly webinars for Secondary Transition Mentors with 11 participants and also hosted webinar training on Specific Learning Disability Peer Reviewer Process with 90 participants.
- The Positive Behavioral Supports Project, funded through the Idaho State Department of Education, is responsible to assist school-based teams to implement tier 3 level supports for children with challenging behaviors and tier 1 and tier 2 supports school-wide. Four trainings were offered on tier 3 support strategies with 78 people attending; topics included: behavior Interventions, data collection, FBA, and capacity building. A total of 14 trainings on school-wide positive behavioral supports were conducted with 664 people attending.
- Finally, the Teacher Certification Program, also funded through the Idaho State Department of Education, offered a four part webinar series on augmentative communication systems for people with autism with 340 participants.

**Objective 4.2** activities included CDHD's participation in 10 statewide, local and national advisory councils to promote policy and systems changes related to improving outcomes for children and youth in specific target areas as defined by the five year plan. Three of the advisory committees are hosted by CDHD projects.

- Two CDHD faculty members participated in the Children's Medicaid Redesign Workgroup. The redesign efforts stem from a proposal that was submitted to the Division of Medicaid in November 2006 by the Idaho Training Cooperative Advisory Committee. The purpose of the redesign workgroup is to create a more flexible high

quality system of supports and services for children with disabilities and their families. Over 20 people participated.

- A member of the IdahoSTARS team attended the state Idaho Child Care Advisory Panel (ICCP) 4 times with 30 members attending. Two members of the CDHD sat on the state inclusion team with 15 other participants. The team met quarterly through phone conference to develop and implement an inclusion plan for early care and education settings across the state. IdahoSTARS plays a key role in providing on-going training and technical assistance on inclusion in child care settings.
- The CDHD participated in the Consortium for Early Childhood Professionals a statewide group consisting of University faculty from six institutions of higher education, Head Start, and the Idaho Department of Health and Welfare. Approximately 20 members attended this biannual meeting.
- The 11 member advisory group for the Children and Youth with Deaf Blindness (PCYDB) conducted business via phone conference and email communication. The Director of the PCYDB also participated on the Idaho State Deaf Blind Advisory Board with 10 members. In addition she participated on the National Consortium on Deaf Blindness (NCDB).
- Even Start staff members participated on the Adult Literacy Council of the Palouse, First Book, and the Human Needs Council. These councils are local partners and collaborator who serve low-income families and youth. Twenty three people participated.
- The Teacher Certificate Program hosted an Advisory Committee consisting of parents, educators, and higher education faculty from three institutions. This 17 member group met one time during the past year.

**Objective 4.3** activities surpassed the target by providing technical assistance activities with 41,851 family members, youth, and in-service personnel to improve care and education outcomes for children and youth. Technical assistance activities pertinent to this goal will be presented per project.

*Idaho Assistive Technology Project (IATP).* IATP distributed stipends to 250 students to attend the Tools for Life conference. IATP staff coordinated the Tools for Life exhibits with over 30 exhibitors providing information to over 500 conference participants. They also provided information to 78 people regarding conference participation and coordinated 68 presentations.

*Assistive Technology Technical Assistance (ATTA).* The ATTA project provided technical assistance and financial support for the Augmentative and Alternative Communication Camp hosted in June of 2010.

*Autism Supports.* The Autism Support project is a school-based coaching service that provides on-site technical assistance to school-based teams on strategies that promote success for children and youth on the autism spectrum. Technical assistance was

provided to numerous school-based teams by four consultants with a total of 513 team members participating. The director of the Autism Project provided monthly technical assistance calls to the six state level autism coaches.

*Even Start.* Even Start is a family literacy program serving at-risk families with young children. To promote literacy, school readiness, and to strengthen child/parent bonds, Even Start worked with local schools to distribute free books to 265 families. In preparation for school-readiness, Even Start provided a) early literacy assessments with 21 young children served in the program, and b) technical assistance with parents to address education, developmental, and social needs of their children.

