I. Background and Authority

The Interagency Outreach Training Initiative (IOTI) is a collaborative effort between Utah State University, state service agencies, and other organizations concerned with improving the lives of people with disabilities. The 1995 and 1996 Utah State Legislatures appropriated funds (HB 234 and HB 107, respectively) to Utah State University’s Center for Persons with Disabilities to support an Interdisciplinary Outreach Training Initiative (IOTI). The IOTI’s purpose is to support training that responds to needs identified by the collaborating IOTI organizations. The training is expected to address critical short term gaps, particularly those that exist at the paraprofessional level, and to facilitate coordination of training efforts among disabilities service agencies and organizations of people with disabilities in Utah. The Coordinating Council for People with Disabilities (CCPD) has identified guiding principles for funding projects under the IOTI initiative. These include:

- Evidence that service agencies and organizations of people with disabilities and families participated in defining training needs
- Evidence of collaboration across agencies and organizations in planning and conducting training
- Responsiveness to the legislative intent: To bridge gaps in training and coordinate training across agencies and organizations of and for people with disabilities and their families
- A focus on short-term funding for specific activities, especially for projects that build training capacity or resolve personnel development gaps in a timely way
- Project designs that permit quick response to emerging training needs and that can be completed in 12 months or less
- Evidence of intent to secure funding from sources other than IOTI for longer-term training

II. Funding Available for Fiscal Year 2009 — Approximately $345,000 is available to support training projects for FY 2009 (July 1, 2008-June 30, 2009). This Request for Proposals (RFP) serves as an invitation for projects to address the needs described.

III. Eligible Applicants — Projects may be proposed by public agencies or by private for-profit or not-for-profit organizations. Applicant agencies must be legally incorporated in the state of Utah and able to furnish proof of Worker’s Compensation and other liability insurances.

IV. Proposal Requirements — Responding to this RFP is a two-step process: (1) A letter of intent to apply is submitted and reviewed by the IOTI Steering Council, and (2) the IOTI Steering Council then invites full proposals from applicants who submit the top-rated letters of intent. The ratings will be based on the requirements listed herein. Both letters of intent and full proposals are sent to Sharon Weston, IOTI Staff Assistant, Center for Persons with Disabilities, Utah State University, 6808 Old Main Hill, Logan, UT 84322-6808 (435-797-0134 or FAX 435-797-3944), or by email sharon@cpd2.usu.edu.
NOTE: PROPOSALS THAT FAIL TO COMPLY WITH THE SPECIFICATIONS DESCRIBED BELOW WILL NOT BE REVIEWED.

STEP 1: LETTER OF INTENT TO APPLY.
A 1-page, single sided letter of intent to apply must be submitted. The letter of intent must be typewritten in at least a 12 point font with 1” margins and include the following information:

- Name and address of the applicant organization, along with the name, email address, and telephone number of a contact person.
- Abstract of the proposed project including the (1) training need being addressed and purpose of project, (2) objectives, (3) training population and estimated number of individuals to be trained, (4) nature and extent of proposed training activities, (5) description of how the training is interagency in scope or conduct, and (6) estimated costs. Please keep in mind that IOTI funds support only training activities and not direct services.
- Statement describing the capability of the applicant to provide the training, including references to experience in similar or related efforts.

Letters of intent must be postmarked no later than February 11, 2008. Hand-delivered, electronic or faxed submissions must be received by 5 pm on the same date. Applicants are responsible for ensuring that letters are mailed, hand delivered or submitted electronically well in advance of the application due date and time. Letters received after 5 pm on the due date will be classified as late and will not be considered in the current competition. Letters may be emailed as an attachment in WordPerfect, Microsoft Word or PDF format to sharon@cpd2.usu.edu. Please note that letters submitted electronically will be printed in the format received; we will not be responsible for changing or reformatting attachments in any way. Only one printed page will be sent to reviewers. Letters will be reviewed and evaluated by the IOTI Steering Council. The Council will rank-order the letters based on quality, i.e., how the letter clearly addresses each of the required points listed above. Those applicants whose letters are determined to best address IOTI guiding principles and the training requested will be invited to submit full proposals. Written invitations to submit full proposals will be sent no later than March 14, 2008.

