



Idaho Center on Disabilities and Human Development

Annual Performance Report 2021

CONTENTS

Introduction	3
Projects graphic evaluations	7
Products graphic evaluations	8
Detailed work plan progress report	9
Goal 1	9
Objective 1.1	9
Objective 1.2	12
Objective 1.3	13
Objective 1.4	13
Goal 1 graphic evaluations	15
Goal 2	17
Objective 2.1	17
Objective 2.2	18
Objective 2.3	21
Objective 2.4	26
Goal 2 graphic evaluations	31
Goal 3	33
Objective 3.1	33
Objective 3.2	33
Objective 3.3	35
Objective 3.4	35
Goal 3 graphic evaluations	36
Total funding leveraged	38
Summary of GPRA measures	38
Measures of collaboration	40
Summary of evaluation results	45
Annual data comparisons across fiscal years	46

INTRODUCTION

Under agreement with the University of Idaho (U of I), the Center on Disabilities and Human Development (CDHD) operates independently within the College of Education, Health and Human Sciences. The AIDD core grant provides the infrastructure by which we operate to meet our program goals and objectives.

Fiscal year 2021 (FY21) represents the fourth year of the five-year plan. The core goals are to:

1. enhance university-based education across disciplines on diversity, integration, human rights, accessibility, evidenced-based practices, policy and leadership
2. promote, design and implement quality community trainings, supports and services that benefit target populations and those with unmet or under-met needs
3. impact policy through research, dissemination and engagement with coalitions related to the expressed needs of state constituents and underserved populations.

We work to accomplish goal one through university teaching both at the graduate and undergraduate level; through delivery of our multi-level interdisciplinary training program; and through crediting bearing continuing education opportunities.

Goal two is accomplished through:

- a. direct and community-based services
- b. training and technical assistance to Idaho's work force, families, and people with disabilities across the age span.

Goal three is met through collaborative work with our state partners to build community-based policy coalitions; through membership on numerous boards and councils; research activities and dissemination of information to our constituents.

The core supports the Director, two Associate Directors and four Core Function Directors:

1. Interdisciplinary Preservice Training
2. Evaluation and Research
3. Community Services
4. Communication and Dissemination.

Additionally, the core supports a National Information and Reporting System Coordinator (NIRS), an operations team manager, a Clinical Services Director, and several support staff.

Each appointed faculty member on the core direct other projects supported through various funding streams.

Total funding for FY21 was \$8,832,194 with \$8,261,194 leveraged from core funds. Our workforce consisted of 22 long-term trainees, 77 faculty and staff, including three-affiliate faculty – two from the College of Education, Health and Human Sciences, Department of Curriculum and Instruction, and one from the College of Letters, Arts, and Social Sciences, Department of Psychology.

The CDHD continues to have a presence across the state of Idaho through four regional assistive technology centers and seven regional child care resource centers. Our main office is in Moscow, Idaho near the University of Idaho Campus; our satellite office is in the state capital at the University of Idaho Boise Center.

Across all projects and goal areas, CDHD disseminated 83 products to 568,087 recipients; 53 products were created this year and 88% of the materials were in an alternate/accessible format.

Through our clinical program, 131 children and families received assessment and/or intervention services. Some assessment services were performed via telehealth through services provides by Behavior Imaging, a private company supporting technology to diagnose autism spectrum disorder.

Through other programs, 507 additional people received community-based services. CDHD faculty and staff offered 42 credit-bearing professional development opportunities with 192 participants across the state.

Faculty and staff taught 12 preservice courses with 87 University of Idaho students and presented four guest lectures with 152 students. Most of the courses CDHD faculty teach are at the master and doctoral level and are low enrollment programs.

Numerous not-for-credit community-based training and technical assistance opportunities were provided to thousands of people across the state to support the use of evidence-based practices in early childhood settings, public and private K-12 schools, in adult service settings, and with advocacy groups.

Through our multiple interactions across the state, we are involved with policy development, exemplary training and education, and systems enhancements that improve the lives of people with disabilities and their families.

To impact policy at the community level, the CDHD, along with the Idaho Council on Developmental Disabilities and Disability Rights Idaho, work together to build community-based policy coalitions designed to promote public leadership of adults with developmental disabilities and family members who work together to educate and influence policy makers.

Through the Idaho Living Well project, four work groups met regularly, through zoom, to impact change in Home and Community Based settings by:

1. developing a 'train the trainer' framework for self-advocates, led by self-advocates
2. creating a training and career opportunities framework for direct service providers
3. creating a safe system to report and consequently reduce incidences of abuse and neglect of people with disabilities
4. create a culturally responsive service delivery system through the lens of family members belonging to the Hispanic (Latinx) population in Idaho.

All Living Well activities are reported to a large 60-member advocacy group called Community NOW (CNOW). CNOW is coordinated through the Council on Developmental Disabilities and designed to give voice to people with disabilities and family members.

Once systems are vetted through CNOW, they move on to policy makers in Medicaid and other Idaho Health and Welfare Offices (H&W). However, due to the Pandemic and limited capacity of H&W staff, recommendations were not moved forward this past year. H&W staff do participate in most of the work groups and provide insight and direction to help steer policy direction to the “doable” rather than the ‘pipe dream’.

Another way we impact policy is through participation on numerous boards, councils and advisory committees. Currently, CDHD staff participate with seven national committees, 15 state groups, eight university committees and 10 local or CDHD hosted groups.

During much of FY21, the staff at CDHD worked remotely. All meetings, events and trainings were delivered remotely. We engaged in telehealth assessments and intervention services to support people with disabilities and families at a distance. Like much of the world, staff balanced home and work life, serving not only the needs of the state through our multiple projects but also the needs of their families.

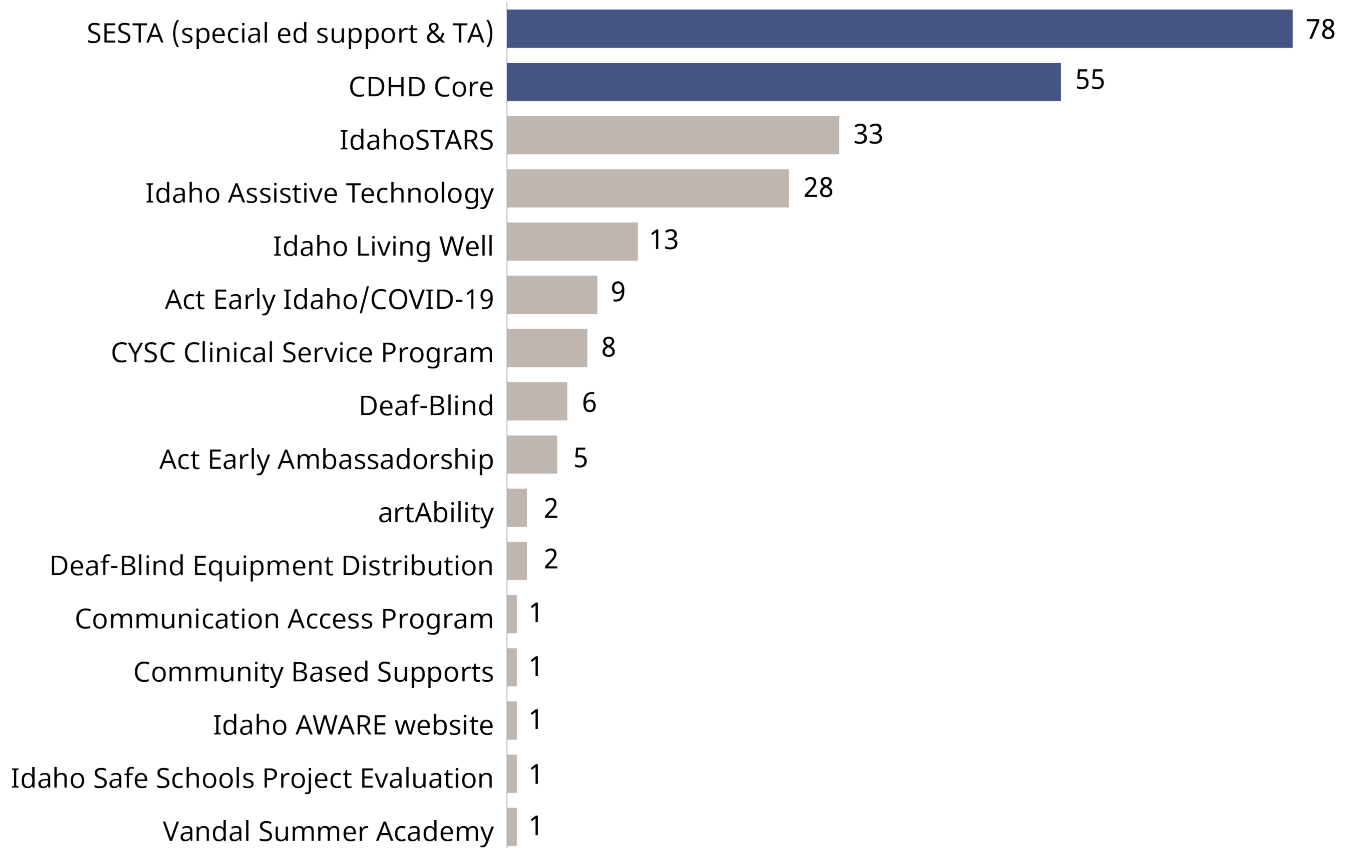
Beginning this spring with our Community Advisory Committee and CDHD staff we launched our next five-year strategic planning process. Also, later this spring, CDHD was awarded a vaccine access grant through the CDC. The Assistive Technology staff took on most of the work scope in collaboration with other state partners such as the state independent living council, the DD Council and other members of the Consortium for Idahoans with Disabilities (CID).

