



Linking people. Changing lives.



Partnership for People with Disabilities
Virginia Commonwealth University

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DIRECTOR'S MESSAGE

Fred P. Orelove, *Executive Director*

“Linking people. Changing lives.” These four simple words form the “tag” for the Partnership for People with Disabilities. They capture what we try to do. After one strips away the bureaucratic sounding language—requests for proposals, memoranda of understanding, indirect costs—what remains underneath are people. People who often do not have access to health care. People who want to live their lives in their own communities. People who want to be included with other children in schools and preschools. People who simply want the respect and friendship of others.

And when one removes the titles and degrees of our staff—incredibly committed and experienced individuals—we are left, once again, with people. People with their own families, their own challenges, their own personal successes.

In reading through this year’s report, I hope you will look just below the numbers and the words. I hope you will see the people—both those who are employed at the Partnership and those in the community who we do our best to support through our work.

It is a two-way street. In truth, the people in the community change our lives at least as much as we change theirs.



ADVISORY COUNCIL

The Consumer Advisory Council is comprised of individuals with disabilities, family members, representatives of local and state disability agencies, and university officials. The Council assists the Partnership with the development of plans to meet the needs of individuals with disabilities and their families, and reviews program goals and direction.

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MISSION

To partner with people with disabilities and others to build communities where all people can live, learn, work and play together

CORE VALUES

Individual Choice
(Self-direction, self-determination)

Equality and Justice
(Diversity, fairness, access, cultural competence)

Collaboration, Partnering, Shared Leadership
(Interdisciplinary, inclusion)

Community Inclusion
(Natural supports, accessible information and services)

CORE FUNCTIONS

Interdisciplinary training and preparation of students and fellows for employment in leadership and direct service positions

Community services, which include training, technical assistance and direct services to benefit individuals with developmental disabilities, their families, professionals, para-professionals, policy makers, students and volunteers

Research, including basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect individuals with developmental disabilities

Dissemination of information and research findings to individuals with developmental disabilities, families, professionals, para-professionals, policy makers, students and volunteers.

SUPPORT ACROSS THE AGE SPAN



EARLY
CHILDHOOD



CHILDREN
&
YOUTH



ADULT





Highlights – Early Childhood

The Early Childhood Team worked synergistically with the Resource Development Board to finalize a business plan for the “Include Me: Bringing Early Education to Children with Disabilities” campaign. The five-year, \$600,000 campaign kick-off was held in March 2006

The Early Childhood Team prepared and submitted funding proposals to expand the “Include Me” effort in the Richmond area and secured three-year funding from the Jackson Foundation

Convened two statewide conferences for early childhood providers– the annual “Creating Connections” early intervention conference and the “Shining Stars” conference attended by more than 300 families and providers

Participated in the Virginia Department of Education Priority Project in Early Childhood’s initiative to award long-term technical assistance to local school divisions ready to expand inclusive preschool options

The Integrated Training Collaborative project conducted an extensive review and revision of training curricula to incorporate federal IDEA 2004 changes and to be consistent with programmatic directions of Virginia’s early intervention system

Developed and implemented a multi-faceted research plan for the “Include Me” initiative, which included an extensive review of the current literature and contacts with national researchers in the field





Highlights - Children and Youth

Obtained a SYNERGY Grant (Va-LEND and Genetic Counseling Working Together) to increase enrollment of genetic counseling trainees in LEND and to integrate more genetic content into LEND courses, seminars and practicum experiences. Developed a web-based/CDROM module on genetic awareness and supported summer internships for 2 college students from Virginia State University and Virginia Union University

Virginia Leadership Education in Neurodevelopmental Disabilities (Va-LEND) trained 19 advanced level graduate students in eight different disciplines to be leaders in the field of childhood neurodevelopmental and related disabilities. Produced a collaborative research paper on underinsurance and key outcomes for children with special health care needs and presented on CHARGE Syndrome at Pediatric Grand Rounds, VCU School of Medicine.

Led the SEAC Effectiveness Training Project that provided education to local SEACs and developed A Guide for Local Special Education Advisory Committees in Virginia and A Resource Notebook for Local Special Education Advisory Committees.