STEP 2: FULL PROPOSAL
The proposal (unbound and suitable for duplication) must be postmarked by April 16, 2008. Hand-delivered or electronically submitted proposals will be accepted only until 5 pm on that date. Electronic submissions in WordPerfect or Microsoft Word format must be sent to sharon@cpd2.usu.edu. All supporting materials such as the signed submission form and letters of support to accompany the proposal must be received or postmarked by the April 16 deadline.

Proposal Checklist:
☑ Cover sheet - Please use the signed submission form attached to the back of this RFP as the proposal cover sheet.
☑ Abstract – The abstract is limited to one page (may be single spaced, with 1-inch margins).
☑ Narrative – The proposal narrative must not exceed 20 pages. It must be double-spaced using a 12-point font, single-sided, on 8.5” x 11” paper with at least 1” margins. Text contained within tables may be single spaced. All required information (as described in the following section) with the exception of the abstract and the progress report must be contained within the 20-page narrative and may not be appended. Explain acronyms and, if necessary, append a description of licensure, certification requirements, or professional standards to be addressed by the proposed training.
☑ Appendix – Appendix materials are limited to 10 pages and should include letters of support that document agreements with other agencies and organizations to collaborate (e.g., to participate in
training) and abbreviated (2-page) resumes. Stories, individual tests and rating forms should not be included.

☑ Progress Reports – Progress reports that include summary data of outcomes to date are required of agencies that received prior-year funding. These are limited to 3 pages in length.

V. Full Proposal Content – Each proposal will be evaluated and points awarded according to the criteria listed below:

A. Abstract (5 points)
A one-page description of the project, purpose, objectives, participants in training, expected outcomes of training, and how the project is interagency in nature.

B. Statement of Need (5 points)
This should include data supporting the need in Utah for this training.

C. Objectives (10 points)
Project objectives must relate to and address the described training needs. They should describe the population to be trained, the number of trainees and their geographical location, and the outcomes expected to result from training.

D. Work Plan (20 points)
Describe the project activities, timeline, and the materials and procedures to be employed in training. The validity of materials and procedures for teaching should be explained. Innovative methods, especially those that employ current technology, are encouraged. The work plan should present a logical sequence of activities that project staff will conduct to accomplish project objectives. The activities should describe involvement of people with disabilities or family members and agencies other than the applicant in planning, conducting, and evaluating training. A timeline specifying activities, persons responsible, person-days to be devoted to each activity, and completion dates should be included (see Figure 1). Cooperative arrangements between the applicant and other participating organizations should be described. (Letters documenting these arrangements are to be included as an appendix.) The starting date and ending date should be consistent with information provided for each training need.

E. Evaluation Plan (15 points)
This plan should describe both process and outcome evaluation. Process evaluation should explain how the project will document that activities described in the work plan
were completed. Outcome evaluation should specify what data will be collected to document outcomes that result from training. Where possible, validated measurement instruments should be used. The proposal should describe how the data will be analyzed and summarized. Quarterly progress reports and a final report including these data are required.

F. **Capability of the Applicant** *(20 points)*

This section should present information on the qualifications of the applicant organization and the staff who will conduct the training. Qualifications include past organizational experience in conducting similar training, as well as the teaching staff’s education and experience. The proposal must provide assurance that the applicant is legally incorporated and has liability insurances.

G. **Continuation** *(5 points)*

This section should describe how the applicant intends to continue training and/or address the need after the IOTI grant terminates. Specific activities that staff will engage in during the grant period to receive continuation funding should be described. One-time projects, not expected to continue, need not complete this section and will not be penalized in the proposal review process.

H. **Budget and Budget Narrative** *(20 points)*

Applicants should develop a line-item budget around the following major categories:

- Personnel
- Benefits
- Travel
- Supplies and Materials
- Subcontract
- Other

The line-item budget must show funds being requested from IOTI and may describe those being contributed as matching funds by the applicant and from other sources. Matching funds are desirable but not required. IOTI funds are to be used to support costs associated with training, not out-of-state travel, rent, or other costs tangential to addressing training needs in Utah. The budget narrative should describe how the funds from each line item will be spent to support the project’s accomplishment of its objectives.