*Project for Children and Youth with Deaf Blindness (PCYDB).* The PCYDB program served 39 children this year. The project director visits children and their families in their homes providing technical assistance to parents and service providers regarding communication system development and learning strategies, vision assessment/consultation, transition to school environments, and to assist with calming behavior strategies. The project also conducted technical assistance in school settings that included initial and follow-up visits to meet with professionals on the above mentioned topics as well as to discuss relevant IEP goals. A total of 129 people received technical assistance in the schools. Additionally, the project provides technical assistance by distributing information in fact sheet format, educational child find letters, and monthly mailers. Topics include: communication, transition, cortical visual impairment, touch, the sense of smell, cochlear implants, among others. A total of 1,537 people received technical assistance through this process of information dissemination. The PCYDB also lends out instructional videos, books, switches, and toys to parents, caregivers, teachers and paraprofessionals. A total of 23 people requested items from the lending library.

*IdahoSTARS.* The IdahoSTARS project has a number of functions that help support child care providers to enhance their skills and knowledge about child development, research-based early care and education principles, and strategies for working with children with disabilities or who are at-risk. These functions include a lending library available in all seven regional Child Care Resource and Referral (CCR&R) offices, parent referrals, on-site technical assistance, and participation in the professional development career lattice system. Child care providers receive mentoring services intended to increase the quality of care and education of young children in Idaho. IdahoSTARS has 49 approved mentors that provided approximately 3,460 hours of mentoring services to 116 providers across the state. As of June 2010, IdahoSTARS had a total of 144 approved trainers who receive regular technical assistance and support from the project staff. Project staff also provided on-site technical assistance to 10 child care facilities on inclusive child care strategies with 20 providers participating. The seven CCR&R offices across the state operate lending libraries for child care providers, mentors, and trainers. A total 259 people participated in the lending library services. Each CCR&R also provides referral services to parents looking for child care. Enhanced referrals are provided for families who have children with specialized needs, families who do not speak English, and for families who are activated in the military. A total of 2,236 referrals were made during FY 2010. The CCR&R offices also provide on-site technical assistance to child care providers in each

of the seven state regions. A total of 1,487 TA visits were completed. Through the Quality Rating and Improvement System, 59 participating child care facilities conducted self-studies and received environmental assessments.

*Idaho Training Clearinghouse.* The Idaho Training Clearinghouse, a website listing all current special education related trainings across the state and funded by the Idaho State Department of Education, links special educators and parents of students with disabilities with training opportunities across multiple agencies and parent groups. Currently, the Clearinghouse hosts seven electronic learning communities. These free and publically accessible electronic communities provide technical assistance, guidance, materials, and interactions to individuals across the state, as well as, opportunities for public forums and feedback. Registration to become a member is voluntary and it is not necessary to become a member to engage in the site. The Alternative Assessment electronic learning community (ELC) received 5,468 page visits this past year. The Assistive Technology ELC was visited 692 times. The Continuous Improvement Monitoring System (CIMS) logged 1,756 visits. The Parent School Success (PASS) ELC was visited 281 times. The Secondary Transition Electronic ELC was visited 669 times. The Early Childhood Outcomes (ECO) electronic learning community was visited 1,225 times. The Specific Learning Disabilities (ECO) was visited 2,815 times.

The Idaho Training Clearinghouse also posted, facilitated, and maintained online trainings and webinars. In FY 2010, a total of 114 trainings were posted. Training postings were accessed 5,175 times between July 1, 2009 and June 30, 2010. A total of 5,603 participants registered for the trainings. Following each training event, there is a one to two day post training online evaluation and a six week post training evaluation that is sent via email to the training participants. This year the project sent 3,586 post evaluation emails for 87 trainings/webinars. At the six week follow-up, the Clearinghouse staff sent 2,732 evaluations emails for 69 of the training events.