Women, Disability and the Justice System program, in collaboration with the Virginia Sexual and Domestic Violence Action Alliance, developed a curriculum, Violence Against Women with Disabilities: The Response of the Criminal Justice System. Also produced a film, Access to Justice that focuses on the needs of people with disabilities

who are victims of domestic violence and/or sexual assault. Over 150 professionals from the criminal justice system were given a one-day training course to improve the response to violence against people with disabilities.

Web-course, Abuse and Neglect of Children and Adults with Developmental Disabilities: A Problem of National Significance was completed and released to a national audience.

Together We Can provided technical assistance for Virginia Alternate Assessment Program related to needs for students with Deaf-Blindness and implemented a new outcomes-based evaluation system for the program.

PREP Project managed the VDOE's Educational Interpreter Professional Development Grant/Waiver Program developing concrete policies and procedures and writing the Handbook for Educational Interpreters Professional Development Grant. Provided regional trainings in See-the-Sound Visual Phonics to educational professionals and parents of children who are deaf or hard of hearing to support best practice instruction in reading.

SNAPP (School Nurses as Professional Partners: Supporting Educational Outcomes for Students with Low-Incidence Disabilities) admitted its first cohort of 14 SNAPP Scholars representing 12 school divisions. University Schools of Nursing participating in the grant include: Hampton, James Madison, Radford, Shenandoah, University of Virginia, and Virginia Commonwealth University.





Highlights - Adult Team

The New Voices project distributed *Our Lives, Our Voices!* Conference Proceedings to conference participants, individuals with disabilities, family members, legislators, state and local administrators, service providers, and others interested in the conference results. The video featuring New Voice self-advocates was shown at multiple state events and included a discussion with viewers about ways to be involved in disability issues in local communities.

Two projects promoted increased choice and control of individuals with disabilities in their communities. The project, *Increasing Understanding, Use, and Control of Consumer-Directed Personal Assistance Services in Virginia's Waivers*, interviewed users of consumer-directed waiver services to learn more about benefits and concerns in learning about and using consumer-directed services. The project, *Increasing Person-Centered Planning, Informed Choice, and Self Direction*, provided training,

technical assistance, and consultation to selected providers organizations in a locality, including, Community Services Boards, Training Centers, and providers.

A project on positive behavior support collaborated with the Virginia Autism Resource Center to develop a process for a practitioner to become a PBS facilitator. This process includes training, mentoring, portfolio development and submission, and an endorsement board interview. During this fiscal year, an 8-day training was held over a period of six months.

The project, *Handheld Computers as Job Coaching Aids*, provided information, resources, training, and technical assistance to job coaches directly involved with individuals with disabilities in order to help them customize handheld devices for use by individuals with disabilities to improve the management of daily tasks. The project tracked results and satisfaction of job coaches and individuals.



On-Going

Programs

ON-GOING PROGRAMS

ABUSE AND NEGLECT OF CHILDREN WITH DISABILITIES: A COLLABORATIVE RESPONSE

This project offers interdisciplinary training on specific risk factors for, and indicators of, abuse and neglect of children with disabilities. The target audience for the training includes law enforcement, child protective services and foster care, educators, and parent advocates, and other local professionals serving children with disabilities. This includes mental health and mental retardation services, CASA, victim witness, court services, and recreation services. (Funded by Virginia Department of Education and Virginia Institute for Social Services Training Activities)

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COLLABORATION FOR IMPROVED STUDENT OUTCOMES

This is a multi-year collaborative IEP training initiative and research project. The project is developing and pilot testing an intervention designed to increase IEP teams' quality of collaboration and assessing the effects of improved collaboration on: the IEP development process, the quality of the written IEP, fidelity of implementation of the IEP, student outcomes (including engagement and progress towards IEP goals and objectives), and team members' attitudes towards collaboration. (Funded by the Virginia Department of Education.)

