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| **GOAL 3:** Provide technical assistance for up to 125,000 family members, providers, self-advocates, and other agency personnel annually to increase the state’s capacity and policies to improve community supports, use of evidence-based interventions and education approaches, access assistive technology, adopt and incorporate principles of self-advocacy, universal design, inclusion, and health and wellness. |
| **Core Function: Community Services** (***Technical Assistance***)**Areas of Emphasis:** Education and Early Intervention, Child Care, Quality Assurance, Health, Employment, and other- Quality of Life and Assistive Technology |
| **Type of Activity:** Advocacy, Systemic Change, Capacity Building |
| **Objectives (Annual Measures)** | **Major Accomplishments** | **FY 2015 Annual Progress Data** |
| **Obj. 3.1** Provide technical assistance and service to at least 20 committees, boards, and councils annually that maintain objectives relevant to pre-service and in-service education, 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.  | Much of the work we do at the CDHD to benefit the lives of people with disabilities and their families is in partnership with national, state, local, and university entities. Through boards, councils, and task force groups, CDHD faculty and staff provide expert technical assistance and/or cooperative learning and systems enhancements. In total for FY 15, these activities included **748 people**.Faculty and staff at the CDHD sit on **10 national boards** or councils. The list is as follows: 1. Association of University Centers on Disabilities (AUCD) Board of Directors
2. AUCD Council on Community Advocacy (COCA)
3. AUCD National Training Directors Council
4. AUCD Multicultural Council
5. AUCD Community Education and Dissemination Council
6. ATAP National Board
7. Review of Disability Studies Editorial Board
8. National Workforce Registry Alliance Board
9. Region Seven Western States Research Collaborative
10. DEC Inclusion Special Interest Group

CDHD staff and faculty either lead or sit on **17 state task** force groups, boards, or councils. An example list (7 out of 17) follows:1. Idaho Council on Developmental Disabilities
2. Consortium of Idahoans with Disabilities
3. Early Childhood Coordinating Council
4. Idaho Interagency Council on Secondary Transition
5. Idaho State Independent Living Council
6. Idaho State Department of Education Special
7. Education Advisory Committee

CDHD staff and faculty also participate on numerous university level committee, boards, and task force groups, an example list follows:1. College of Education Staff Advisory Board
2. University of Idaho Institutional Review Board
3. University of Idaho Admissions Committee
4. College of Education Leadership Committee
5. Graduate Research Program Committee
6. Advisory Board for College of Education DECEO Center for Innovation and Learning

CDHD staff are involved both locally and in statewide committees that are hosted by the CDHD projects. The list follows:1. CDHD Community Advisory Committee
2. artAbility Committee
3. IATP Advisory Council
4. IdahoSTARS CCHC planning committee
5. Two year Institution Articulation Committee
 | **🗹 Fully achieved**🞏 Partially achieved🞏 Not initiated yet |
| **Obj. 3.2** Provide technical assistance to 25,000 family members, providers, self-advocates, and other agency personnel through web-based interface, phone contact, team meetings, or personal communications that focus on 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.  | CDHD faculty and staff provide on-going technical assistance to family members, providers, self-advocates, and other agency personnel or general public through a variety of project led activities. Technical assistance activities are outlined and summarized by project.1. **artAbility:** The CDHD hosted an open house to showcase the art work of adults with disabilities living in the local community. The art was produced through a series of workshops conducted throughout FY 15. This project was funded and coordinated by a CDHD trainee with the support of other trainees, staff and faculty. A total of **160 community members** participated in this event and were exposed to the work and capabilities of local artists through **50 art pieces.**
2. **ATTA:** The Assistive Technology Technical Assistance project assisted IEP school teams with **69 AT assessments** impacting **345 people**. These assessments are team-based and meant to build the capacity of the school/parent members. During these assessment demonstrations over 300 devices were showcased. ATTA also provided financial and technical support during a week-long AAC Camp in June of 2015. Camp activities include educational and social aspects that help attendees learn about and better use/support communication devices. A total of **90 people** were impacted.