*Idaho Training Cooperative.* The training cooperative provided technical assistance to providers, parents, and professionals from other agencies regarding access to training, materials and other issues, certification process, on becoming a trainer, accessing the website, identifying providers who are delivering the Developmental Therapy and Intensive Behavioral Intervention services, etc. Email and phone TA impacted 481 people this past year.

*Positive Behavioral Supports (PBS).* The PBS project provided on-site technical assistance with school-based teams to conduct functional assessments, develop and implement effective behavior plans, and strategies to create positive classroom and school environments that maximize student learning. In FY10, Individual Support coaches provided on-site technical assistance with 968 team members including professional, paraprofessionals, and parents. School-wide Support coaches offered technical assistance with a total 649 school participants. The 10 individual supports and school-wide support coaches received technical assistance each month via phone/web meetings.

*Child and Youth Study Center (CYSC).* The CYSC provides clinical service supports within the CDHD. The program is staffed with three clinical psychologists, one PhD and one Masters level school psychologist. In addition to direct services, CYSC personnel provide support to community members and organizations on specific topics when requested. This past year staff members provided consultation to 10 physicians, speech and occupational therapist, and probation officers in the local area about individual child/youth cases. The CYSC staff members also provided technical assistance to a local charter school to develop treatment plans and assess the effectiveness of intervention strategies. They also provided trainings for students and assessment and referral services as needed for 142 students who attend the local charter school. A total of 15 school-personnel participated. A total of 15 Idaho Team Members participated in the Region 10 Autism Summit, where the CYSC provided technical assistance and support to the group. Through URLEND, one staff member of the CYSC participated in 12 hours of conversation and training on Autism Spectrum Disorders with 30 other participants.

<b>GOAL 5:</b> Provide up to 680 state partners and other stakeholders over four years with training and technical assistance to meet the employment and transportation needs and choices of people with disabilities.			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
TRAINING (In-Service) & TECHNICAL ASSISTANCE	Employment; transportation	Employment, Transportation	IATP , ID PCYDB, ERID task force

Goal five addresses the need to establish high quality work environments and to increase job opportunities for people with disabilities in the state of Idaho. There are two corresponding annual objectives associated with goal five.

**Objective 5.1** is designed to establish a network of state partners to advocate for and create opportunities for people with disabilities to find and keep gainful employment. We did not meet our target goal this year in this area. We projected that we would impact 70 people across four boards or councils oriented toward employment issues. Two principal staff members are participants on the Employment Resources for People with Disabilities (ERID) task force. ERID is comprised of 20 members representing 17 state and private employment and/or disability related agencies. Funding for this task force requires that the ERID and state committees educate employers about the ADA and hiring people with disabilities. The IATP project director continues to participate on the State Rehabilitation Council with 15 members representing multiple agencies. The primary purpose of the SRC is to promote employment for people with disabilities.

**Objective 5.2** activities are minimal for this objective. We continue to have on-going conversations with the Idaho Vocational Rehabilitation Agency and the Idaho State Department of Education to develop an employment pilot program. However, we do not currently have the

expertise within the CDHD or University to provide training in employment or transportation and for this reason we propose to eliminate Objective 5.2.

<b>GOAL 6:</b> Provide direct services (assessment, diagnosis, referral, and intervention) to at least 3,080 children, youth, self-advocates, and family members over five years to promote the health, integration, and independence of people with disabilities.			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
DIRECT SERVICES	Education; life skills; social, emotional, and behavioral competency and health; employment; assistive technology, family supports	Quality Assurance, Education/Early Intervention, Health, Employment, Other-AT	UICYSC, Behavior Consultation, IFS 360, IATP, AT Reuse, AgrAbility, Even Start, ATTA, PBS, Autism Supports, ID PCYDB

Goal six is designed to promote healthy integrated lifestyles for people with disabilities by delivering direct clinical and community based supports across target areas with children, youth, and adults with disabilities and their family members. There are two objectives that address annual outcomes.