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CONSORTIUM FOR HANDHELD TECHNOLOGY

This program provides home-based training in the use of handheld computers as assistive technology for

cognition to individuals with acquired brain injury or autism, and offers workshops for special education and rehabilitation professionals in how to utilize assistive technology for cognition in their work. Since 2003, the program has served over 100 individuals in the Commonwealth of Virginia. Outcome measures show that participants have improved functional independence in everyday life tasks and continue to use the devices after the study period ends. The program has conducted 65 presentations/trainings/workshops to consumer/professional groups and maintains a website about our work. (Funded by the Commonwealth of Virginia Neurotrauma Initiative Fund)

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EVALUATION OF "DEMONSTRATION TO IMPROVE THE DIRECT SERVICES COMMUNITY WORKFORCE TO SUPPORT THE NEEDS OF PEOPLE WITH DISABILITIES IN THE COMMUNITY" GRANT

Staff from the Partnership are conducting several components of the evaluation for the "Demonstration to Improve the Direct Services Community Workforce to Support the Needs of People with Disabilities in the Community" grant. This project involves several interventions aimed at improving the recruitment and retention of direct care workers. The Partnership received a sub-award from the Department of Medical Assistance Services to conduct evaluation activities. (Funded by Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services)

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ENHANCING LIVES OF INDIVIDUALS WITH BRAIN INJURY THROUGH POSITIVE BEHAVIOR SUPPORTS

Positive behavior support (PBS) is a well established person-centered behavioral training model proven effective with many individuals, including those with brain injury. PBS addresses challenging behaviors systematically and holistically, working with individuals and their friends and supporters.

The Partnership has a long standing collaboration with the Virginia Autism Resource Center (VARC) to provide training and endorsement of Positive Behavior Support Facilitators to support individuals with cognitive disabilities. This project expands PBS in Virginia by extending training, mentoring, and endorsement to brain injury specialists. Additionally the project works to demonstrate the efficacy of PBS for individuals with brain injury through a pilot project and develop a sustainability plan for this service in Virginia.

(Funded through the Commonwealth Neurotrauma Initiative Trust Fund)

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EVALUATION OF REHABILITATION ENGINEERING AND ASSISTIVE TECHNOLOGY SOCIETY OF NORTH AMERICA (RESNA)

The Partnership for People with Disabilities is under contract with the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA), a federally-funded program under the National Assistive Technology Training and Technical Assistance Program, to evaluate its performance. The evaluation involves the Partnership surveying state-level programs for their feedback on RESNA services, including teleconferences, national conferences,

web conferences, technical assistance, and resources. The surveys are directed at the AT Act Entities--the 57 Protection and Advocacy for Assistive Technology Programs (PAATs), the 56 Statewide Assistive Technology (AT) Act Programs, and the 33 Alternative Financing Programs (AFPs). (Funded by Rehabilitation Engineering and Assistive Technology Society of America)

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GUIDE BY YOUR SIDE

Guide By Your Side is a parent to parent initiative in Virginia that supports families with children who are deaf or hard of hearing. Approximately 100 children are identified as deaf or hard of hearing each year through newborn screenings. Virginia's Early Hearing Detection and Intervention (EHDI) Program identifies children with hearing loss at a median age of 3.8 months. However, only 70% of infants with permanent hearing loss are reported enrolled in early intervention services before six months. Through the Guide By Your Side program, a trained family guide is matched with families of children diagnosed through the EHDI Program to provide emotional and informational support and to ensure families are aware of the supports and services offered by Virginia's early intervention system.

The Guide By Your Side program is committed to supporting families with children who are deaf or hard of hearing without a bias around communication modes or methodology. (Funded by the Virginia Department of Health)

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INCLUDE ME: BRINGING EARLY EDUCATION

TO CHILDREN WITH DISABILITIES

Include Me is an initiative working to increase the capacity of child care centers in the greater Richmond area to provide quality inclusive early childhood education for children with disabilities. Through this project center teachers will receive interventions in the form of training and consultation services throughout the year. The aim of the trainings and consultation services is to increase teachers' skill and comfort level in providing community-based, inclusive care to young children.

Include Me is funded by seed money from the Jackson Foundation with support from the Partnership for People with Disabilities's Resource Development Board. Additionally, the project area was expanded to Hopewell, Va. with funding support from the John Randolph Foundation.