The focus of the project is to increase access to vaccines and information about vaccines for people with disabilities across the state. Especially in the most rural and remote areas. What we have found is that people who were reluctant about the vaccine prior to the program remain reluctant.

Projects

16 reporting projects and number of activities per project

55% of total activities are entered by SESTA and CDHD Core



Products

9 product types and numbers of each type

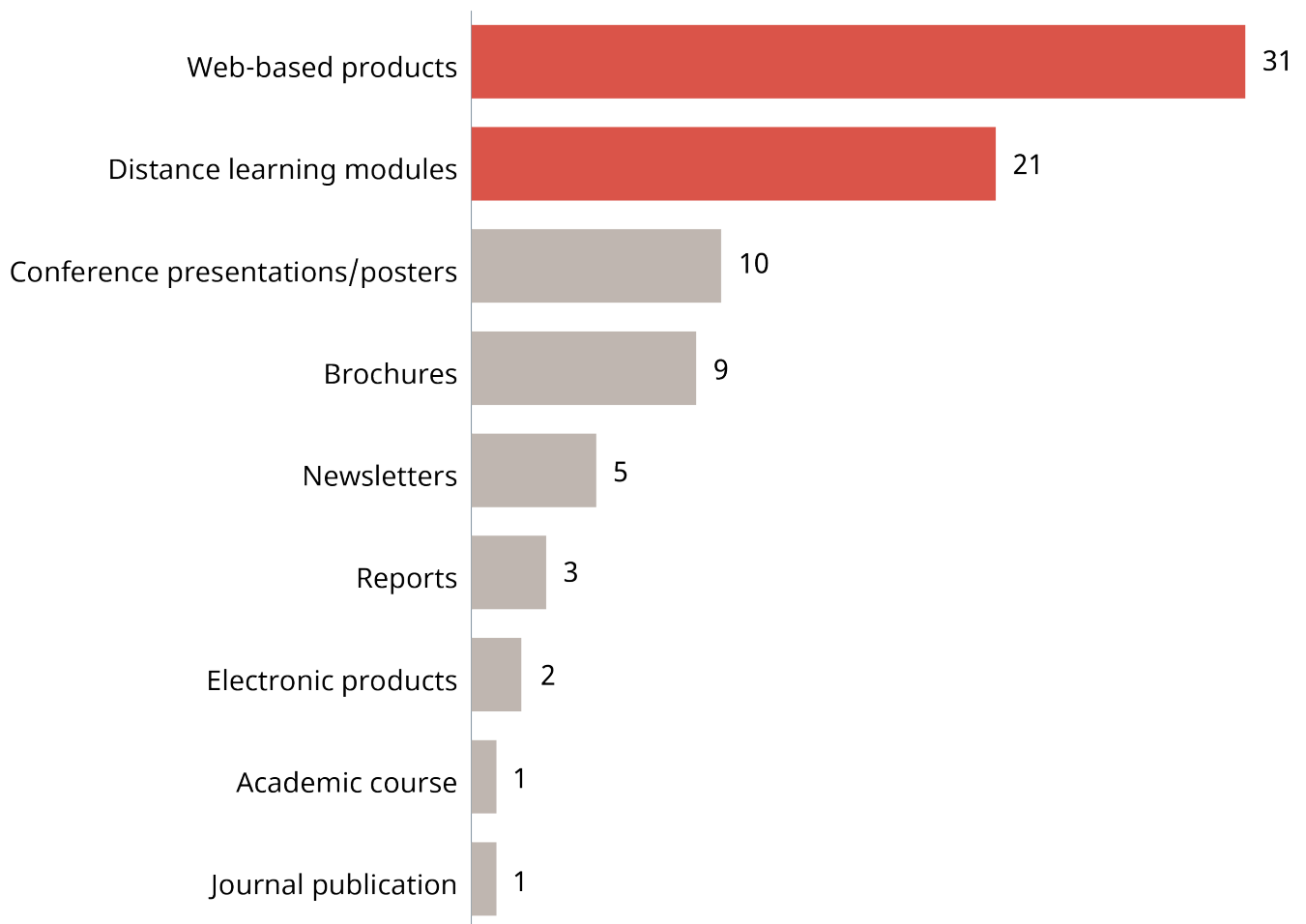
63% of total products are online/web-based

83 total products

53 (64% newly developed in FY21)

73 (88% disseminated in accessible/alternate formats)

568,087 total recipients



DETAILED WORK PLAN PROGRESS REPORT

Goal 1

Enhance university-based education across disciplines on diversity, integration, human rights, accessibility, evidenced based practices, policy and leadership.

Objective 1.1 – fully achieved

To increase the number of students from minority or underrepresented groups, recruit up to five students annually from diverse backgrounds to participate in undergraduate and graduate programs offered through the CDHD and URLEND:

- In FY21, the CDHD engaged 22 students in the interdisciplinary training program. Our trainee program includes:
 1. an undergraduate component with 14 students
 2. UR-LEND trainees with eight CDHD participants, 10 other Idaho based trainees, and 43 additional participants across five states
 3. practicum trainees in clinical services with three Washington State University clinical psychology doctoral students
 4. U of I/CDHD doctoral students with an emphasis in ASD and related disabilities with 4 students.
- The Undergraduate Interdisciplinary Trainee Program (UITP) is coordinated by Olivia Lebens, a LEND fellow with extensive experience in the AUCD/UCEDD/LEND/DD networks. For participation in the UITP, students are recruited from all U of I majors/colleges. Typical annual recruitment is on-going by word of mouth; recruitment information tables hosted by the CDHD at a variety of U of I events. There were no in-person recruitment fairs this year due to the pandemic; however, recruitment efforts were made via word of mouth, solicitation by faculty in the Education and Psychology departments, and with signs posted on campus distributed by professors in the Education and Psychology Departments.
- Undergraduate trainees are employed in various CDHD projects, with individual training goals and objectives identified prior to beginning

their positions. Students identify personal training goals and meet with Olivia Lebens four times per year to review their individual training goals. This year, nine trainees/students attended eight two-hour interactive didactic training events (four in the fall, four in the spring), all via Zoom. This format presented challenges and opportunities.

1. The first fall event was an orientation to the AUCD and the UCEDD networks.
2. Training two focused on trainee expectation and professional development opportunities at the CDHD.
3. Training three focused on Home and Community Based Services – Systemic Change presented by Jen Magelky-Seiler from the Idaho Living Well Project.
4. Training four focused again on Orientation to the UCEDD and CDHD.
5. Training five featured Jess Matthias and Toby Schultz, both individuals identify with developmental disabilities, presented their experiences in self-advocacy.
6. Training six was presented by Dr. Gwen Mitchell, the director of the clinical services program. Dr. Mitchell has extensive experience working with and conducting psychological assessments for children with neurodevelopmental disorders. Dr. Mitchell provided an interactive training on executive functioning. The trainees were given multiple opportunities to participate in strategizing critical thinking skills and alternative ways of problem solving using their executive functioning skills.
7. Training seven was presented by Dr. Gwen Mitchell, the director of the clinical services program. Dr. Mitchell discussed the DSM-5 criteria for neurodevelopmental disorders and discussed the differences between acquired disorders and the age-specific developmental norms.
8. Training eight reviewed the Disability Policy Seminar.
9. The Graduation/Recognition Group Training focused on the 'next steps' for the graduating students. This was the first and only

time all the trainees were in the same space together due to the pandemic. Each was gifted a summer survival kit (journal to continue self-reflection).

- Dr. Gwen Mitchell is the Idaho State Site Coordinator for the Utah Regional Lend program. She attends the weekly didactic trainings with the LEND trainees from the other states, teaches, and leads a leadership group. Dr. Mitchell provides clinical experiences for many of the Idaho trainees. There were 43 Utah Regional LEND URLEND trainees of which eight were from Idaho this past year.
- LEND Trainees: Idaho participates in the URLEND program which has two components, LEND and Autism Enhanced LEND. Two of our LEND trainees are of Asian descent. This was a particularly challenging year with Black Lives Matter and Asian hate crimes trials. Each site made it a priority to address these concerns and at the same time continued to foster interdisciplinary training. We incorporated a semester-long book club discussion regarding racial differences, racial stereotypes, perspective taking and tolerance into our training.
- Our two Autism Enhanced LEND trainees led and participated in a monthly ECHO program that is run through the University of Wyoming. Both trainees are completing their doctoral training in special education (one is a BCBA, the other is a special education teacher).
- Dr. Mitchell was the faculty advisor for a LEND research group that conducted a systematic review of the literature focusing on Child Protective Services and Children with Special Healthcare Needs. This team of five trainees (two from Idaho) have submitted this paper to a journal.
- Dr. Gwen Mitchell provided supervision for three practicum students who are in the Washington State University Clinical Psychology Program. Students serve under a licensed psychologist as a service extender which allows real-life experience in clinical psychology.
- Students learn how to administer a variety of clinical assessments and best practices in report writing. Students interact with families from a range of SES and work with a range of ages from 12 months to 18 years. There were two autism assessment cases completed for

adults as our clinic is the only one locally who conducts these types of evaluations. Dr. Mitchell collaborates with the Washington State University Clinical Psychology program faculty in this role to ensure students meet the necessary accreditation requirements.