**Objective 6.1** surpassed the target this year by providing direct services to 727 people. A total of 130 children and youth were served in the clinical services program and 597 were served in community based supports that involved 2,378 contacts over the course of the year.

- The Assistive UI AgrAbility project conducted 12 assessments with participating farmers and ranchers in Idaho. The assessments were conducted by certified Assistive Technology Professionals (ATP).
- Through the Idaho Assistive Technology Project (IATP), the AT Reutilization program disseminated 228 AT items to consumers across the state. The AT low interest loan program, in collaboration with two banks, worked with 28 clients over the course of the year. A total of 20 loans were approved at \$84,745 and eight were guaranteed at \$31,740 for the purchase of AT devices.
- The Assistive Technology Technical Assistance Project (ATTA) provided direct assessments with 88 school-age students. Again, all AT assessments were conducted by certified ATPs. The assessments are team-based and child-centered designed to help develop the capacity of personnel and parents working directly with the children they serve.
- There were a total of 59 students on the Autism Spectrum who received support in school settings from state level coaches, and 64 school-aged children were served through the Positive Behavioral Support Project.

- Even Start provided home-based early childhood education services with 37 children and their parents enrolled in the program. Direct services included interactive literacy activities between parents and children. The focus is to help parents engage with their children in language rich activities to promote positive parent/child interactions. The Even Start program adopted the Parents as Teachers model for home visiting.
- The clinical services program (Child and Youth Study Center (CYSC)) provided direct clinical support to 130 children and their families. The activities include individual, family, and group counseling and assessment services (i.e., personality, emotional/behavioral, autism and cognitive). Group therapy focused on helping youth diagnosed with Pervasive Developmental Disorder to increase their positive social interaction skills. The reading clinic served 18 children this past year.
- The Family Support 360 program provided direct support to 19 families between July 1, and September 30, 2009.
- The Project for Children and Youth with Deaf Blindness (PCYDB) served 20 school-age children and their school based team this past year.
- The Behavior Consultation Project provided direct support with 24 adults with developmental disabilities to develop behavioral competence at home, work, and in the community. Technical assistance was provided to community team members to assure that behavioral plans were developed in collaboration with key people in the adult person's life and to assure consistent implementation of the plans.

**Objective 6.2.** A model demonstration project is in development for individual with significant disabilities. This work is in conjunction with the PCYDB and the University of Montana Rural Institute. We suggest modifying objective 6.2 to include one or two pilot projects with one or two individuals. Then disseminate findings so that we are able to begin to build a base of evidence related to employment options for individuals with significant disability challenges.

<b>GOAL 7:</b> Conduct up to 20 efficacy studies, evaluations, and/or policy analyses over five years to inform policy about and enhance knowledge of effective strategies and systems for people with disabilities and their families.			
<b>Goals Across Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
RESEARCH & EVALUATION	Community supports; employment; transportation; health; mental health; education and early intervention; child care; assistive technology; family supports; and other emerging topics	Quality Assurance, Education/Early Intervention, Employment, Transportation, Health, Child Care, Other-AT	Interdisciplinary Training Program, IT Clearinghouse, IFS 360, ATTA, IATP, AT Reuse, PBS, Deaf/Blind Project, IdahoSTARS, Even Start, UICYSC (ULEND), AgrAbility, Inclusion Study

The intent of goal seven is to inform policy and practice in the state and nation by developing research-based policy briefs and efficacy studies related to target areas identified in the five year plan. There are two corresponding objectives that address annual outcomes.

**Objective 7.1** focuses on developing grant applications, reviewing literature, aggregating data to support written summaries, preparing articles, and writing curriculum materials.

**Objective 7.2** pertains to the implementation of efficacy studies across CDHD projects. Reporting for both objectives is combined due to the activities of both objectives are interrelated.