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INCREASING PERSON-CENTERED PLANNING, INFORMED CHOICE, AND SELF DIRECTION (REBALANCING INITIATIVE)

The Rebalancing Initiative promotes greater choice and control over supports and services by developing and piloting materials and processes to increase the use of person-centered thinking, planning, and services for individuals with disabilities. A subset of the materials are being designed with a specialized focus on person-centered discharge planning for individuals transitioning from state training centers to community homes. The project works with several communities to expand community options for supports and shift the balance in Virginia by focusing on the individual's preferences and choices rather than on the service systems' programs and requirements. Additionally the project is examining mechanisms and strategies for

determining how additional services can become self-directed. (Funded by U.S. Department of Health and Human Services)

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INCREASING UNDERSTANDING, USE, AND CONTROL OF CONSUMER-DIRECTED PERSONAL ASSISTANCE SERVICES IN VIRGINIA'S WAIVERS

Currently in Virginia, individuals with disabilities can receive consumer-directed personal assistance services from several Home and Community Based Services Waivers. Individuals who use consumer-directed services need to have comprehensive information about available options and the support necessary to ensure that they are able to personally manage their services and make informed choices. This project seeks active involvement from recipients of personal assistance services, family members, case managers, and service facilitators in determining ways to increase individual choice, control, and responsibility over personal assistance services and options. Additionally, the work of this project collaborates with and builds on current consumer-directed initiatives in Virginia by designing and developing materials and resources about self direction and consumer-directed services to share with individuals, family members, providers, and other supporters. (Funded by the U.S. Department of Health and Human Services)

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ON-GOING PROGRAMS

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INTEGRATED TRAINING COLLABORATIVE (ITC)

This project coordinates Virginia's personnel development and training for early intervention providers who offer supports and services under Part C of the Individuals with Disabilities Education Act (IDEA) - early intervention services for infants and toddlers with developmental delays and disabilities and their families. The ITC shares a commitment to a coordinated and consistent plan of pre-service and in-service training as part of a Comprehensive System of Personnel Development (CSPD), in order to ensure the provision of services by highly qualified personnel. The ITC brings together the experience and expertise of providers, family members, university faculty, Part C staff, and other dedicated individuals to help implement training opportunities and enhance educational networking on behalf of infants and toddlers with developmental delays or disabilities and their families. (Funded by the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services)

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LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES (VA-LEND)

This advanced level training and leadership development program targets health professionals in 14 disciplines. The goals include the

development of advanced clinical skills and leadership abilities in childhood neurodevelopmental disabilities. The program is a collaboration among the Partnership for People with Disabilities, the VCU School of Medicine, Department of Pediatrics, and the Virginia Department of Health, Title V Program. (Funded by the Maternal and Child Health Bureau, U. S. Department of Health and Human Services)
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LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) INITIATIVE

Local school divisions are required by the Code of Virginia (8VAC 20-80-90) to form local Special Education Advisory Committees (SEACs) comprised of parent and community volunteers appointed by local school boards. The primary responsibilities of local SEACs are to advise the local school division of unmet needs in the education of children with disabilities, to assist the local school division in the formulation and development of plans for improving performance of children with disabilities, and to participate in the development of priorities and strategies for meeting the identified needs of children with disabilities. Local SEACs are envisioned to be forces for positive change for students with disabilities within Virginia's school divisions. The Partnership works with the Virginia Department of Education (VDOE) to support local SEACs. (Funded by the Virginia Department of Education)

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NEW VOICES: MAKING THEM HEARD

New Voices is a self-advocacy initiative in Virginia that supports individuals with disabilities in promoting ideas that are important to them. The New Voices project is committed to helping self-advocates become active participants in their home communities and in Virginia. A New Voices Committee made up of nine adults who live across Virginia works to determine ways of letting others know about the needs of self-advocates. Some of the activities include: distributing a video featuring New Voice members that highlights the lives, voices, and needs of the members and others with disabilities; sponsoring events that raise awareness to the importance and value of the voices and experiences of individuals with disabilities in the way they live their lives; and distributing proceedings from the 2005 conference sponsored by the New Voices project. (Funded by the Virginia Board for People with Disabilities)

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PDA-ENABLED JOB COACHING

This program provides face-to-face and web-based training for Virginia job coaches who work with individuals who have acquired brain injury. Job coaches are trained to teach their clients how to utilize

task-organization and task-sequencing software on handheld computers as cognitive aids in work settings. Devices and software are provided to participants as part of the project. (Funded by the Commonwealth of Virginia Neurotrauma Initiative Fund)
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SCHOOL NURSE INSTITUTE PARTNERSHIP (SNIP)