Funding for IOTI is derived from state resources, and indirect costs (overhead costs) are not an allowable program budget item. Indirect costs may be included as an in-kind contribution.
VI. PROPOSED TRAINING AREAS FOR IOTI FUNDING—FY 2009
(July 1, 2008 – June 30, 2009)
Training proposals are requested for IOTI support in the following areas:

A. Disability specific training (autism, cerebral palsy, seizures, fragile X, etc.) for community providers (such as Boys and Girls Clubs, YMCA’s, county recreation programs, church groups, or staffs of summer and after school activity programs for school age children) to promote community capacity building to serve children with disabilities and their inclusion in community programs

1. General Description of the Training and Rationale – The Utah Developmental Disabilities Council conducted statewide interviews with representatives of community service agencies and organizations to assess their perspectives on inclusion. The interviews indicated there is a need for training of personnel and volunteers about how to implement inclusive practices. Attitudinal barriers to including children and youth with disabilities may be associated with fears such as not knowing how to interact with and support these individuals. Materials about specific disabilities and how to interact with people with disabilities are available from various sources such as the Utah MedHome Portal http://medhomeportal.org/ and the Disability is Natural website http://www.disabilityisnatural.com/peoplefirstlanguage.htm. Proposals that go beyond workshops are encouraged—that offer field experiences, incorporate technology (for example, motion video models of interaction with people with disabilities, illustration of supports, or demonstrate adaptive equipment and assistive technologies) and/or provide follow up to participants involved in inclusive activities.

2. Potential Population to Be Trained – Proposals must describe the proposed participants and append agreements with agencies and organizations to participate in training.

3. Geographic Location of Population to Be Trained – Proposals that provide statewide training will be given preference.

4. Training Materials – Preference will be given to proposals that use existing materials, innovative technologies, and support participants as they implement inclusive practices. Applicants are encouraged to involve self advocates as trainers.

5. Funds Available – Proposals of up to $40,000 will be considered.

B. “Sensitivity training” and identifying issues (such as dual eligibility) when communicating with people with disabilities: Training for Medicare providers, aging area resource centers, volunteers, community health clinics.

1. General description of the Training and Rationale – As individuals with disabilities participate in a wider array of community-based activities and services and participate more independently, they encounter barriers associated with prejudice or lack of understanding of disabilities. In 2005, the Utah Developmental Disabilities Council conducted a survey that indicated that while agency personnel and providers of generic services may understand physical accessibility, they may not know how to interact with individuals who have disabilities. Also, they may lack awareness of how the services they provide may impact people with disabilities who participate in multiple services.
Thus, training of generic community services personnel and volunteers is requested to address this barrier to full participation. Training may address topics such as basic communication (e.g., People First language) and interacting with individuals who use adaptive equipment. Training for agencies in which participation may have differential impact upon people with disabilities (e.g., those who are dual eligible) may also address these specific topics. Training may be directed to personnel from a variety of agencies and organizations that individuals with disabilities may access—such as Medicaid/Medicare providers, senior citizens’ centers, libraries, or recreation centers.

2. **Potential Population to Be Trained** – Proposals must describe the proposed participants and document agreements with agencies and organizations to participate in training.

3. **Geographic Location of Population to Be Trained** – Proposals that provide statewide training will be given preference.

4. **Training Materials** – Preference will be given to proposals that use existing materials that have been demonstrated to be effective with the proposed audience. Preference is also given to projects that use materials that will be available beyond the period of IOTI funding. Applicants are encouraged to involve self advocates as trainers.

5. **Funds Available** – Proposals of up to $40,000 will be considered.

C. **Point of diagnosis: Training professionals to communicate disability-specific information (such as about autism) and to connect families with resources.**

1. **General description of the Training and Rationale** – The way that the presence of an identified disability is communicated to individuals and to their family members has a profound effect not only how the information is received but also on subsequent actions the recipient may take to address the implications of the disability. Individuals with disabilities and family members need access to additional information about the disability, to seek supports, access resources, and communicate with others. Basic information about disabilities is available from a variety of sources such as Utah’s MedHome portal [http://medhomeportal.org/](http://medhomeportal.org/). Teaching professionals to access this and other information, to communicate about disabilities in a sensitive and constructive manner, and to be aware of and link families and individuals with pertinent resources is the focus of this area of need. This training may be directed to professionals from a variety of disciplines—physicians, nurses, social workers, school psychologists, and others who may communicate with families about disabilities—and especially those who may be the first to do so.