- The AT AgrAbility project conducted a statewide formal needs assessment to examine the impact of AgrAbility services. The survey went out to 128 individuals. Further, a coalition of key stakeholders held public meetings to assess needs with a total of 155 people across Idaho. Information from the survey and public hearings will be summarized and developed into a policy brief.
- CDHD core staff submitted an application for technical assistance through the National Professional Development Center on Autism Disorders and a State Implementation Grant to Improve Services for Children and Youth with Autism Spectrum Disorders and other Developmental Disabilities. The grant was submitted to the US Department of Health and Human Services, Health Resources and Services Administration. Core staff also submitted an Act Early Mini-grant application to AUCD, and an Indian Education Outreach Grant to the US Department of Elementary and Secondary Education.
- All projects housed at the CDHD generate annual reports with outcome data and will be reviewed for application to policy briefs and article submissions.
- The Family Support 360 project conducted a program evaluation and is currently being revised to submit for publication.
- The IdahoSTARS project completed a child care study that involved over 2,000 child care providers. A report has been generated and will now be summarized for statewide distribution and article submission. IdahoSTARS is also in the process of creating a five year research and evaluation plan that will generate several studies over the next few years. The research agenda will intersect with goals established through the State Coordinating Council on Early Childhood.
- The Idaho Training Clearinghouse assisted the Idaho State Department of Education (ISDE) to conduct an on-line study for the Self-Assessment Monitoring (SAM) Process. A total of 193 parents and 2,353 school based personnel responded. Also, the Clearinghouse assisted with another on-line satisfaction survey through ISDE Student Achievement and School Improvement office with 168 respondents.
- Clinical services staff produced a policy brief on School-Wide Supports and conducted a study to determine the effects of exercise on attention, concentration, and

impulsivity with elementary age students. An article was published on Class-wide Peer Modeling Intervention Package to Increase On-task Behavior in the June issue of Psychology in Schools.

- A dissertation titled "A Comparison of Taiwan Educators: Attitudes, Knowledge, and Perceived Barriers Toward the Inclusion of Students with Disabilities" was completed and then presented at the AERA conference in April. Three publications are now being generated from this study.
- Several Master's Project were completed this year and study proposals submitted.

<b>GOAL 8:</b> Disseminate to at least 125,000 people over five years culturally relevant and universally accessible information to promote positive outcomes for people with disabilities and their families.			
<b>Goals Across Core Functions</b>	<b>CDHD Focus Areas</b>	<b>NIRS Areas of Emphasis</b>	<b>Projects</b>
DISSEMINATION	Community supports; employment; transportation; health; mental health; education and early intervention; child care; assistive technology; family supports; and other emerging topics	Quality Assurance, Education/Early Intervention, Employment, Transportation, Health, Child Care, Other-AT	All Projects

The CDHD surpassed the goal and objective for dissemination. There were 93 dissemination activities reported for goal 8 and 84 products disseminated, 18 of which were generated in FY10. Information was disseminated to 127,225 people. Products included websites, course materials, Artwalk calendars and note cards, brochures, summative reports, fact sheets, handbooks, manuscripts, monographs, e-brochures, and instructional manuals.

**MEASURES OF COLLABORATION:****Critical issues/barriers affecting individuals with developmental disabilities and their families in Idaho 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, Disability Rights Idaho (Idaho's Protection and Advocacy Organization), and the Center on Disabilities and Human Development (CDHD) identified the following priority areas in the state of Idaho:

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
5. Transition to adult life and post secondary employment

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

All three sister agencies continued to promote and support the development of the Idaho Self-Advocacy Leadership Network (SALN). The SALN has achieved non-profit status and maintains membership on each of the three sister agency advisory committees. SALN is comprised of over 40 self-advocates statewide with an active board of directors.

The Council on Developmental Disabilities has taken the lead to provide training on preventing abuse and neglect in collaboration with SALN.

