

Interagency Outreach Training Initiative
Request for Proposals
Fiscal Year 2011

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 knowledge and skills gaps, particularly those that exist at the paraprofessional level, and to facilitate coordination of training efforts among disability service agencies and organizations 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.

Funding Available for Fiscal Year 2011 — Approximately \$300,000 is available to support training projects for FY 2011 (July 1, 2010-June 30, 2011). This ***Request for Proposals (RFP)*** serves as an invitation for projects to address the needs described.

IOTI funds will be allocated on a short-term basis (i.e., annually) to address critical training gaps and shortages in Utah's disability community. Applicants may reapply for funding in subsequent years, but must re-compete for funding.

Eligible Applicants —Public agencies or private for-profit or not-for-profit organizations may apply. Applicant agencies must be legally **incorporated** in the state of Utah and able to furnish proof of Worker's Compensation and other liability **insurances**.

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 are based on the requirements listed herein. Both letters of intent and full proposals are sent by surface mail 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), by FAX 435-797-3944), OR by email to sharon.weston@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 **one-page, single-sided** letter of intent to apply must be submitted. The letter of intent must be **typewritten in at least a 12 point** (e.g., Ariel, & °æ , fæ°, Times New Roman) **font with 1” margins** and include an abstract of the proposed project including (1) training need being addressed and purpose of project, (2) training objectives, (3) nature and extent of proposed training activities, (4) description of how the training is interagency in scope or conduct, and (5) a statement describing the capability of the applicant to provide the training, including references to experience in similar or related efforts.. *Please keep in mind that IOTI funds support training activities only, and not direct services.*

In addition to the Letter of Intent, please provide the completed Letter of Intent and Proposal Cover Sheet, included as the last page of this document.

LETTER OF INTENT AND COVER SHEET SUBMISSION DUE DATE: 5:00PM on WEDNESDAY, FEBRUARY 17, 2010.

Letters of intent and the accompanying cover sheet must be RECEIVED (via email, Fax or hand delivered) by 5:00PM on or before WEDNESDAY, FEBRUARY 17, 2010. The name, title, signature of the Authorized Representative and date on the cover sheet ARE NOT REQUIRED for the Letter of Intent step, only for the full proposal step.

Letters and cover sheets submitted by surface mail must be postmarked on or before WEDNESDAY, FEBRUARY 17, 2010. Applicants are responsible for ensuring that letters and cover sheets are submitted well in advance of the due date and time. Letters received after 5 pm on the due date or postmarked after 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.weston@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 (Letter of Intent) 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 15, 2010.

STEP 2: FULL PROPOSAL

FULL PROPOSAL DUE DATE: 5:00PM on WEDNESDAY APRIL 14, 2010.

The full proposal (unbound and suitable for duplication) **must be RECEIVED (via email, Fax or hand delivered) by 5:00PM on or before WEDNESDAY APRIL 14, 2010.** Full proposals submitted by surface mail must be postmarked on or before April 14, 2010. Applicants are responsible for ensuring that full proposals are submitted well in advance of the due date and time. Proposals received after 5 pm on the due date or postmarked after the due date will be classified as late and will not be considered in the current competition. Full proposals may be emailed as an attachment in

attachment in WordPerfect, Microsoft Word or PDF format to sharon.weston@usu.edu. Please note that proposals submitted electronically will be printed in the format received; we will not be responsible for changing or reformatting attachments in any way. All supporting materials such as the letters of support to accompany the proposal must be received or postmarked by the submission due date.

Proposal Checklist:

- Cover sheet - Please use the signed Letter of Intent and Proposal Cover Sheet form attached as the last page of this RFP. It will likely be the same or very similar to the cover sheet you submitted with the Letter of Intent.
- 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 (e.g., Ariel, & °æ , Æ°, Times New Roman), 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 for the same training topic as proposed in this submission. These are limited to 3 pages in length.

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

- 1. 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.
- 2. Statement of Need -** **(5 points)**
This should include data supporting the need in Utah for this training.
- 3. 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.
- 4. 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,

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.

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FIGURE 1.
Template for Activity Timeline

ACTIVITY	PERSON(S) RESPONSIBLE	DAYS	COMPLETION DATE

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5. 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.

6. 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.

7. 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. Applicants seeking funding for a second or subsequent year should provide evidence of activities undertaken during the current grant cycle to leverage continuing funding. One-time projects, not expected to continue, need not complete this section and will not be penalized in the proposal review process.

8. 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.