- Practicum students participate in school-based assessments and individualized education program eligibility meetings.

Objective 1.2 – fully achieved

Incorporate up to 10 inclusive community and university activities annually into undergraduate and graduate training programs that support all people with disabilities and their families to engage in the arts, recreation, leadership and policy.

- The Undergraduate Training Program Trainees were involved in five total inclusive community events. Due to the pandemic, events options and participation was and limited. A description of each event follows:
 - The UITP hosted a book club led by trainees and open to all college students across campus. The club focuses on diversity, inclusion and societal misconceptions of disability. Meetings were held via Zoom in February and March 2021 with 14 participants.
 - At the request of the Self Advocacy Leadership Network (SALN), the ITP hosted an Adaptive Movement Class on Zoom led by two trainees who are majoring in movement sciences. The classes focused on movement and strength building and were adapted to be accessible to all participants. Three distinct classes were offered. Two members of the SALN community attended.
 - The ITP trainees participated in artAbility Workshops via Zoom. Trainees shared their artwork with self-advocates and assisted them in skill building in four distinct workshops, which included using clay and paint. 10 people participated.
 - The ITP trainees participated with self-advocates in four distinct workshops in learning how to create and use ceremonial drumsticks and scribble-bots. 10 people participated.

- Six trainees participated in Courageous Kids Climbing designed to give all children, especially children with developmental disabilities or special healthcare needs an opportunity to be empowered through rock climbing at the University of Idaho Recreation Center.

Objective 1.3 – fully achieved

Imbed content delivered to undergraduate and graduate students related to disabilities on diversity, integration, human rights and accessibility through assistive technology and universal design in 10 university courses and training offerings for at least 20 students annually.

- The CDHD faculty and staff presented 12 pre-service (graduate and undergraduate) classes with 87 students. Topics included preparation for dissertation research, Applied Behavior Analysis, Educating Exceptional Children Assistive Technology and UDL, Understanding Research, Principles of Leadership in Interdisciplinary Training, Feeding Young Children in Group Settings, Birth to Three in Natural Environments, among others. Additionally, four guest lectures were delivered to 152 students.
- To increase Disability Awareness and Inclusion, Jen Magelky-Seiler presented to Dr. Kahn's Music Education Students (Music 383) an overview of disability stereotypes, disability awareness and inclusion. 15 students attended this event.
- The CDHD SESTA-Assistive Technology Faculty presented on AAC assistive technology to 15 undergraduate students who are in teacher education majors at U of I.
- The CDHD SESTA-Assistive Technology Faculty presented on AAC assistive technology to 100 undergraduate students who are in teacher education majors at U of I.
- The CDHD SESTA-Assistive Technology Faculty presented on AAC assistive technology to 22 undergraduate students who are in teacher education majors at Lewis and Clark State College.

Objective 1.4 – fully achieved

Provide continuing education through credit-bearing training on evidenced-based practices that promote diversity, integration, human rights, and accessibility through assistive technology and universal design to 150 people annually.

- CDHD faculty and staff offered 42 professional development credit-bearing training opportunities to community members across the state to 192 participants. Most of the credits were presented in an online learning management system, with the remainder presented in a didactic/participatory format. A selection of topics included: Creating Accessible Documents, Explicit Instruction, Inclusion, Literacy for Children with Multiple and Profound Disabilities, RTI, Theory to Practice, Visual Support Strategies, among others.

Goal 1 graphic evaluations

Outputs

Our activities; what we've achieved

Objectives	Annual target	Year-end data	Status
1.1 trainee recruitment from diverse backgrounds	Up to 5 trainees	14 new recruits (2 of 14 diverse)	Completed
1.2 trainee inclusive activities	10 activities	5 activities	Needs review/ COVID impacted
1.3 preservice courses	10 courses/20 students	12 courses/87 students	Exceeded
1.4 inservice courses	150 people	192 people	Exceeded

Outcomes

Our achievements; the results of our activities

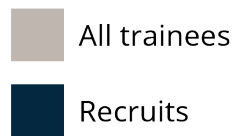
Who	What	Annual target	Year-end data	Status
Trainees (U/G/URLEND)	Satisfaction with training programs	80%	98%* (85% response, 92/108)	Exceeded
Trainees (U/G/URLEND)	Increased knowledge or skills	90%	99%* (85% response, 92/108)	Completed
Trainees (U/G/URLEND)	Increased awareness of and engagement with diverse communities	90%	100%* (85% response, 11/13)	Exceeded
Continuing education participants	Satisfaction with training programs	80%	100% (86% response, 59/69)	Exceeded
Continuing education participants	Increased knowledge or skills	90%	100% (86% response, 59/69)	Exceeded

*U/G only

Demographics of trainees and FY21 recruitment (obj 1.1)

22 total trainees

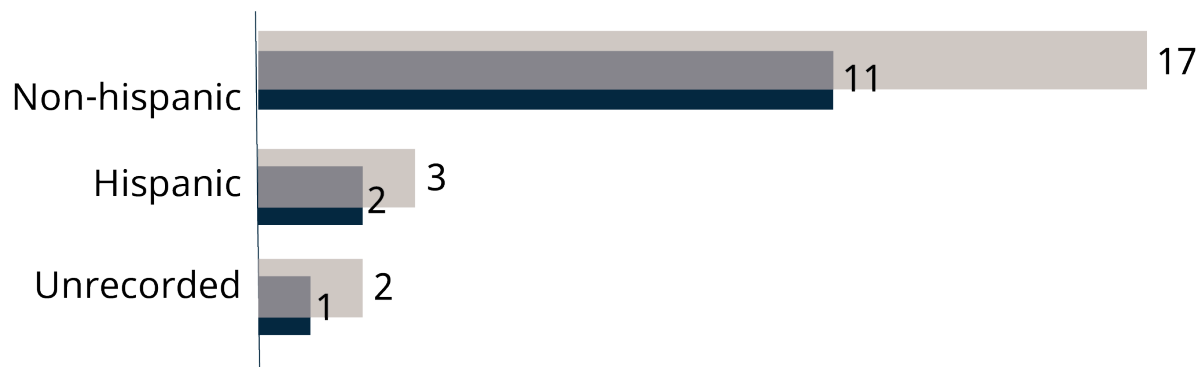
14/22 new FY21 recruits



Race



Ethnicity



Gender



Goal 2

Promote, design and implement quality community training, supports and services that benefit targeted populations and those with unmet or under-met needs.

Objective 2.1 – fully achieved

To improve outcomes for young children, youth and adults by providing direct community and clinic-based services to 200 people annually.

- 2.1 a: Direct Clinical Services
 - The CDHD’s clinical services project conducted 101 comprehensive psychological assessments diagnosing autism and other neurodevelopmental disorders, conducted 21 school-based academic/neurodevelopmental eligibility assessments for special education assessments, and provided one-on-one BCBA intervention services for nine children who have an autism spectrum disorder diagnosis.
 - Dr. Mitchell is collaborating with Behavior Imaging and other universities in remote diagnoses of autism spectrum disorder. AI filters allow the clinician to view the most salient characteristics of autism opposed to viewing all behaviors. Three families participated in this method of diagnostic assessment.
- 2.1.b: Direct Community Services
 - Idaho’s National Deaf/Blind Equipment Distribution Program (NDBEDP) staff provided direct services in the form of communication assessments, individualized training, equipment installation and maintenance for distance communication. A total of 19 consumers were served.
 - Idaho Assistive Technology Project provided direct services to Idahoans in multiple ways:
 - a. IATP staff coordinated the distribution of nine recycled computers to students and LEAs statewide in collaboration with

Computers for Kids and SESTA.

- b. There were 319 Idahoans who purchased or received recycled assistive technology at no cost.
 - c. Four individuals received low interest financial loans through the Idaho AT Project low-interest statewide financing program to purchase assistive technology.
 - d. There was one vocational rehabilitation assistive technology consultation conducted in the state.
- Special Education Supports and Technical Assistance (SESTA)
 - a. SESTA Behavior staff provided direct coaching and training to 49 education professionals. The statewide services focused on behavioral, autism, and low incidence disabilities support in K12 to support 75 students.
 - b. AT consultations were provided by SESTA AT and IATP staff as well as contracted Assistive Technology Professionals (ATPs) for students with disabilities. The 31 consultations were team-based and student-centered.
 - c. ID PCYDA provided direct services to parents, teachers, paraprofessionals and other service providers, to support 49 individuals directly in the school or home setting, to enhance the education services provided to children and youth (birth through 21 years) with vision and hearing impairments.

Objective 2.2 – fully achieved

To increase the number of early care and education providers prepared to create quality inclusive learning environments that meet the needs of children across ability and diversity groups, provide accessible training and technical assistance to 5,000 people annually.