The DD Council, Disability Rights Idaho, and the CDHD jointly support efforts to redesign the Children's Medicaid System (CMS) in Idaho. This effort was based on a proposal submitted to The Idaho Division of Medicaid in 2006, by a CDHD supported advisory group working on intensive and developmental intervention certifications. Also, all three entities have supported in the integration of Family Directed Services into Medicaid Redesign. The Council on Developmental Disabilities took the lead on Family-Directed activities over the past several years.

The DD Council and CDHD are jointly promoting effective transitions to adult life through work on a CMS Person-Centered Planning Grant and the Secondary Transition Task Force that supports the Tools for Life Conference and other youth leadership activities.

All three organizations continue to work jointly on all area of human rights and self-determination through policy, legislative, and educational activities.

**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 an independent, self-sustained adult advocacy group that promotes the principles of self-determination through training, leadership, and mentoring. The SALN has developed an annual action plan that incorporates requested supports from the triad. Collaboratively, the CDHD, Disability Rights Idaho, and the DD Council along with SALN meet to review the action plan and negotiate each organization's annual contributions.

Expected outcome for Medicaid Redesign is a flexible system of supports that is family-driven and child-centered. A continuum of supports is proposed to maximize family choice that is generated through a person-centered planning approach.

Transition to desirable adult outcomes is a concern to all three sister agencies. The person-centered planning project, the Tools for Life Conference, and youth leadership in Idaho are all supported to create rewarding and self-directed life paths for people with disabilities once they leave K-12 institutions.

**CDHD'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 support, technical assistance, and financial support to SALN, as does Disability Rights Idaho.

The DD Council has taken a lead role in advising, coordinating, and funding activities with the SALN. All three groups are working jointly on the Children's Medicaid Redesign. CDHD staff members took the lead in designing the original proposal submitted to Medicaid in 2006 and continue to provide significant input into the redesign effort. In transition to adult life, the DD Council provides financial support for the "Tools for Life" conference and the CDHD provides the coordination. The CDHD designed the Person-Centered Planning Curriculum and delivered the training. The DD Council directs the project and provides coordination of the person-centered support personnel. Disability Rights Idaho and the DD Council take a lead role in advocating through legislation on policy related to self-determination and human rights. The CDHD faculty conducted the research and developed the Support Broker Curriculum used in the Self-Determination Waiver program for adult services in Idaho.

**Identified problems encountered as a result of this collaboration, and technical assistance, if any:**

Identifying resources, both human and financial, continues to be an on-going concern especially in providing support to the SALN. However the network is committed to principles of self-determination and self-advocacy for individuals as well as families.

**Unexpected benefits of this collaborative effort:**

The growth of SALN continues to be inspirational. There are now over 40 members statewide and an active board of directors. SALN has achieved private non-profit status and the strength of their message grows each year. Self-advocacy is strong in Idaho and all three network organizations heed to the self-advocates' voices: "nothing about us without us."

Through joint efforts with the DD Council and the CDHD among a host of other state players, the Tools for Life conference has also become a popular forum for self-advocates including the SALN. The conference is attended by more than 250 high school students with disabilities who are quickly assimilating the message that they have the right to make their own choices and that indeed their lives are their own to direct.

**Collaborations with non-DD Act funded programs:**

CDHD personnel participate on numerous non-DD Act funded state and university boards and councils resulting in many state funded projects and collaborative activities. The center also hosts several 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. 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 sustain Assistive Technology Reutilization. We also work in close partnership and with 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, 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.

## FY 2010 ADD Funds Leveraged

ID – Center on Disabilities and Human Development, UCEDD

Source	Funds Leveraged	% of Total Leveraged
<b>Federal</b>	\$1,663,925	18%
ACF	\$230,000	
ED (US Dept. of Education)	\$1,421,164	
USDA	\$12,761	
<b>State</b> (federal flow through dollars)	\$7,247,171	78%
<b>Local</b>	\$20,157	0%
<b>Other</b>	\$368,518	4%
Fee for Services	\$7,168	
University	\$20,000	
Other	\$341,350	
<b>Total Funding Leveraged:</b>	<b>\$9,299,771</b>	