The School Nurse Institute Partnership (SNIP) is a statewide committee formed to enhance and coordinate school nursing-related education activities throughout Virginia. SNIP is comprised of school nurses, representatives from the Virginia Association of School Nurses, the Virginia Departments of Education and Health, the Virginia Emergency Medical Services for Children Project, and six university schools of nursing. Members meet periodically to discuss the educational needs of school nurses. Programs that SNIP has coordinated in the past include Managing School Emergencies I, II, and III, Legal Issues in School Health Practice, the Role of the School Nurse on the IEP Team and the Disaster Preparedness for School Nurses Workshops. Specific training events are funded by registration fees and specific contracts. (Funded by the Virginia Departments of Health and Education)
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SCHOOL NURSES AS PROFESSIONAL PARTNERS: SUPPORTING EDUCATIONAL OUTCOMES FOR STUDENTS WITH LOW-

INCIDENCE DISABILITIES (SNAPP)

The School Nurses as Professional Partners (SNAPP) program has been working to provide continuing education for school nurses related to working with students with disabilities and to obtain funding to provide partial funding for tuition for school nurses as they pursue a BS or MS degree. SNAPP pays tuition for the three SNAPP credit-bearing courses for nurses who participate in the project. Nurses who are enrolled or planning to enroll in RN to BS or RN to MS programs, and baccalaureate nursing students at one of the participating university schools of nursing, are eligible to apply. Practicing nurses with a BS or MS degree also may apply, but enrollment in a degree-granting program is required by several of the participating schools of nursing. Participating schools of nursing include: Hampton University, James Madison University, Radford University, Shenandoah University, University of Virginia, and Virginia Commonwealth University. In return, SNAPP Scholars agree to work as school nurses for one year. (Funded by the U. S. Department of Education)
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“SUPER SCHOOL” COMPUTER GAME FOR STUDENTS WITH DISABILITIES

This project is developing a prototype for an interactive computer game intended to teach students with disabilities how to access assistive technology, strategies and supports for academic success. Players will enroll as fledgling superheroes in a school for superheroes, and game challenges will introduce them to useful approaches to self-efficacy development. Game development is underway; a focus group of students with disabilities will test the

prototype game, once it is complete. (Funded by the Virginia Board for People with Disabilities.)
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SUPPORTING PEOPLE WITH CHALLENGING BEHAVIORS IN VIRGINIA

The Partnership and the Virginia Autism Resource Center (VARC) developed a comprehensive training, mentoring, and endorsement process for Positive Behavioral Support (PBS) Facilitators. PBS Facilitators use a person-centered, team model to address the supports for individuals who need intensive, personalized approaches to behaviors that present challenges. This project provides funding for providers of supports and services to individuals with intellectual and other developmental disabilities to become PBS Facilitators. Providers can become PBS Facilitators through a standard process or an expedited process. The standard application process includes completion of PBS facilitator training sessions, completion of mentoring, preparation of a portfolio, and interviewing with an Endorsement Board. The expedited application process is available for practitioners who provide PBS on an ongoing basis and can document their knowledge and skills without training and mentoring. (Funded by the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services)
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SYNERGY: VA-LEND AND GENETIC

ON-GOING PROGRAMS

COUNSELING WORKING TOGETHER

SYNERGY is a three-year project rooted in Va-LEND developed to strengthen the lives of children with neurodevelopmental disabilities through enhanced awareness of genetics. This is a collaborative effort between the Va-LEND Program, the Partnership for People with Disabilities, and the Genetic Counseling Program, Human Genetics, VCU School of Medicine. The purpose is two-fold:

1) to improve the integration of the genetic component of health and well-being into leadership training programs nationally, and 2) to prepare a diverse workforce of genetic counselors capable of teaming with other health care professionals to provide leadership in serving children with special health care needs and disabilities. (Funded by Maternal and Child Health Bureau, U.S. Department of Health and Human Services)

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TECHNICAL ASSISTANCE CENTER FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