- In FY21, 2,829 early care and education professionals, health care providers and family members engaged in training focused on early

identification and inclusion of young children with developmental delays and disabilities. These trainings were delivered by the IdahoSTARS Project, Act Early Idaho and the Idaho Assistive Technology Project.

- In response to the COVID-19 pandemic, IdahoSTARS and Act Early Idaho have continued to support early care and education professionals with response and recovery. Online and distance training options have greatly expanded. Many trainings had a primary focus on supporting the resiliency of families with young children and strategies for addressing the increased needs and evolving practices of early childhood settings. IdahoSTARS developed and/or revised 12 trainings during FY21, with a primary focus on health and safety, reaching 12,278 early care and education professionals.
- Expanding on the many trainings delivered, the IdahoSTARS Project and Act Early Idaho provided technical assistance to 810 professionals and family members through resource and referral and onsite coaching supports.
- 2.2a: Early care and education training activities:
 - 17 IdahoSTARS approved trainings were delivered in FY21 with a specific focus on access, participation and supports for children with diverse abilities. This includes those with developmental delays and disabilities in early care and education settings. Trainings were offered both live and online, engaging 1,301 early care and education professionals.
 - Five early care and education professionals were engaged in completion of an Infant and Toddler Specialization. This requires 40 hours of specialized training in infant and toddler development with accompanying coaching supports over a 12 to 18-month period.
 - 744 early care and education professionals, health care professionals and family members received training on the work of Act Early Idaho – a project working to expand parent-engaged developmental monitoring using the “Learn the Signs. Act Early” materials developed by the CDC. A total of 19 trainings were delivered statewide by the Act Early Idaho Co-Leads. One of these training events was presented as part of the Idaho Preschool.

- Development Grant Early Learning Academy reaching 361 early childhood professionals and family members across the state.
- 30 early intervention providers received training on assistive technology through the Idaho Assistive Technology Project.
- In response to COVID-19, two “Feeding Young Children Responsively During the COVID-19 Pandemic” trainings were delivered reaching 436 early care and education professionals statewide and nationally.
- 69 early care and education professionals and 16 family members participated in training focused on building secure attachments to young children using the Circle of Security framework.
- Orientation to the Idaho Child Care Program, the state child care subsidy program, was delivered to 118 early childhood program administrators by Resource Specialists. This training includes information on Individuals with Disabilities Education Act (IDEA) Part C and Part B-Section 619 programs, and opportunities for partnership.
- In FY21, 12 new trainings were developed or updated (increase of 50% from FY20) to 12,278 early childhood professionals (increase of 38% from FY20). These new trainings included revisions to the IdahoSTARS’s Essential Training Series and development of the 2021 Idaho Child Care Program Annual Training, a statewide mandatory training for all child care providers participating in the Idaho Child Care Program.
- 2.2b: Early care and education technical assistance activities:
 - 67 families received enhanced referrals for child care. Enhanced referrals included specialized supports and resources for families with children that have complex health care needs, disabilities or may be experiencing homelessness. In response to Covid-19, all family referrals for child care became enhanced to ensure additional supports were provided to families.
 - Targeted Technical Assistance (TTA), a framework for assessing current knowledge and providing evidence-based skill practice, was developed and delivered by Quality Child Care Consultants to

198 early childhood professionals. Nine new TTAs were developed in FY21 for a total of 12 TTAs available through IdahoSTARS on a variety of early childhood topics.

- IdahoSTARS Coaches conducted 403 site visits, to 72 early care and education programs, were provided to support 170 early childhood teachers with quality improvement in the areas of 'inclusion and diversity' and 'curriculum and instruction'.
- IdahoSTARS supported 178 early care and education professionals to obtain a Child Development Associate Credential (CDA) through engagement in an IdahoSTARS CDA cohort. A total of 47 of the 178 engaged received an IdahoSTARS scholarship for completion of their CDA credential.
- The Act Early Idaho Project led a statewide team of 29 early care and education partners to oversee the work of the project. Four quarterly meetings were conducted with team members to provide technical support. In addition, the project processed 97 requests for developmental monitoring materials resulting in dissemination of 17,529 'Learn the Signs. Act Early' resources to Idaho early care and education programs.

Objective 2.3 – full achieved

To improve learning outcomes for school-age students across Idaho, provide accessible training and technical assistance to 500 people annually on areas of identified need.

- 2.3.a: Training school-age – examples by projects
 - CDHD CORE provided training through Courageous Kids Climbing, which is designed to give all children, especially children with a DD and/or SHCN, an opportunity to be empowered through rock climbing at the University of Idaho Recreation Center. Trainee Audrey Murray coordinated this event. Rock Climbing Center employees and CDHD Trainees supported the event. In total, 23 individuals were supported.
 - SESTA provided training as follows:
 1. SESTA-AT provided a total of three Alternative Augmentative

Communication (AAC) trainings this year. The first was at an Local Education Agency (LEA) that requested a focus on AAC Apps and student implementation. A total of 15 people attended this training. The second training was a weeklong AAC camp held online for students on how to use their devices for educational and social interaction. A total of 57 people participated. The third training was a statewide online AAC webinar for 38 SLPs, teachers and paras. Finally, training was conducted at two secondary transition fairs in Boise and West Ada school districts, with 10 and 15 participants respectively.

2. SESTA-BC conducted two hybrid learning series on behavior in a 101 and 201 format. The 101 training provided multiple real-life examples (preschool through adolescence), where 98 participants learned and practiced basic behavior strategies to support students with diverse needs and disabilities. This beginner level training was appropriate for all school staff seeking a foundational understanding of how behavior works. The 201 training with 50 people, focused on identifying and implementing student specific strategies and interventions to prevent, teach and respond based on functional behavioral principles. This intermediate level training was designed for special education teachers, administrators, general education teachers and related service providers.
3. SESTA-Instructional Coordinators provided six hybrid trainings this year:
 - a. “Best Practices in Comprehensive Evaluation” with 198 participants, focused on an in-depth look at the process responding strategies” with 37 participants in one session and 15 participants in the second session.
 - b. “What compliance really means including ethical considerations, how to increase student independence and ensure ability to advocate, best practices for giving directions and reinforcing” with 25 participants
 - c. “Practical classroom strategies that paraprofessionals could implement immediately, with opportunities for staff to share and discuss examples of each” with 22 participants.

- d. “Foundational 4, with applications for the whole class, small group and individual instruction” with 27 participants.
 - e. “Using token systems” with 24 people.
 - f. “Various ways to use visual supports with a variety of students to support emotional regulation in the classroom was the focus” with 27 participants.
4. The Idaho Training Clearinghouse (ITC) facilitated a three-part (two hours each) webinar series titled “25 Things to Remember about Social Skills (TFT)” presented by Maurice Belote. 47 individuals participated. Session titles included:
- a. Social skills: why should we care.
 - b. Quirky is cool: strategies for making and keeping friend
 - c. Post-school lives: meeting the needs of teens/young adults.
5. A second three-part (two hours each) webinar series, titled “Using Systemic Instruction to Improve Outcomes for Students with Severe Disabilities (USI)” presented by Dr MaryAnn Demchak. 46 individuals participated. Session titles included:
- a. What is systematic instruction?
 - b. Using systems of least prompts.
 - c. Using constant time delay.
6. Additionally, a third three-part (two hours each) webinar series titled “Don’t We Already Do Inclusion?: Creating K-12 Schools for All (DWADI)” presented by Paula Kluth. 76 individuals participated. Session titles included:
- a. Inclusive schools: the big picture.
 - b. Inclusive classrooms: looking at lessons.
 - c. Inclusive planning: ideas for individual students.
7. University of Idaho Child and Youth Student Center’s Julie Wittman provided a training on “Establishing Home Routines” through Project ECHO located at the University of Wyoming. The

presentation had 18 participants.

- 2.3.b: Technical assistance school-age – examples by projects:
 - Idaho Project for Children and Youth with Deaf-Blindness provided technical assistance as follows:
 - a. Information and resources in the form of monthly mailers, videos, books, DVDs, switches and toys are provided to parents, caregivers, teachers and paraprofessionals. There were 101 individuals supported by these efforts.
 - b. 20 virtual-statewide school/home visits were conducted, which included initial and follow-up visits. Met with parents and teachers regarding communication system development and learning strategies, vision assessment/consultation, and transition to school environment. In total, 19 individuals were served.
 - Idaho Project AWARE (IPA) Provided technical assistance to the Idaho State Department of Education, Student Engagement and Safety Coordination department in designing, developing and hosting a website for the Idaho AWARE project and Idaho School Mental Health Resources. There were three participants.
 - SESTA
 - a. SESTA-AT staff provided AT consults for school-aged children are team-based and meant to build the capacity of the IEP team members. Thirty-one consults have been conducted with an average of three IEP team members (excluding student), resulting in the opportunity to build the capacity of 93 IEP team members/ related service providers who participated.
 - b. SESTA-AT staff coordinated a virtual professional learning community for SLPs statewide was provided to discuss needs. This is facilitated by AT Project contractors Anne Kuhlmeier and Christy Butler. Attendees meet once a month for one hour with 15 participants.
 - c. SESTA-BC group provided coaching to 17 school districts provided by two Behavior Coaches and one private contractor.