PROPOSED TRAINING AREAS FOR IOTI FUNDING FY 2011 (July 1, 2010 – June 30, 2011)

As per long-standing IOTI policy, applications are invited in any of the training priority areas listed below. The IOTI Steering Council is not obligated to fund proposals in all proposed training priority areas. All proposals are evaluated individually, on their own merits, according to the criteria set forth in this Request for Proposals (RFP).

AREA ONE: Supported Employment and other Job-Based Training

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 on-going 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).

Use of existing needs assessment data. As part of the application process, a brief needs assessment should be conducted among disability service providers to assess and evaluate current training needs. Upon award, the successful applicant must demonstrate familiarity with

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).

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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 described under this priority will be accepted.

AREA THREE: Behavioral Supports in homes and communities

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 professional 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.

Population to Be Trained – Family members, 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.

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

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

Funds Available – Proposals up to \$45,000 will be considered.

AREA FOUR: Transition to Adult Life/Employment and Post School Training

General Description of the Training Requested and Rationale – This training priority is focused on those families (and providers) who have young adults with special needs in transition to adulthood and who are no longer covered by IEPs. Some young adults may continue to receive adult-focused services (e.g., DSPD or vocational rehabilitation), but the majority will not.

While transition planning in the special education system begins at age 16 or earlier, once children exit the education system they and their families are generally “on their own” in the transition process. Families need training related to continued collaboration between families and service agency personnel. Families whose children have disabilities but have not participated in special education (and thus, in the education-based transition process) require specific information about planning to maximize the independence of their youth as emerging adults. As families plan for the future, provisions for young adults who have disabilities become increasingly important. Training and easily accessible information resources about financial planning issues, employment and other social services and benefits (e.g., Social Security and estate planning) must be available as families' needs evolve.

Priority will be given to proposals that focus on financial planning for families of children and young adults with special needs.

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.

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

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.

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

AREA FIVE: Autism Resource Information

General Description – The prevalence of Autism Spectrum Disorder (ASD) in Utah mirrors the U.S. in general. Data from 2002 indicated that of the 26,108 eight-year-olds included in a CDC study, 196 (or 7.5 per 1,000) were diagnosed with an ASD. Of the 14 states in the study, Utah ranked third highest in ASD prevalence behind New Jersey and Georgia. Utah also reported the earliest median age of ASD diagnosis at 49 months. Additionally, 88.8% of children with ASD had concerns noted before age 3. Additional data from a survey conducted by the Bureau of Children with Special Health Care Needs (CSHCN) of the Utah Department of Health completed in 2006 found that an estimated 5,716 children with a special health care need in Utah had ASD. These data were collected across children aged 0-17 and equate to roughly 7% of the population of children with special health care needs.

Utah is faced with increasing numbers of individuals with ASD. Families and providers of

services to these families need targeted information and training related to early diagnosis, behavior management techniques, individual and family emotional coping and support, how to locate and pay for resources/ services/ supports, and collaboration/communication techniques with health care providers and the education system.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit families. Providers may also be a target audience, but preference should be given to families Proposals that document interagency collaboration to provide training will be given priority.

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

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.

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

AREA SIX: Healthy Lifestyles for People with Disabilities

General Description –In the United States the U.S. Surgeon General has declared, “that obesity has reached epidemic proportions in the nation” and called for an immediate action to prevent and reduce its impact on both the individual and society at large (Rimmer & Yamaki, 2006). Currently 64% of adults in the United States are overweight and 26% are obese. In Utah 55.8% of adults are overweight and 21.8% are obese (CDC, 2009). According to some sources people with disabilities are twice as likely to be obese than those without disabilities, yet they are largely ignored in health outreach programs (Hopper, 2009). The well documented long-term health risks and secondary conditions associated with obesity are many and significant. Among the health conditions associated with overweight/obesity are hypertension, diabetes, heart disease, arthritis, stroke, stress, depression, and respiratory diseases (WHO, 2009; Rimmer & Yamaki, 2006). Further, obesity can result in significant societal and personal costs, which among individuals with intellectual disabilities can include reduced or limited opportunities for participation in community activities such as employment and recreation (Rimmer & Yamaki, 2006).

Training projects under this proposed priority should promote healthy behaviors to encourage, motivate, and enable individuals to lose weight, prevent unhealthy weight gain, or make other lifestyle changes to improve overall health. Proposed training should utilize existing, evidenced-based curriculum. Training materials should be applicable across disability types or have the potential to be quickly and effectively adapted to meet the needs of different populations within the disability community.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit professionals, paraprofessionals, individuals with disabilities and their families. Proposals that document interagency collaboration to provide training will be given priority.