The Technical Assistance Center for Children Who Are Deaf or Hard of Hearing, formerly known as the PREP Project (Providing Resources and Education to Professionals for working with infants and children who are deaf or hard of hearing and their families) provides training and technical assistance in the area of hearing impairment and deafness. Assistance is available to local public school systems and to early intervention and preschool programs through the Virginia Network of Consultants for Professionals Working with Children Who are Deaf or Hard of Hearing (VNOG) in areas such as: identification, assessment (educational, psychological), communication competency of

students, educators and interpreters in the spectrum of modalities (auditory-verbal, bilingual-bicultural, American Sign Language, etc.), auditory-oral needs of students with cochlear implants and amplification. (Funded by the Virginia Department of Education)

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THE VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES

The Consortium is designed to increase the number of highly skilled teachers who are endorsed in Severe Disabilities. The Consortium includes teacher education programs in severe disabilities from five participating universities: George Mason University, Norfolk State University, Radford University, University of Virginia, and Virginia Commonwealth University.

A common licensing curriculum, which includes 33 graduate credit hours of coursework and field experiences, has been developed across participating universities. Each class uses video conferencing technology to establish real-time, interactive, multipoint conference instruction among the five university sites.

For more information, visit the Consortium website at: <http://www.kihd.gmu.edu/sdc>. (Funded by the Virginia Department of Education and the U.S. Department of Education)

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THE VIRGINIA PROJECT FOR CHILDREN AND YOUTH WITH DUAL SENSORY

IMPAIRMENTS/DEAF-BLINDNESS

The Virginia Project for Children and Youth with Dual Sensory Impairments/Deaf-Blindness is a statewide program that offers technical assistance, training, distance education, and networking information to families, service providers, and individuals birth through 21, who are deaf-blind/dual sensory impaired. A toll free number (877) 295-7799 and an interactive web site are available to families, service providers, and others interested in obtaining and sharing information statewide. Basic demographic and statistical information is maintained on individuals (grant regulations - National Deaf-Blind Census), birth through 21 years old throughout the State to assist with identification of needs for program development, training and research. Project personnel work closely with state and local agencies to coordinate service delivery, disseminate information regarding optimal practice interventions and facilitate improved outcomes by children and youth who are deaf-blind. (Funded by the Office of Special Education Programs, U.S. Department of Education)

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I. CLASSROOM RELATED INTERDISCIPLINARY TRAINING

The faculty and staff of the Partnership actively train and educate the next generation of professionals in disability related service, training, research and policy. In FY 2006, the interdisciplinary training program trained 77 students in 11 disciplines, which are described in the charts that follow:

Fig.1
Trainees by academic level
LEND & Non-LEND Trainees

● Masters	36
● Non-Degree	18
● Post Doctoral	5
● Doctoral	15
● Undergraduate	2
● Other	1

TOTAL: 77

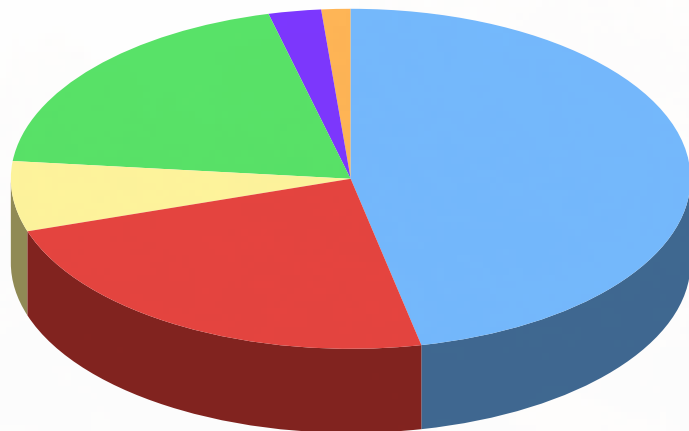
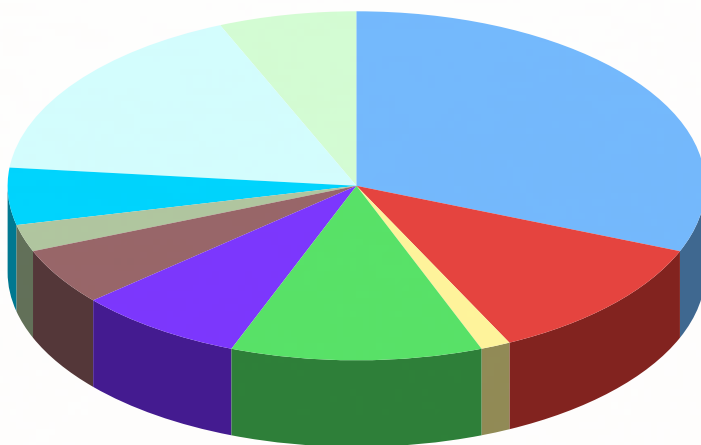