Due to COVID-19 most services for FY21 were provided virtually with limited on-site support. There were 181 individuals served.

- d. SESTA-BC staff focused on general supervision file review (GSFR), results driven accountability (RDA), behavior and other varied topic area responses to SPED Directors. Two Behavioral Coordinators worked with several Idaho schooldistricts. Due to COVID-19 services for FY21 were provided virtually. There were 123 individuals served.
- e. SESTA-IC staff provided on-site, and off-site TA to SPED directors, teachers and paraprofessionals on a variety of topics, including but not limited to GSFR, RDA and instructional methods. Due to COVID-19 services for FY21 were provided virtually. In total, 127 individuals were supported.
- f. SESTA-ITC coordinated the development of 37 online professional development opportunities available for university inservice credit (fall '20, spring '21 and summer '21); update and maintain LMS structure and content to conform to WCAG 2.0 accessibility standards; number of enrolled participants across all LMS courses. There were 511 individuals served.
- g. SESTA-ITC staff scheduled, hosted and provided technical assistance during requested online meetings and webinars. 198 online webinars/meetings with 8,112 total participants.
- h. SESTA-ITC Development and maintenance of a database-driven resource library that is easily searchable by users via filters and keyword searches. At the end of FY21, the resource library had 570 resources consisting of 1,670 files. The 72,362 participants equal the number of views of resources.
- i. SESTA-ITC through the SESTA TA Center staff manage a help desk where K-12 staff can submit requests for assistance via email, phone or an online form. There were 751 processed helpdesk tickets for 1,167 users.
- j. SESTA-ITC Consult with ISDE special education staff and SESTA staff in the development and maintenance of the 20 topical information web pages of trainings, resources, links and contact information.

The 23,586 participants equal combined unique visitors across the fiscal year.

- k. SESTA-ITC provided TA to SDE special education and SESTA staff by posting and maintaining training events and registration forms on the ITC online calendar and register pages. Due to COVID, face-to-face trainings did not resume until June 2021; two SDE/SESTA-related trainings and registration forms posted. The 34 participants equal number of individuals registered for trainings across the fiscal year.

Objective 2.4 – fully achieved

To improve life outcomes for transition age students and young adults in all Idaho communities. Provide accessible training and technical assistance to at least 100 people annually on topics related to quality adult lives (employment, post- secondary education, community living, leadership and recreation).

- 2.4.a: Training transition – examples by projects:
 - artAbility provided training as follows:
 - a. Four workshops held in the fall, all instructed by trainee Ernesto Montes Marques:
 - October 17, 2020: clay and texture
 - October 24, 2020: clay and texture
 - November 7, 2020: canvas and paint
 - November 21, 2020: canvas and paint.24 participants explored these different artistic mediums.
 - b. Two workshops were held in the spring. One instructed by Nez Perce Tourism and one by trainee Ernesto Montes Marques:
 - March 27, 2021: Nez Perce Tourism ceremonial drumsticks
 - May 01, 2021: STEM Scribble Bots18 participants explored these different artistic mediums.
 - Community Based Supports (formerly Habilitative Supports) online training for state providers of this service. The training is a self-paced, four-hour training that provides the foundation for support and facilitation of children with developmental disabilities. In total there

were 458 participants.,

- CDHD CORE provided training as follows:
 - a. A doctoral trainee and staff member presented Self- Advocated: Accessing a Person-Centered Life through Supported Decision Making at the 2020 AUCD virtual conference. This presentation was a result of their LEND leadership research project. There were 98 participants.
 - b. Fred Riggers Disability Awareness Campaign served Idahoans virtually from January 26, 2021 through March 31, 2021. This social media campaign featured weekly “AT Tuesdays”, “Lunch with LeAnn Wednesdays”, weekly “Flat Fred Fridays”, and finished with a legislative open house. Themes included fair housing, AT, employment, service dogs, accessibility and policy. There were 203 participants.
 - c. At the request of the SALN, an adaptive movement class was designed and offered on Zoom by two trainees in movement sciences. These classes focused on movement and strength building and were adapted to be accessible to all participants. Three classes were offered with six participants.
 - d. Jen Magelky-Seiler presented a training on People First Language and Disability Etiquette to 30 employees at the U of I Climbing Wall and Outdoor Recreation. The purpose of the training is to prepare the staff to host Courageous Kids Climbing event held at the U of I Climbing Wall on May 1, 2020.
- Idaho Assistive Technology Project provided training as follows:
 - a. Presentation for the ATAP 2021 Leadership Symposium on our CAP program. There were 45 participants.
 - b. Presentation for the Idaho Caregiver Alliance Family Caregiver Conference focused on assistive technology for community living for older persons. There were 12 participants.
 - c. In collaboration with the Idaho Digital Accessibility Consortium, IATP presented “Building the Case for Digital Accessibility” to the Idaho

State Independent Living Conference September 14-17, 2020. There were 50 participants.

- d. Training to introduce students to assistive devices and consultations services related to vocational rehabilitation services, with a follow up discussion on how to problem solve assistive technology solutions for rehabilitation care. In addition to how to use the Idaho Assistive Technology Project as a Community Resource Guide. There were 42 participants.
- e. A training for the College of Western Idaho/Early Childhood Program. It introduced college students in the class to adaptive play considerations and how children with disabilities learn to play, how instructors can modify the play environment as well as the importance of play. There were eight participants.
- f. October Disability Employment Awareness Month training during Facebook Live ADA20 session with Laine Amoureux Consulting. Showcase vocational rehabilitation assistive technology consultations and the reasonable job accommodation process training. There were 15 participants.
- g. In collaboration with the Idaho Digital Accessibility Consortium, IATP Presented six Accessibility Coffee Break Presentations July 21, August 4, August 18, September 15, September 29, 2020. There were 544 participants.
- h. In collaboration with the Idaho Digital Accessibility Consortium, IATP Presented "Why Accessibility" November 17, 2020. There were 29 participants.
- i. In collaboration with the Idaho Digital Accessibility Consortium, IATP Presented an eight-part series titled "Creating an Accessible Writable Adobe PDFs" between March 11, 2021 and June 17, 2021. There were 369 participants.
- j. In collaboration with the Idaho Digital Accessibility Consortium, IATP Presents "TechTuesdays" on Zoom and Facebook live. Videos were posted between November 1, 2020 and June 22, 2021, with 32 total videos. There were 2,890 participants.

- k. In collaboration with the Idaho Digital Accessibility Consortium, IATP Presented “Why Accessibility” on September 24, 2020. There were 28 participants.
- o Idaho Living Well provided training as follows:
 - a. AUCD Conference virtual presentation on Living Well grants. All Living Well grantees presented on their projects and project successes in Safety, Equity and Quality. There were 59 participants.
 - b. AAIDD Conference Virtual presentation on Living Well grants. All Living Well grantees presented on their projects and project successes in Safety, Equity and Quality. There were 59 participants.
 - c. Presentation to the Idaho Community Providers Association on Idaho Living Well and DSP workforce issues. There were 13 participants.
 - d. Two presentations on the topic “Supported Decision Making” at the Independent Living Center’s conference and at one of the Fred Riggers Disability Awareness activities. There was a total of 37 participants at these two events.
- o Vandal Summer Academy is a post-secondary transition training on college level assistive technology. There were nine participants.
- 2.4.b: Technical assistance transition – examples by projects: CAP provided technical assistance as follows:
 - o IATP/CAP staff worked with aging organizations and long-term care facilities to expand and manage ways to increase connections for residents who are in isolation due to COVID-19 via using communication technology for video communication, window visits, personal amplification and other accessibility accessories, which included five participants.
 - o CDHD CORE provided technical assistance as follows:
 - a. A CDHD staff member supported two community trainees through the 2020-2021 URLEND. These two trainees came from Montana and

Utah. Weekly meetings were hosted providing the LEND trainees ways to identify community resources.

- NDBEDP provided technical assistance as follows:
 - a. A NDBEDP staff attended the Idaho Caregiver Alliance quarterly meetings, Region II AAA Advisory Board meeting, Community Health Workers and CAP participants. In total there were 50 participants.
- Idaho Assistive Technology Project provided technical assistance as follows:
 - a. IATP staff in Moscow, Boise and CDA provided information and referral services through phone and mailed informational materials to 706 consumers.
 - b. IATP provided 57 assistive device demonstrations covering 212 products performed to 158 participants in all four AT Resource Centers.
 - c. IATP staff maintain and report on activities processed through the online database, which include referring consumers to the website, troubleshooting user issues, assisting consumers in listing their assistive technology devices and setting up accounts. In total there are 10,059 participants.
 - d. IATP staff participating on the conference calls for the Idaho Telehealth Task Force. There were 52 participants. In addition, staff discussed assistive technology devices and services for users with disabilities. Assisted in problem solving assistive technology solutions for rehabilitation care and how to use the Idaho Assistive Technology Project as a resource guide. There were six participants.
- U of I Child and Youth Study Center provided technical assistance and consultations to family members, educators, school and medical administrators, and U of I faculty and staff. In total there were 100 participants.
- Idaho COVID Vaccine Access Program:

- a. Staff participated in two pop-up vaccine events. The first pop-up vaccine site was conducted in the rural farming community of Weiser, Idaho. A second pop-up vaccine clinic was held in Northern Idaho during an ADA celebration. Radio spots were funded to provide outreach to the Latino community (in Spanish) and information on the pop-up vaccine sites and other supports, such as free food boxes. Mailings of event information were also sent to individuals in the area on the DD waiver. A total of 29 individuals were vaccinated, with an estimate of five participants having disabilities. Community members expressed to staff that the reason for not getting the vaccine was because the vaccine has not been approved by the FCC. It is important to note, there were many medical staff in attendance to provide counseling on vaccine facts.
- b. Work will continue with the DD Council, SILC and CILs on these rural pop-up vaccine sites. In addition, staff will work with local health departments to get updated lists for regular vaccine sites located across the state to deliver communication access kits to them.