2. **Potential Population to Be Trained** – Proposals must describe the proposed participants and document agreements with agencies and organizations to participate in training.

3. **Geographic Location of Population to Be Trained** – Proposals that provide statewide training will be given preference.
4. **Training Materials** – Preference will be given to proposals that use existing materials that have been demonstrated to be effective with the proposed audience. Applicants are encouraged to involve family members and self advocates as trainers.

5. **Funds Available** – Proposals of up to $40,000 will be considered.

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**D. Mental health personnel: Strength-based and outcomes-focused training for paraprofessionals and professionals.**

1. **General description of the Training and Rationale** – In recent decades, human services disciplines have moved from implementing medical treatment models that view individuals with disabilities, particularly those with a mental illness, as having problems that need to be “controlled” or “stabilized.” Recovery from mental illness was not considered possible. We now know that recovery is possible through a strength-based approach. A strength-based approach focuses on a person-centered planning process which places the consumer’s hopes and dreams foremost in the recovery process. Strengths-based training is incorporated into the person-centered plan and begins with what an individual is able to do (not the individual's deficiencies) and their past successes (not their failures) to work with the person to develop desired outcomes and a plan of action to reach those outcomes. The individual is perceived as an active participant in changing his or her life. Professionals affiliated with Utah's mental health systems have adopted a strengths-based and outcomes-focused, person-centered planning approach. Training of professionals and volunteers affiliated with mental health systems is needed to teach skills required to translate this philosophy into practice. The training and consultation will be geared to shared decision making, client defined outcomes based on the client's strengths and available supports, and motivational interviewing techniques for engagement and movement.

2. **Potential Population to Be Trained** – Targeted training participants will be practitioners (clinicians, case managers, nurses, etc.) in the public Mental Health and Substance Abuse System with whom the Division of Substance Abuse and Mental Health already has contractual relationships. In addition, consumer and family advocates, Family Resource Facilitators (family members with experience in “the system”), and other sister agencies will be invited to participate. Proposals must describe the proposed participants and append agreements with agencies and organizations to participate in training.

3. **Geographic Location of Population to Be Trained** – Proposals that provide statewide training will be given preference.

4. **Training Materials** – Preference will be given to proposals that use existing curriculums that have been demonstrated to be effective with the proposed audience. The book “Treatment Planning for Person-Centered Care: The Road to Mental Health and Addiction Recovery” by Adams and Griender is an example of an accepted model. Applicants are encouraged to involve self advocates as trainers.

5. **Funds Available** – Proposals of up to $40,000 will be considered.
E. Disability career education for those who are entering/or and re-entering the workforce.

1. General description of the Training and Rationale – Utah experiences the shortage of direct support professionals that is felt across the nation (See, for example, *The Supply of Direct Support Professionals Serving Individuals with Intellectual Disabilities and other Developmental Disabilities: Report to Congress, January 2006*). This shortage creates barriers to inclusion and full participation in community life for people with disabilities and their families. Education about employment opportunities in the disability field that is directed to prospective employees—such as retirees seeking second careers and individuals who are entering the workforce—is one of many strategies to address this shortage. The Centers for Medicare and Medicaid’s National Direct Service Workforce Center (http://www.dswresourcecenter.org/) report “Promising Practices in Marketing, Recruitment and Selection” describes other strategies:

(Projects that address this need are to provide training to targeted professionals who may engage in recruitment of direct support professionals (e.g., high school guidance counselors, applied technology college counselors, Independent Living Center personnel, or retirement groups) to provide them with recruitment information and strategies. Projects should collaborate with agencies such as the Division of Services for People with Disabilities (Workforce Augmentation and Integration Task Force) and the Department of Workforce Services.

2. Participants in training – Participants should include persons who may engage in recruitment of direct support personnel. The project should define the target groups and provide evidence of their willingness to participate.

3. Geographic Location of the Population to Be Trained - Preference will be given to quality proposals that pursue regional or statewide training and maximize the number of persons trained.

