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| **GOAL 2:** Provide up to 50,000 state partners, university partners, providers, families, and self-advocates over five years with training to develop and deliver quality supports, services, and interventions for people with disabilities and their families and to maximize the care, education, and postsecondary outcomes for children, youth, and adults with disabilities (birth through elderly).  |
| **Core Function: Community Services** (***Training***)**Areas of Emphasis:** Education and Early Intervention, Child Care, Quality Assurance, Health, Employment, and other- Quality of Life and Assistive Technology |
| **Type of Activity:** Capacity Building |
| **Objectives (Annual Measures)** | **Major Accomplishments** | **FY 2015 Annual Progress Data** |
| **Obj. 2.1** Recruit and train at least 65 short term interdisciplinary trainees over five years to gain practical experience and training in the areas of early intervention, inclusive and post-secondary education, assistive technology and universal design, direct support, self-advocacy, disability studies and policy, employment, and health and well-being. | The CDHD placed **27 preservice** University of Idaho students, short term trainees, in 4 after-school programs, 2 preschools, and 2 special education classrooms. The students served as tutors throughout the school year on a financial aid award. | **🗹 Fully achieved: since FY 2013, over 65 students have participated as short-term trainees**🞏 Partially achieved🞏 Not initiated yet |
| **Obj. 2.2** Offer continuing education and professional development (***for credit***) opportunities over five years with up to 1,000 in-service personnel, family members, and youth through annual workshops, conferences, institutes, and up to seven other related training activities, including web-based activities that promote one or more areas of focus including early intervention, inclusive and post-secondary education, assistive technology and universal design, direct support, self-advocacy and disability studies and policy, employment, and health and well-being.  | CDHD faculty and staff offered **35 credit-baring** **training** opportunities to community members across the state with a total of **394 participants.** Examples of credit offering titles include: Transition to Work, AAC Camp, Assistive Technology Professional Training, Autism Supports, Explicit Instruction, ASD-Characteristics to Intervention, Attention and Posture, Executive Functioning Interventions for Students with Autism, Quality Literacy Instruction, Stress and Disabilities, The Ziggurat Model, Transition to Work, Curriculum for All, RTI-Core Components, and RTI Tiered Intervention Design.  | **🗹 Fully achieved: since FY 2013, over 1,000 community members participated in credit-baring training experiences offered through the CDHD**🞏 Partially achieved🞏 Not initiated yet  |
| **Obj. 2.3** Provide training and community education ***(not for credit***) for 10,000 or more students, state partners, providers, family members, and self-advocates through at least three annual statewide/regional workshops, two annual conferences, and at least 15 other related training activities per year that address early intervention, inclusive and post-secondary education, assistive technology and universal design, direct support, self-advocacy, disability studies and policy, employment, and health and well-being. | A total of **18,313 people** participated in **110 training events or series** across CDHD projects. The breakdown of participant groups is as follows:Students 204Professional/Para Professionals 17,043Family Members 468Adults with Disabilities 82Children 35Policy Makers 5General Public 194Examples of Types of Training by Projects:**artAbility**1. **Six art** workshops led by 3 professional artists with **nine adults** with disabilities.

**Assistive Technology Technical Assistive (ATTA) (4 out of 17 offerings):**1. AT presentations at the “Tools for Life” conference with **70 participants**, (Hosted by CDHD-AT project) on apple/android devices, hearing and vision technology, activities of daily living, computer based AT and AT for work/college success.
2. Two-day annual Assistive Technology Professionals (ATPs) and school-based AT personnel training with **78 participants**.
3. AT Webinar for Teachers of the Visually Impaired with **20 participants.**
4. Communication Device Training

**Idaho Assistive Technology Project (2 out of 11 offerings):**1. Assistive Technology Institute: A two-day training for individuals with disabilities or who support people with disabilities on AT for independent living. **70 people** participated.
2. Presentation at Community Partnership Conference with **63 participants** focused on mobile technology like the ipad and its various uses. CDHD assists to sponsor the “Community Partnership Conference” which hosts more than **600 participants** annually.

**Autism Supports Technical Assistance**1. Training to school personnel on providing supports for students with Autism with **15 participants.**

**Idaho STARS Child Care Program for the state of Idaho (5 out of 72 offerings)**1. A total of **345** child care providers statewide attended the **162 ICCP Orientations** presented by regional staff. These orientations are required for child care providers who care for children participating in the Idaho Child Care (subsidy) Program.
2. There were **3, 570 IdahoSTARS** approved training opportunities with **8,543 people**, excluding training relevant for special health care needs or serving children with disabilities.
3. IdahoSTARS ECTA webinar (inclusion series) on Idaho resources and planning for including young children with disabilities in high quality early care and education programs, with **54 participants.**
4. A total of **28 trainings** were offered on serving children with special needs with **670 total participants**. Topic examples include: Autism 101; Inclusion: Designing a Classroom, that Encourages Positive Behavior; The Magic of Play; Mother Goose on Ritalin; Reducing the Risk of SIDS in Child Care; ADD and ADHD; Challenges, Diagnosis, and the Positive Attributes of ADHD; Creating a Culture of Inclusion; Embedded Interventions and Transition
5. IdahoSTARS has created a series of Essential Trainings for providers involved in the Quality Rating and Improvement System. In Idaho, this is called **Steps to Quality.** A total of **11 essential training series** were offered to **1,665 care providers** across the state.

**Habilitative Supports-IT Coop**1. The Idaho Training Cooperative (IT Coop) developed and hosts an on-line courses for providers who bill Medicaid for Habilitative Support Services. The training is self-paced (approximately 4 hours) that provides the foundation for supports and facilitation of children with developmental disabilities. A total of **886 providers** completed this training in FY 15.

**Idaho Project for Children and Youth with Deaf/Blindness**1. Summer Institute: Nurturing Communicative Competence. A two-day training for parents and professionals. **Thirty seven people** attended. Presented by Phil Schweigert.

**Child and Youth Study Center**1. Anti-bullying training with **45 6-8th grade** **students.**
 | **🗹 Fully achieved: 18,313 people participated in training (not for credit) through the CDHD in FY15**🞏 Partially achieved🞏 Not initiated yet**Goal 2 Overall: Partially Achieved****Since FY 2013 we have provided training to 44,448 people. We are on track to meet our five year goal of 50,000 people trained through the CDHD.**  |