Goal 2 graphic evaluations

Outputs

Our activities; what we've achieved

Objectives	Annual target	Year-end data	Status
2.1 direct services	200 people	638 people	Exceeded
2.2 training and TA for early care and education	5000 people	15,107 people (training) 813 people (TA)	Exceeded
2.3 training and TA for school personnel	500 people	1313 people (training) 106,434 (TA)	Exceeded
2.4 training and TA for transition and older	100 people	5089 people (training) 11,138 people (TA)	Exceeded

Outcomes

Our achievements; the results of our activities

Who	What	Annual target	Year-end data	Status
Direct service recipients	Satisfied with services received	80%	100% (85% response, 146/171)	Exceeded
Direct service recipients	Increased knowledge an/or skills in target areas of services received	90%	Non reporting	Needs review
Training and TA recipients	Satisfaction with training and TA received	80%	Early care: 98% (56% response, 723/1301) School: 99% (42% response, 1012/2385) Transition/older: 100% (100% response, 30/30)	Exceeded
Training and TA recipients	Increased knowledge and/or skills in target areas of services received	90%	Early care: 98% (56% response, 723/1301) School: 96% (37% response, 515/1406) Transition/older: 100% (100% response, 30/30)	Completed
Ongoing training recipients	Increased knowledge in training topic	80%	99% (50% response, 369/739)	Exceeded
Sustained TA recipients	Enhanced resources/ services or increased awareness of EBP, or enhanced capacity to assess practices re: EBPs.	80%	100% (47% response, 35/75)	Exceeded

Goal 3

Impact policy through research, dissemination and engagement with coalitions related to the expressed needs of state constituents and underserved populations.

Objective 3.1 – fully achieved

In collaboration with the DD Council and Disability Rights Idaho, organize, support and empower families, youth and adults with developmental disabilities to become effective advocates in public policy by building a policy coalition in at least one community annually.

- The Employment Inclusion for All (EIA) was formed in collaboration with the Idaho DD Council and LINC. The EIA which consists of eight self-advocates and family members from Idaho advocated for Extended Employment Services under the Idaho Division of Vocational Rehabilitation Statue. Four meetings were held from May 2021 through June 2021.
- The Coalition, led by the Idaho DD Council surveyed 66 self-advocates and family members to gauge their continued participation in the Coalition and specific disability issue concerns.
- The AUCD Disability Policy Seminar was attended by four Disability Network of Idaho (DANI) fellows, two self-advocates and three parents.

Objective 3.2 – fully achieved

Impact policy related to disabilities, people at risk and from under or unrepresented groups across the age span through participation on at least 20 local, state, national and university committees annually.

- The CDHD partners with people with disabilities, their families and service providers at the local, state and national level. CDHD faculty and staff provide technical assistance to boards, councils and task force groups on various topics related to increasing the quality of life for people with disabilities and their families. Over the past year, CDHD faculty and staff has participated in seven national boards and councils. National boards and committees include:

- AUCD Multicultural Council
 - AUCD National Training Directors Council
 - Region Seven Western States Genetics Services Collaborative
 - IATP National Board
 - IdahoSTARS National Workforce Registry Alliance-Region X
 - IdahoSTARS Child Care Aware of America Collaborative
 - National Living Well State Projects.
- Over the past year CDHD faculty and staff participated in 15 state boards and committees. These include:
 - CORE (Community Advisory Committee)
 - Community NOW
 - Idaho Council on Developmental Disabilities
 - State Rehabilitation Council
 - Emergency Preparedness and Response
 - Home Modification Workgroup
 - Special Education Advisory Panel (SEAP)
 - IdahoSTARS Pyramid Model Collaborative Leadership Team
 - IdahoSTARS Pyramid Project Technical Assistance
 - IdahoSTARS Ready Idaho
 - IdahoSTARS Out of School Network
 - IdahoSTARS Early Childhood Advisory Council
 - IdahoSTARS Idaho Child Care Program Advisory Council
 - Interagency Council on Secondary Transition
 - Direct Care Workforce Workgroup.
- The CDHD participated in eight university committees. These include:
 - UI Americans with Disabilities Act Advisory Committee
 - UI Center for Disability Access and Resources Advisory Committee
 - UI Institutional Review Board
 - UI President's Council on Equity and Inclusion
 - College of Education, Health, and Human Sciences Graduate Research Policy Committee
 - EHHS Equity and Social Justice Workgroup
 - Idaho State University Technical Advisory Committee
 - Lewis and Clark State College Advisory Panel.

- CDHD faculty and staff participated in 10 local boards. Examples of these committees include:
 - IATP Advisory Council
 - IdahoSTARS – Idaho Child Care Resource Network
 - ILW Advocate Advisory Committee.

Objective 3.3 – fully achieved

To impact policy and create evidence-based practices, conduct three to five information gathering, research, evaluation or analysis projects annually in areas of identified need or as requested by state partners.

- In the past year CDHD faculty and staff engaged in the development of six information gathering, research, evaluation and analysis projects:
 - CORE: Assessing Variables That Increase Stress on Parents and Caregivers of Children and Adults with ASD
 - CORE: Disability Inclusion and Prepared 4All research project
 - Gather information on Deaf-Blind Census data for NCDB
 - ILW: Development and Dissemination of Direct Support Professionals Survey for Idaho
 - ISS: Idaho Safe Schools External Evaluator
 - SESTA-ITC-SPDG External Evaluator.

Objective 3.4 – fully achieved

Annually, at least 80% of all information, products, research findings, social media and websites created through the CDHD will be disseminated in accessible formats, including translation into at least one language other than English.

- During FY21 a total of 83 products were disseminated to 568,087 people that included 53 newly developed products with 88% of materials in an alternate/accessible format.

Goal 3 graphic evaluations

Outputs

Our activities; what we've achieved

Objectives	Annual target	Year-end data	Status
3.1 policy coalition	1 community each year	1 employment inclusion for all	Completed
3.2 committees	20 committees	7 national 15 state 8 university 10 project/local	Exceeded
3.3 research/evaluation	Up to 5 projects	6 research projects	Completed
3.4 dissemination	80% of products in accessible formats	5089 people (training) 11,138 people (TA)	Exceeded

Outcomes

Our achievements; the results of our activities

Who	What	Annual target	Year-end data	Status
Community members	Increased awareness of how to advocate for and participate in community services/policies	90%	None reporting	Needs review
Sustained TA recipients	Satisfaction with services received	80%	93% (52% response, 45/86)	Exceeded
Sustained TA recipients	Enhanced resources/services, or strengthened community networking or increased identification of policy changes needed	80%	None reporting	Needs review
Website users	Satisfaction with content on CDHD website	80%	98% (18% response, 59/320)	Exceeded

TOTAL FUNDING LEVERAGED

Number of grants and contracts and other funds leveraged: 15

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.

FY21 Program Performance Report Idaho Center on Disabilities and Human Development (UCEDD)

Total funding leveraged (excluding UCEDD core funding): \$8,261,194

Source	Funds Leveraged	% Total Leveraged
Federal	\$1,166,521	
ACL	\$1,462,414	
CDC	\$101,027	14 %
ED (US Dept. of Education)	\$87,919	
Other Federal	\$86,893	
State	\$6,843,849	
Local	\$7140	
Other	\$243,684	83 %
Fee for Services	\$49,947	0 %
Other	\$193,737	3 %

SUMMARY OF GPRA MEASURES

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

Measure 1: Percent of individuals with developmental disabilities who are receiving services through activities in which UCEDD-trained

professionals are involved.

Survey question: What is the number of individuals with developmental disabilities who are receiving direct services through activities in which you are involved?

Number of former trainees to whom surveys were sent	Number of former trainees who responded to the survey	Reported number of individuals who are receiving services
28	Two years: 7	Two years: 3587
	Five years: 3	Five years: 11
	10 years: 1	10 years: 400
	Total: 11	Total: 3998

Measure 2: Percent of UCEDD trainees who demonstrate leadership in the developmental disabilities field at two, five and 10 years after completion of UCEDD training.

Survey question: Are you in a leadership position in the field of developmental disabilities?

Number of former trainees to whom surveys were sent	Number of former trainees who responded to the survey	Number of 'yes' responses
28	Two years: 11	Two years: 5
	Five years: 7	Five years: 1
	10 years: 3	10 years: 2
	Total: 21	Total: 8

MEASURES OF COLLABORATION

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:

One year later, the driving issue in the state of Idaho, for people with disabilities and families continues to be the impact of COVID on daily living, community participation, education, health care and employment.