4. Training materials – Preference will be given to proposals that identify specific materials and sources that may be adapted for recruitment efforts in Utah. Projects that will make recruitment materials available for continued use will receive preference.

5. Funding available – Proposals of up to $40,000 will be considered. Costs may include travel to provide training.

F. Crisis Intervention and Criminal Justice System Training, including juvenile justice and the process of communication/involvement with people with disabilities.

1. General Description of the Training Requested and the Rationale – The numbers of individuals with disabilities who are involved with law enforcement and the justice system is disproportionate to their representation in the general population. For example, the proportion of incarcerated juveniles who are eligible for special education services is much higher than for their non-incarcerated peers (http://projectforum.org/docs/JuvenileJusticeandSWD-StateInfrastructureandInitiatives.pdf). People with cognitive disabilities are more likely than those in the general population to be victims of crime and abuse. While small, the number of adults with cognitive and intellectual
disabilities who are involved or suspected of criminal activity is increasing
(http://www.thearc.org/faqs/crimjustice.org)

People with disabilities may lack the information and supports necessary to navigate the
criminal justice system. Families may need information to assist a member who has a
disability and is involved in this system. Training of court officials, police, providers, and
caregivers is needed to assist those who become involved with the justice system.

The planning and delivery of training should be an interagency endeavor and include
families and individuals with disabilities. Proposals should clearly document the
involvement of representatives of the participating agencies. Initiatives might include
(a) interagency planning for education and community supports for youth upon release
from correctional facilities; (b) education of personnel in the law enforcement and/or
justice systems about alternatives to arrest and incarceration for individuals with
disabilities; (c) education of attorneys who represent persons with disabilities or who
prosecute crimes involving persons with disabilities.

2. Potential Population To be Trained – To be determined by the applicant based upon the
topic. Applications that provide training across agencies will be given preference.
Successful proposals must provide evidence of agreements with proposed participants.

3. Geographic Location of the Population to Be Trained – Preference will be given to
quality proposals that pursue regional or statewide training and maximize the number of
persons trained.

4. Training Materials – Preference will be given to proposals that use existing materials that
have been demonstrated to be effective and will be available beyond the period of IOTI
funding. Innovative uses of technology are encouraged.

5. Funds Available – Proposals up to $40,000 will be considered. A single proposal may
address multiple areas. Bidders are encouraged to combine areas where feasible within
this budget limit. Separate proposals from a single agency that address different areas
will be considered as justified in the budget.

G. Interpreter Certification Training
1. General Description of the Training Requested and Rationale – Because of statewide
shortages of interpreters for the deaf, training for entry-level interpreters is needed. The
purpose of this training is to recruit and train individuals who currently hold a
Mentored/Temporary Permit and can reasonably be expected to meet Level One
Interpreter Certification with additional training. Demonstration of capability to provide
such training, including equipment, qualified staff, knowledge of deaf communication
systems and deaf culture is required. Priority will be given to applicants who
demonstrate the use of outreach services and other means of distance education to
achieve training results. Preference will be given to proposals that are collaborative
across agencies.
2. **Participants in Training** – Individuals with experience in sign language, who hold a Mentored/Temporary Permit and can reasonably be expected to meet Level One Interpreter Certification with additional training.

3. **Geographic Location of the Participants in Training** – Statewide.

4. **Training Materials and Procedures** – Preference will be given to proposals that use existing materials that have been demonstrated to be effective and will be available beyond the period of IOTI funding.

5. **Funds Available** – Proposals up to $40,000 will be accepted.

**H. Positive Behavioral Supports: Training for agency personnel and families, especially those not receiving supports (for example, families on the DSPD waiting list).**

1. **General Description of the Training and Rationale** – The likelihood that individuals with cognitive and developmental disabilities will experience emotional, psychiatric and behavioral disorders is 3 to 4 times greater than for the general population. Individuals with disabilities who experience behavioral and social-emotional issues often require supports in a variety of settings such as home, community, work, or school. Often paraprofessionals provide supports according to an individual support plan or individual education program. In settings such as the home, families may need to provide similar supports. Thus, there is a critical need not only to teach staff but also family members how to provide positive behavioral supports. Training must address how to interact and how to build pro-social behaviors in these varied environments. There may also be a need for training to coordinate supports between providers and family members. Proposals that address this area of need should describe training philosophies and content such as (a) functional behavioral analysis, (b) the development of behavioral plans, (c) strategies of behavioral intervention, (d) requirements for behavioral intervention as defined by law, ethics, and the rights of individuals, (e) techniques for avoiding conflict, and (f) teaching positive social skills and interactions. Preference will be given to proposals that offer on-site training and follow-up to assist in the application of positive behavioral supports.