Another **50 people** were impacted by ATTA technical assistance through demonstrations at conferences.1. **Autism Supports:** This school-based technical assistance project brings evidence-based practices to school personnel and parents throughout the state of Idaho. In total, Autism Support consultants spend **1,713 hours** conducting coaching services either face-to-face or via webinar with a total of **179 parents** and **1,662 professionals**.
2. **Core:** Several technical assistance activities were supported through core funds. Staff provided technical assistance with CDHD Community Advisory Committee (CAC) members on the purpose of the DD network and associated activities; for policy makers on Disability Advocacy Day at the Capitol in Boise, Idaho; for students, self-advocates, high school students, and the general public through a Disability Advocacy Day workshops, mentoring, and job shadowing. CDHD also provides on-going support to the State Advocacy Leadership Network (SALN) on preparing newsletters, conducting workshops, submitting grant proposals, and reviewing scholarship applications. Finally, the core supported faculty and students to participate in a two day retreat with Utah Regional Lend Program. In total **177 people** were impacted through these activities.
3. **IATP:** Technical assistance was provided by the Idaho Assistive Technology Project with **2,060 people** across Idaho. Activities included equipment demonstrations; roundtable discussions; and phone interactions regarding funding, loans, equipment use and acquisition.
4. **ID PCYDB:** The Idaho Project for Children and Youth with Deaf/Blindness impacted **460 people** through technical assistance activities. Activities included school and home visits regarding communication systems development and learning strategies, vision assessments, transition to school information, assistance with IEP and Person Centered Planning, and to introduce calming strategies; monthly mailers to parent, caregivers teachers, and service providers; project library loans for DVD’s videos, books, switches, toys etc., and distance mentoring of school personnel.
5. **IdahoSTARS:** IdahoSTARS supports childcare providers and parents searching for childcare in the state of Idaho. Through seven regional offices, child care consultants conducted **2068 site visits**. **104 child care programs** and **384 providers** participated in the Steps to Quality program that includes standards on inclusive care for children with disabilities. **2,192 training** **scholarships** and **65 academic scholarship** were awarded to providers. **3,651** providers participated in the IdahoSTARS professional development registry, **759 were new** this past fiscal year. Regional office staff provided referrals to **1,843 parents** in search of child care options. Each of seven regional offices engaged in lending library activities. In total **1,192 lending library activities** transpired this past fiscal year. In addition, regional and central office staff attended fairs with information booths, conducted consultations on the Child Care Health Consultant’s Roles and Services and wrote informational blogs related to quality care.
6. **IT Clearinghouse:** The Idaho Training Clearinghouse project provides a training, technical assistance, and learning community resource for the State of Idaho. The ITC hosted **15 separate learning communities** that include the following: Accessible Instructional Material, Alternative Assessment, Assistive Technology, Special Education in Charter Schools, Continuous Improvement Monitoring, Early Childhood, English Language Learners, IDEA Dispute Resolution, Idaho Educational Services for the Deaf and Blind, New Special Education Teacher, Results Work, School-Based Medicaid, Secondary Transition, Positive Behavioral Intervention Supports, and Specific Learning Disabilities. In total, there were **21,901 participants** who attended the learning communities this past fiscal year. The ITC hosts and provides assistance to groups for on-line trainings, meetings, calendar events, and access to private portals. In total, **6,583 people** participated with the ITC during these TA activities.
7. **SPDG RTI:** The Response to Intervention Project, hosted by the Idaho ITC, also provides a learning communities that included **3,621 participants** throughout the fiscal year. In addition, the SPDG RTI project provides TA to host trainings, meetings, and private portals for specific groups. A total of **3, 919 people** participated.
8. **UICYSC:** Gwen Mitchell, director of the CDHD clinical service program provides on-going TA and consultation to family members, educators, schools, medical administrators, UI faculty, and staff. In total she provided TA to approximately **18 individuals** this past fiscal year.
 | **🗹 Fully achieved**🞏 Partially achieved🞏 Not initiated yet**Participants Served:**Students 109Pros/Para 13,174Families 3,6000 Adults 72Children 76Policy 23Public 31,374 **Goal 3 Overall: Fully Achieved**We exceed our five year goal by providing over 125, 000 people with technical assistance in the past four years. This year, 49, 210 participants received technical assistance which exceeded the annual goal of 25,000 participants.  |