As a result of the COVID pandemic the direct support providers (DSP) shortage has worsened as the labor force across industries has dwindled. The scarcity of DSPs leaves people with disabilities more vulnerable to institutionalized life.

Finding and keeping qualified DSPs has become a national crisis. In Idaho, DSPs are not making a living wage. The standard criteria to become a DSP is limited. Most DSPs receive minimal training with little to no opportunity for advancement.

Home and Community Based Services (HCBS) for people with disabilities are reliant on a stable, skilled DSP workforce and a quality assurance system designed to prevent abuse, neglect and exploitation of people with disabilities.

An underlying issue with the lack of a quality DSP workforce in Idaho is the low Medicaid reimbursement rate for providers.

An increase in Medicaid reimbursement for DSP services accompanied by a certification process and required training in topics such as person-centered thinking, self-determination, human rights of people with disabilities, positive behavioral intervention supports and health and safety is necessary to foster a qualified and adequately reimbursed DSP workforce.

Another critical issue facing Idahoans with disabilities is the lack of a unified reporting and monitoring system related to abuse, neglect and exploitation of people with disabilities.

There are reporting systems across agencies and for various groups of

people; however, these systems are not unified in anyway.

There is not a standard way to report, follow-up or to provide protections for people who do report wrongdoing. Idaho has not yet implemented a registry of providers or agencies found guilty of abuse, neglect or exploitation.

To adequately address the need, first we must understand the extent of abuse and neglect from the first-person perspective, and second to identify all the disparate reporting mechanisms across agency and areas of possible overlap.

Ultimately, a more thorough understanding of the issues will help guide the design of a unified approach to reporting and monitoring that will result in timely responses, action and protections for the people reporting. As the population of Idaho diversifies, our responsibility is to build a culturally responsive service delivery system that meets the needs of all people.

The Latinx population in Idaho (12.2%) is the fastest growing minority in the state. Because Idaho is predominately white, access to services, supports and information for Latinx families to support a family member with a disability is hampered by cultural and language barriers as well as the rural/remote nature of Idaho.

To increase the cultural and linguistic competency within the service delivery system we need to elevate the voices of people who are at a disadvantage because of their cultural and linguistic differences.

The strategies collaboratively implemented by the DD Network for at least one of the issues/barriers is identified.

Issue/Barrier:

Through Idaho Living Well, the Idaho triad is focused on DSP shortages and increased accountability of the state and private agencies to develop a responsive and skilled direct service provider work force.

In addition, the triad is focused on the prevention of abuse and neglect of people with disabilities, an effort led by Idaho Protection and Advocacy. Finally, as led by the Idaho Council on Developmental Disabilities, the Idaho Network continue to break down barriers associated with cultural and racial disparities and access to information and services.

**A brief description of the collaborative strategies to address issue/
barrier and expected outcome(s):**

This has not changed since last year. We continue to work with state partners on the above-mentioned issues that remain significant in the state of Idaho.

Through a Living Well (ILW) cooperative agreement with AIDD/ACL, Community NOW, a 60 member stakeholder group led by adults with I/DD and family members and the Idaho triad work closely to:

1. build a quality DSP workforce aligned with principles of person-centered thinking and self-determination
2. build a robust and responsive reporting and monitoring system designed to reduce abuse, neglect, and exploitation of people with disabilities
3. empower people with the tools to advocate, protect, and guide their own lives in a culturally responsive service delivery system.

The ultimate outcome is to increase the number of adults with disabilities directing their own lives, free from abuse, engaged in their communities, and satisfied with the care and supports they receive.

Community NOW informs the work of the ILW project. The ILW work is accomplished through four work groups. The workgroups meet at a distance through Zoom to create the draft plans in each area. One workgroup is a self-advocacy led advisory to ILW and Community NOW.

Each workgroup reports developed plans to the self-advocacy advisory panel for feedback. Once modifications are addressed, the work plans then move on to Community NOW for refinement and approval. The final step is to move all recommendations to the Idaho Department of Health and Welfare who then assists in the process of rulemaking or legislation if necessary.

Similarly, to what other states across the nation are facing, tremendous effort is given to assure that the work is accomplished via the lens of people with disabilities and their families and with responsive cultural competency.

To make this happen at a distance is a feat and an ongoing challenge, especially when providers are not available to lend support, or technology is limited or unavailable.

We engage first to lift the moral spirit of every person who joins and to honor each person's effort to attend in an environment where attention can be fleeting.

Applicable areas of emphasis:

- Quality Assurance
- Quality of Life
- Other - Cultural Diversity
- Other - Leadership.

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:

This area remains largely the same as last year. As the lead agency for the Idaho Living Well (ILW) project, CDHD personnel coordinate the activities, track progress across each of the work groups, and drive the internal evaluation process.

Through numerous conversations with our partners, our internal evaluator established the measures (outcomes) and products (outputs), which were incorporated into the project logic model. With our partners, we examine the data associated with outcomes and adjust project related activities as needed.

CDHD personnel continue to attend all Community NOW stakeholder meetings and many of the subgroup meetings. From our perspective, we can provide technical assistance to other states on creating evaluation plans conceived collaboratively and that follow an orderly logic model with realistic outcomes and outputs. Further, Idaho partners are experts at how to collaborate to achieve system changes.

Collectively, our Idaho DD network could provide technical assistance to other states regarding building effective coalitions and partnerships.

Identifiable problems encountered as a result of this collaboration, and

technical assistance, if any:

The implementation of systems changes within our state is replete with obstacles to navigate. Barriers related to improving HCBS services for adults in Idaho are as follows. Attitudes and beliefs about the capabilities of adults with developmental and intellectual disabilities to make informed decisions, as well as their human and civil rights to choose, continue to be barriers to achieve real change for people with disabilities in our state.

Much of the system change needed to fully implement Living Well is reliant on Idaho Department of Health and Welfare to adopt policies set forth by Community NOW. State allocated budgets tend to set limitations on what can realistically be accomplished.

Meaningful policy change is reliant on community members pulling together with enough forces to truly impact legislation, and potentially budget allocations. Idaho is a very conservative state where equal access to services and supports by all community members, especially those from minority groups and/or with disabilities may not be valued.

Striving for outcomes that are not part of the community value base creates a barrier that will take time and persistence by all members of the state planning group and coalition members to bring to fruition. To support the ILW work, we continue to receive technical assistance by Mission Analytics through funds provided by ACL. No additional technical assistance is need at this time.

Any unexpected benefits of this collaborative effort:

This has not changed since last year, except perhaps that the triad members work even closer because of Idaho Living Well activities. Idaho partners continue to enjoy the benefits of positive collaborative relationships.

The Idaho DD Network has worked tirelessly to overcome the obstacles of the COVID crisis while we continue to make progress on our individual and collaborative goals. Even though at times the lift is heavy, the partners prevail. The DD Council has set the bar high for responsiveness and we all work diligently to meet, be accessible, supportive, and culturally responsible.

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 Idaho funded projects and collaborative activities.

We work closely with the Idaho State Department of Education, Boise State University Center for School Improvement, the Idaho Department of Health and Welfare, Vocational Rehabilitation, and numerous non-profit groups, advocacy organizations, and private companies.

We work closely with Idaho Parents Unlimited and the State Independent Living Council, and the Council for the Deaf, Blind, and Hard of Hearing. We are partners in the Consortium for Idahoans with Disabilities and provide technical assistance with issues related to all disabilities including the elderly, individuals with mental health issues, and all people in need of assistive technology.

We work in close partnership with the Idaho Association for the Education of Young Children on the IdahoSTARS project (the child care network in Idaho). As such, we work collaboratively with the Idaho Child Care Block grant program advisory panel and with the Consortium of Early Childhood Professionals.

Populations that benefit from our collaborations include infants and toddlers with disabilities, children, youth, and young adults, and the elderly with a range of disabilities from physical/motor disabilities to severe profound cognitive disabilities.

We serve children on the autism spectrum and with other neurodevelopmental disabilities. We also serve children with mental health issues and children and youth-at-risk of disabilities due to environmental influences.

In addition, CDHD participates in the Utah Regional LEND Program which provides education in neurodevelopmental disabilities with our doctoral students and health related professionals. Through the Assistive Technology Project as well as our collaborative relationship with CID and other partners, we reach hundreds of people who have disabilities that are not developmental.

We distribute a lot of information via written communication, websites, conference presentations, and social media making it difficult if not

impossible to track the number of people with acquired disabilities impacted by our work.

SUMMARY OF EVALUATION RESULTS

The CDHD logic model guides the CDHD evaluation plan, which is designed to both:

- monitor project activities in order to inform improvement or modification as the project unfolds (process evaluation), and
- measure the overall results/outcomes of the project (outcome evaluation).

Our process evaluation focuses on the measurable outputs in the logic model and our outcome evaluation focuses on the measurable outcome statements in the logic model.