2. **Population to Be Trained** – Family members as well as paraprofessionals and professionals who are employed in classrooms, residential sites, and work environments. Proposals that provide training to teams of families, professionals, and paraprofessionals will receive preference.

3. **Geographic Location of Training** – Preference will be given to quality proposals that pursue regional or statewide training.

4. **Training Materials and Procedures** – Preference will be given to proposals that use existing materials that have been demonstrated to be effective.

5. **Funds Available** – Proposals up to $40,000 will be considered.
I. Supported Employment and other Job-Based Training

1. General Description of the Training Requested and Rationale – Employers and disability provider agencies in Utah agree that a training program to prepare employment specialists and others who support individuals with disabilities in employment settings is a critical need. Those who provide this training must have an applied knowledge of job-focused supported employment and of customer-focused customized employment and ways in which these two concepts complement each other to improve employment outcomes for individuals with significant disabilities.

Supported employment is paid, competitive employment in integrated work settings with ongoing support for individuals with severe disabilities. It assumes that all people should have an opportunity to work in competitive, productive environments receiving fair wages; most people can work if provided the right kind of support; and, the labor market has a demand for those seeking this type of support. Customized employment espouses these assumptions and adds a fourth: the individual with a disability has a right to “discover” the types of jobs that may be of interest to him or her.

Participants (i.e., employment specialists) trained using IOTI funds must apply skills in employment settings as job coaches or supervisors. The curriculum should include effective instructional techniques that enable sharing of experiences and collaborative problem solving following initial training. The curriculum must include a series of core competencies for new employment specialists and may also include specialized training for current employment specialists.

Core training competencies for new employment specialists should be addressed in multiple sessions with a minimum of 24 direct contact hours. Training sessions for new specialists should occur over time (not to exceed 180 days per cohort) allowing for application and demonstration of mastered competencies. The list of core training competencies may be enhanced (see Training Needs Assessment section below). Current employment specialists (those who have already demonstrated core training competencies) may participate in core competency training “updates,” special topic training activities, and/or supervisory/management training activities with a minimum of 8 direct contact hours per year.

Core Training Competencies:
- Communicate effectively and respectfully with consumers, families, other providers
- Assist consumers to identify and access a variety of employment funding sources
- Understand and teach “soft skills” (e.g., appropriate dress, on-time, basic social skills) to consumers to enable their success in competitive job placements
- Market supported/ customized employment opportunities to employers
- Develop job opportunities for individuals
- Understand the basics of the Americans with Disabilities Act (ADA) (Titles I and III, specifically)
- Identify and implement task accommodations and instructional approaches for skill acquisition
- Use natural community supports and professional supports
- Conduct job task analyses and develop appropriate training strategies
• Understand and apply a team approach to development and implementation of employment services
• Promote self-advocacy and individual empowerment
• Understand legal and practical issues of transition from school to work

Examples of Special Topic Issues:
• Specific agency funding requirements
• Positive behavioral supports
• Social Security work incentives
• Department of Labor regulations
• Advanced job development skills
• Advanced skill acquisition (i.e., instructional skills and techniques)
• Special issues with specific populations (e.g., deaf, deaf/blind, brain injury, mental illness, etc.)
• Development and implementation of employment goals and measurable objectives
• Supervision/management of employment provider networks
• Creative problem solving
• Staff resource allocation (staff assignments, job sites, etc.)

Additional required information:

Program Advisory Panel. A program advisory panel (PAP) should be convened and maintained with representation from the state agencies and service providers whose staff participate in the training activities. This group will assist with outlining specific training needs, assist in identifying funding sources to sustain this training program beyond the IOTI funding cycle, review summaries of training evaluations, and suggest curriculum changes to reflect best practices. A representative of the PAP must be designated to serve as a liaison to the Utah Coordinating Council for Persons with Disabilities (CCPD).