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

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.

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

AREA SEVEN: Section 504 Training for Parents and Families

General Description – Section 504 of the Rehabilitation Act requires that an individual who qualifies as a person with a disability have access to any program that receives federal funding, including public schools and universities. The recent amendment to the Americans with Disabilities Act clarified who does and does not qualify as a person with a disability. This, in turn, has implications for who is “covered” under Section 504. Families need training and resource information on the requirements of the law, how to obtain the accommodations and services required under Section 504, and how to effectively communicate this information with education providers. Training activities should include practical examples.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit parents and families. Proposals that document interagency collaboration to provide training will be given priority.

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

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.

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

AREA EIGHT: Braille Instruction for Educators

General Description – Children who are blind or visually impaired benefit from early training in Braille. The earlier a child learns to use Braille, the more positive the Braille literacy outcomes for the child. The Utah State Office of Education is currently revising its Braille standards to better align with the Utah Core Curriculum Standards. Also, effective Braille teaching/practices standards are being developed. It is anticipated that these tasks will be completed by the end of the 2009-2010 school year. It is imperative that educators receive targeted instruction related to these standards and practices, so as to improve outcomes for children. In addition, educators, particularly paraprofessional staff tasked with providing direct services to students who use Braille to interact with education content, must be proficient in reading and understanding basic Braille in order to provide appropriate support to these students.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit educators. Proposals that document interagency collaboration to provide training will be given priority.

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

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.

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

AREA NINE: Family Preservation Workshops

General Description – This training area is closely linked to Area Three: Behavioral Supports. As stated in the Area Three description, 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. And, these individuals may have increased social service needs, increased involvement with the education system and/or increased involvement with the health care system. Taken together, these demands can create tremendous stress on families. With the ongoing decreases in public funding for social services and supports, there is a critical need to assist families in the area of positive behavioral supports for their children and for developing and using positive stress coping mechanisms. Preference will be given to proposals that offer on-site training and follow-up to assist families in the application of the skills taught.

Potential Population to Be Trained – Proposals must describe proposed participants and methods of community outreach to recruit families. Proposals that document interagency collaboration to provide training will be given priority.

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

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.

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

AREA TEN: Field Initiated Training

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.

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

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

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.

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

Interagency Outreach Training Initiative

**LETTER OF INTENT AND PROPOSAL COVER SHEET
 FY 2011**

Date Submitted	Submitted By (organization)												
Address (<i>Give city, county, state, and zip code</i>)													
<u>Name of contact person:</u>													
<u>Telephone Number:</u>	<u>Email address:</u>												
Descriptive Title of the Proposed Project													
<u>Proposed Training Priority Area (check ONE):</u> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Supported Employment and Job Based Training</td> <td><input type="checkbox"/> Autism Resource Information</td> </tr> <tr> <td><input type="checkbox"/> Crisis Intervention and Criminal Justice Training</td> <td><input type="checkbox"/> Healthy Lifestyles for People with Disabilities</td> </tr> <tr> <td><input type="checkbox"/> Behavioral Supports in Homes and Communities</td> <td><input type="checkbox"/> Section 504 Training for Parents and Families</td> </tr> <tr> <td><input type="checkbox"/> Transition to Adult Life/Employment and Post School Training</td> <td><input type="checkbox"/> Braille Instruction for Educators</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Family Preservation Workshops</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Field-Initiated Training</td> </tr> </table>		<input type="checkbox"/> Supported Employment and Job Based Training	<input type="checkbox"/> Autism Resource Information	<input type="checkbox"/> Crisis Intervention and Criminal Justice Training	<input type="checkbox"/> Healthy Lifestyles for People with Disabilities	<input type="checkbox"/> Behavioral Supports in Homes and Communities	<input type="checkbox"/> Section 504 Training for Parents and Families	<input type="checkbox"/> Transition to Adult Life/Employment and Post School Training	<input type="checkbox"/> Braille Instruction for Educators		<input type="checkbox"/> Family Preservation Workshops		<input type="checkbox"/> Field-Initiated Training
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	<input type="checkbox"/> Field-Initiated Training												
<u>Target Audience:</u>													
<u>Estimated Number of Individuals to be Trained:</u>													
<u>Estimated Training Cost</u> Total IOTI Funds Requested: \$ Contributed Funds, if any (do not include in-kind contributions): \$													
Typed or Printed Name of Authorized Representative	Title												
Signature	Date Signed												