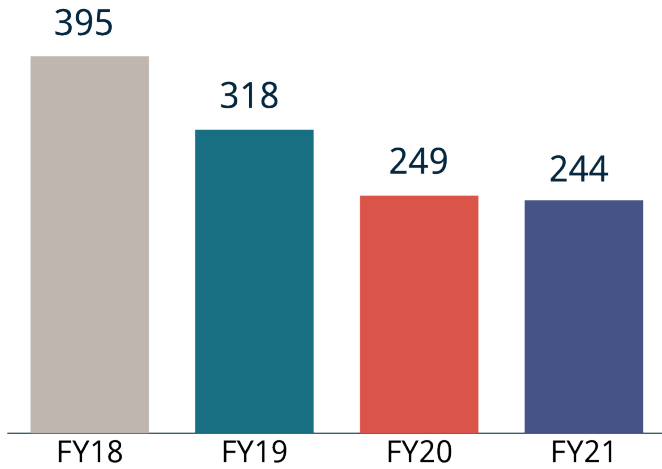
The CDHD evaluation plan provides a matrix for each goal and corresponding objectives that lists evaluation questions, performance indicators, timeline and data collection methods, analysis and reporting processes, and the process for sharing results.

Through a center-wide systematized data collection and input system, staff enter project-level data into NIRS twice a year for monitoring and reporting our centers outputs and outcomes.

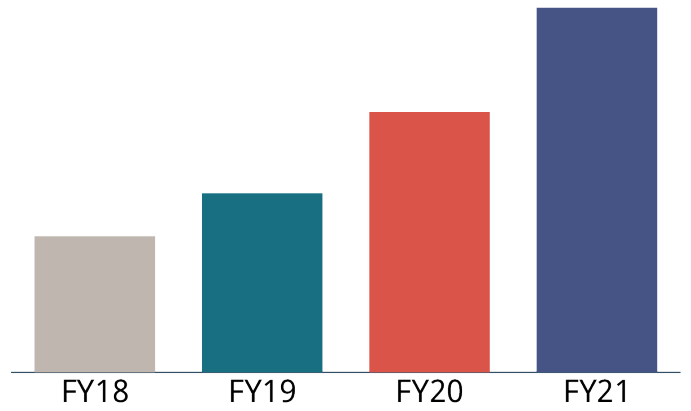
In September 2020, the completed annual report from FY20 was reviewed and discussed by the Core Leadership team, presented to all CDHD staff for discussion, and finally presented to CAC for feedback and recommendation. Similarly, the annual report from FY21 will be shared this September 2021.

Annual data comparisons across fiscal years

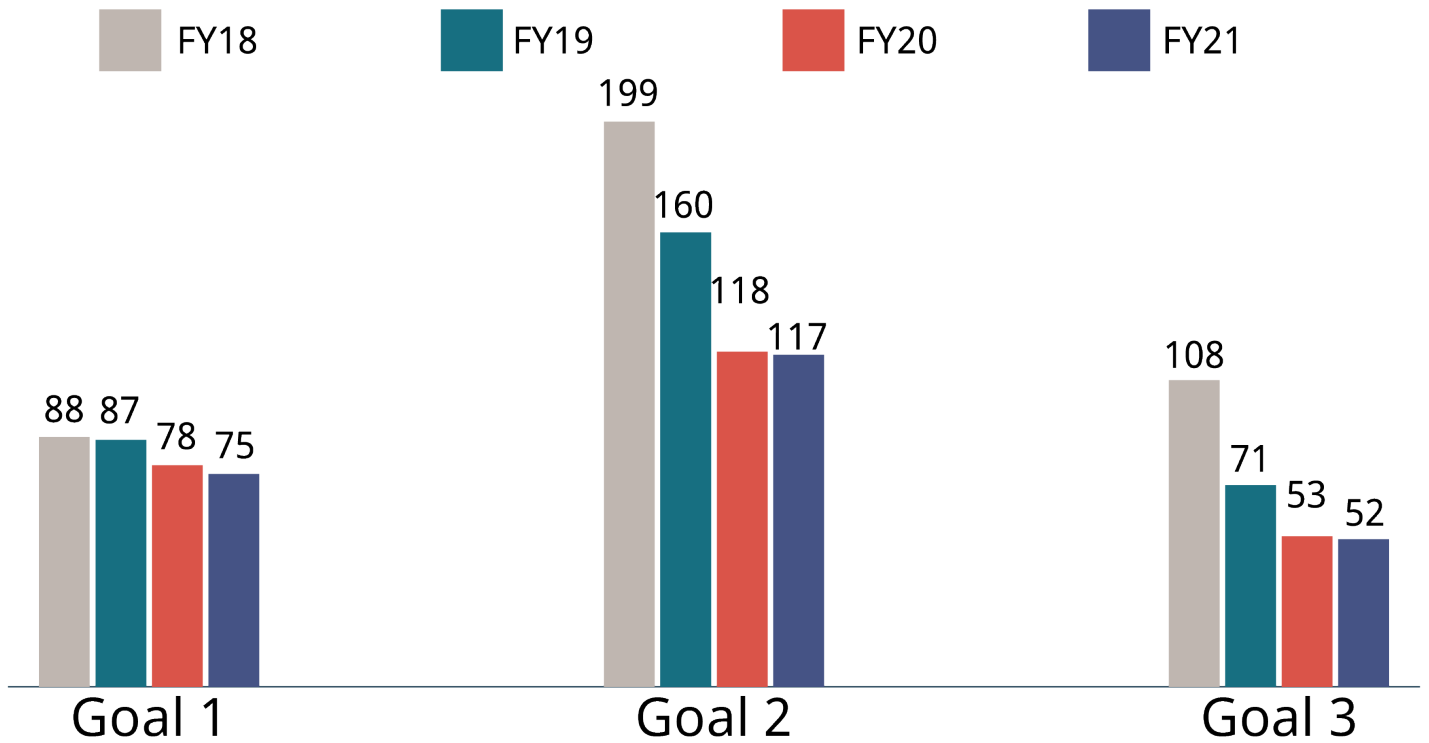
Number of total activities



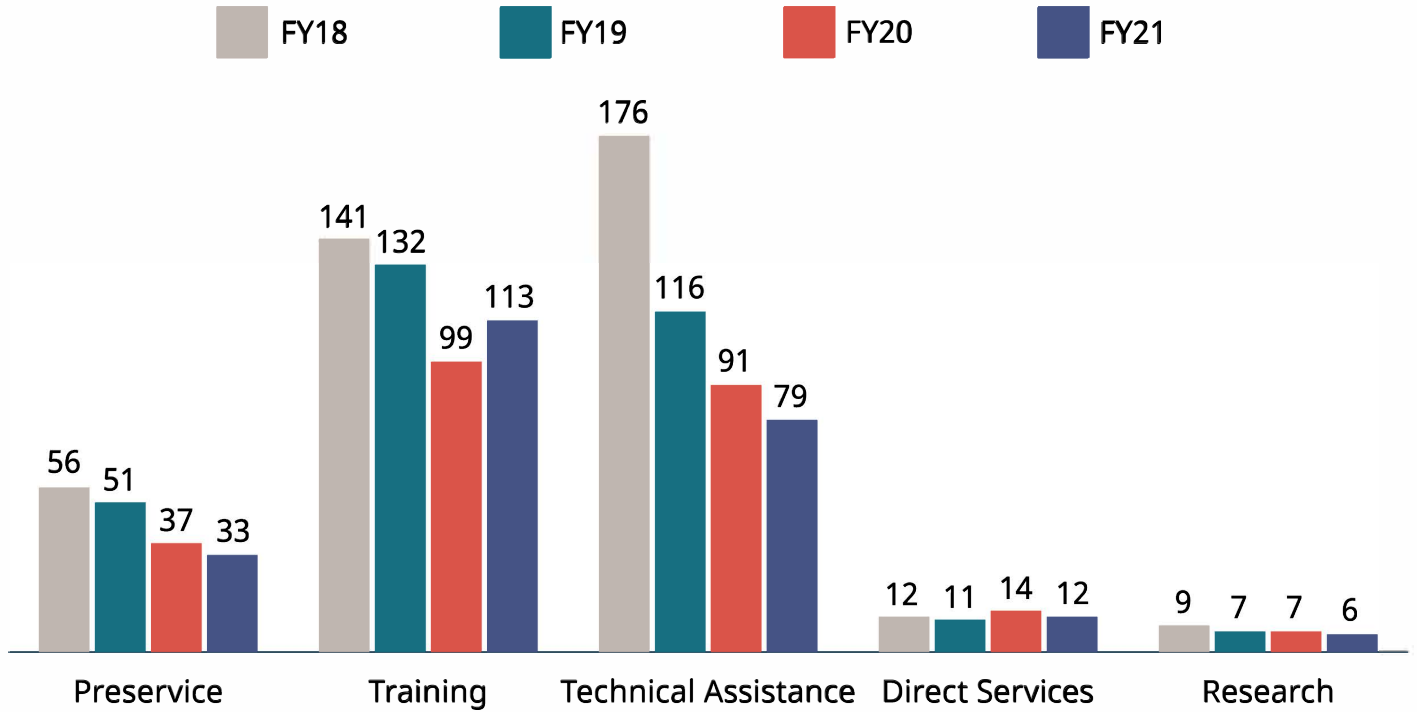
Number of total participants



Number of goal activities



Number of core function activities*



*Dissemination core function is only one aggregate activity each financial year.