Training needs assessment. As part of the application process, a preliminary needs assessment should be conducted among disability service providers to assess and evaluate current training needs. Upon award, the successful applicant must conduct an in-depth analysis of training needs in collaboration with the PAP. Applicants must demonstrate familiarity with the applicable recommendations of the 2005 Utah Symposium on Employment of People with Disabilities. With the assistance of the PAP, determine which supported employment competencies outlined by the Association of Persons in Supported Employment (APSE) apply to the specific needs identified in this needs assessment. Expand the list of core training competencies, as needed.

Evaluation. Pre- and post-training assessments should be conducted to evaluate participant learning. Other evaluation procedures (e.g., attendance, participant satisfaction, supervisor satisfaction) should be conducted for formative evaluation purposes. All evaluation data should be summarized for periodic review by the PAP and the IOTI Steering Council.

Follow Up with Participants. The training program should provide frequent, purposeful follow-up consultation with participants to reinforce core training competencies.
Coordination with other resources. The contractor should coordinate with other supported employment training resources to leverage additional training resources and/or avoid duplication. Organizational linkages should be maintained with the Utah Association of Community Providers (UACS) and with others, as deemed appropriate by the PAP. The contractor should incorporate applicable information identified in the USOR Supported Employment Standards and Evaluation document available from the USOR Employment Resource Center, 801-887-9530.

Certification/Credit. Training should comply with current certification requirements of state funding agencies. Applicants should indicate whether college credit or continuing education units may be available, and if so, how this will be accomplished.

Fees. The proposed budget may include reasonable and customary fees charged to participants who wish to earn course credit from an institution of higher education or purchase additional materials. The project will support travel expense reimbursement for participants who live far from training site(s).

2. Potential Population to Be Trained – It is estimated that in Utah approximately 250-300 direct service personnel work in the areas of supported and customized employment. Statewide, there are approximately 40-50 provider organizations that provide employment supports to individuals with developmental disabilities, serious mental illness, and other severe disabilities. In addition, personnel employed in secondary school transition programs require related skills and are a potential group of trainees/participants. Supervisors and managers in these programs also need training.

3. Geographic Location of the Population to Be Trained – Supported employment and supported job-based training are potentially provided in every community in Utah. Training should be offered in rural areas and/or accommodations made for rural providers to access the training (e.g., through technology-mediated distance education). These funds are NOT to be used for online course curriculum development.

4. Training Materials – A comprehensive training manual should be available to all new participants. Special topic trainings should provide relevant materials to participants. Cost of materials should be identified in the budget.

5. Time Frame – Core training should offer at least 24 contact hours in multiple sessions within 180 days (for each training cohort) for new employment specialists with a reasonable break between sessions to allow time for applied learning. A minimum of 8 direct contact hours per year is required for current employment specialists.

6. Funds Available – Proposals of up to $100,000 will be considered.

J. Training for families in one or more areas: (a) Dispute resolution, (b) IEP and IDEIA 2004, (c) Financial issues – SSI, insurance, trusts/wills/guardianship; (d) Identifying and accessing resources and information; (e) Transition to adulthood regarding youth with special needs and who are not covered by IEPs (for example youth served under section
504 or by CSHCN); (e) Training for providers and families regarding collaboration in the transition process; and/or (f) Community-based sign language for parents including English and Spanish speakers.

1. General Description of the Training Requested and Rationale – Training for families (providers may be included) in one or more areas: (a) Dispute resolution, (b) IFSP, IEP and IDEIA, (c) Financial issues - SSI, insurance, trusts/wills/guardianships; (d) Identifying and accessing resources and information; (e) Transition to adulthood regarding youth with special needs and who are not covered by IEPs (for example youth served under section 504 or by CSHCN); (e) Collaboration in the transition process; and/or (f) Community-based sign language including English and Spanish speakers.

Proposals to provide training in one or more of the listed areas are requested. Census data (2005 American Community Survey) indicate that in Utah approximately 6 percent of children, ages 5 to 15, experience a disability. Additionally, Utah served 3,613 infants and toddlers, ages 0 to 3, in Part C in 2007 (Baby Watch Early Intervention Program). Of individuals in the 16-64 age group, nearly 11%, experience a disability. Although how many of these individuals rely on families for support is not reported, the data indicate the need to educate families and health care providers to assist them as they support and provide care for children with disabilities.

Various factors influence the education that families want. Changes within the family affect the type of information that is needed and when delivery of information will be useful. For example, training and access to specific information are needed as youth with disabilities enter adulthood. Transition planning must begin early and involve not only family members and their children with disabilities but also personnel from multiple agencies. Training is needed about collaboration; this should include family members and agency personnel as joint participants. Families whose children have disabilities but have not participated in special education (and thus, in transition procedures) require specific information about planning to maximize the independence of their youth as emerging adults. As families plan for the future, provisions for members who have disabilities become increasingly important. Thus, training about financial issues—for example, employment and SSI and setting up trusts and wills—must begin early and be available as families' needs evolve.

Changing policy is another factor that influences the need for training. The recently issued Regulations of the Individuals with Disabilities Education Improvement Act include procedural changes that affect families. Families need to be active team members in developing IEPs; they need to know about legal rights and due process and to be prepared to engage in dispute resolution should the need arise.

Finally, some families need practical information targeted to the specific needs of their children with disabilities. Training in basic sign language for use in community environments is an area that both English and Spanish speaking families have identified as an area of need as they support members who have oral language limitations.

2. Potential Population to Be Trained – Proposals must describe the proposed participants and methods for community outreach to recruit families. Proposals that document interagency collaboration to provide training will be given priority.
3. **Geographic Location of Population to Be Trained** – Proposals that provide statewide training will be given preference.

4. **Training Materials** – Preference will be given to proposals that use materials that have been demonstrated to be effective with the proposed audience and will be available beyond the period of IOTI funding. Preference is also given to projects that use innovative methods of delivery.

5. **Funds Available** – Proposals of up to $40,000 will be considered. Bidders are encouraged to address multiple areas where feasible within this limit. Separate proposals from a single agency that address different areas will be considered as justified in the budgets.

K. **Field-based proposals**

1. **General Description of the Training Requested and Rationale**
   Proposals must include data that support the need for training in Utah and describe the intended participants and proposed content to address the identified need. Training topics might include issues of housing for people with disabilities, aging and disability, training in accessibility requirements, educating child care providers regarding supports for children with disabilities, or early diagnosis.

2. **Potential Participants in Training** – To be determined by the applicant. Applications that provide training across agencies and organizations will be given preference.

3. **Geographic Location of Population to Be Trained** – To be determined by the applicant; preference is given to proposals that address a statewide need.

4. **Training Materials** – Preference will be given to proposals that use materials that have been demonstrated to be effective and that will be available beyond the period of IOTI funding. Innovative methods of delivery are encouraged.

5. **Funds Available** – Proposals of up to $40,000 will be considered.
# Interagency Outreach Training Initiative (IOTI)
## PROPOSAL SUBMISSION FORM
### FY 2009

<table>
<thead>
<tr>
<th>Date Submitted</th>
<th>Submitted By (organization)</th>
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**Address (Give city, county, state, and zip code)**

Name and address of person to be contacted regarding this proposal:

**Telephone Number:**

**Email address:**

**Descriptive Title of the Proposed Project**

**Training areas addressed by this proposal:**

- [ ] Disability Specific Training
- [ ] Sensitivity Training
- [ ] Point of Diagnosis: Training Professionals
- [ ] Training Mental Health Personnel
- [ ] Disability Career Information Training
- [ ] Crisis Intervention and Criminal Justice Training
- [ ] Interpreter Certification Training
- [ ] Positive Behavioral Supports
- [ ] Supported Employment/Job-based Training
- [ ] Training for Families
- [ ] Field-Initiated Training

**Proposed Project**

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<th>START DATE</th>
<th>ENDING DATE</th>
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**Estimated Funding**

<table>
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Contributed Funds, if any (do not include in-kind contributions) $________

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<th>Typed or Printed Name of Authorized Representative</th>
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<tr>
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