Fig.2
Trainees by discipline

● Special Education	24
● Physical Therapy	9
● Audiology	1
● Pediatric Dentistry	9
● Genetics	6
● Psychology	0
● Occupational Therapy	4
● Early Int/Early Childhood	2
● Social Work	4
● Nursing	13
● Other	5

TOTAL: 77



TRAINING & OUTREACH

II. OUTREACH EVENTS BY CORE FUNCTION

Partnership sponsored events, including conferences, workshops, meetings, webcasts, and summer institutes, target a wide range of participants. During FY 2006, the Partnership conducted 2,813 events that reached over 48,867 people. The Partnership's technical assistance activities are interdisciplinary and focused on providing solutions to disability issues. A summary of activities by event and type of participant follows:

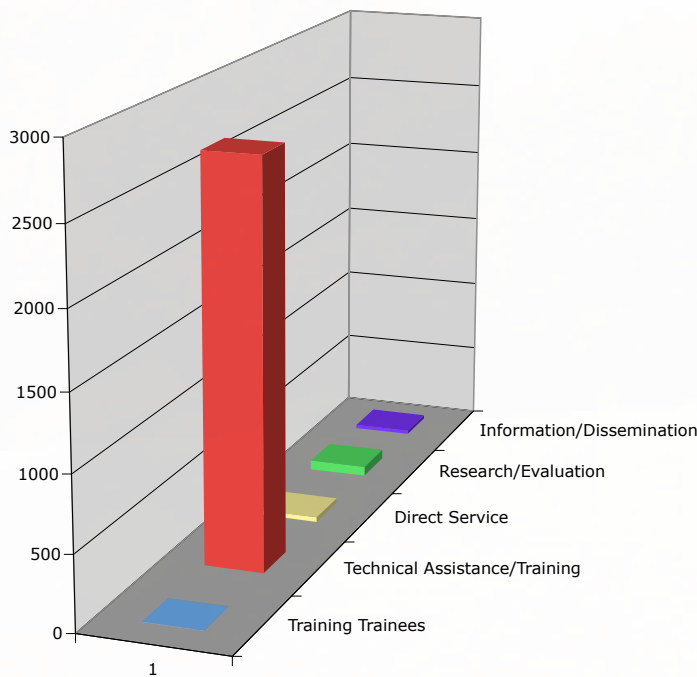


Fig.3 Summary of events

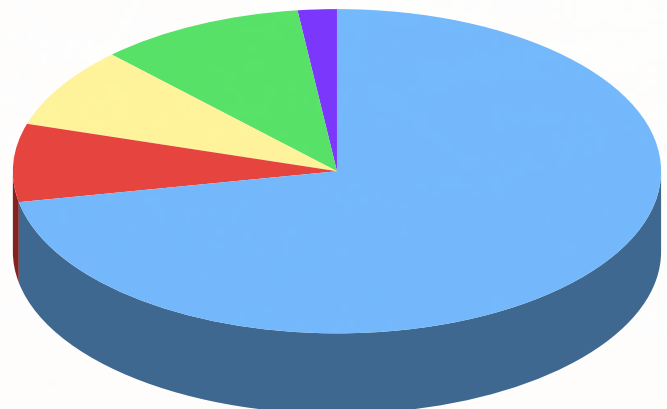
Training Trainees	2
Technical Assistance/Training	2,691
Direct Service	32
Research/Evaluation	64
Information/Dissemination	24

TOTAL: 2,813

Fig.4 FY 2006
Contacts by participant type

Professionals and Paraprofessionals	35,113
Family Members of Persons with Disabilities	3,785
University Students	4,013
General Public	4,950
Other	1,006

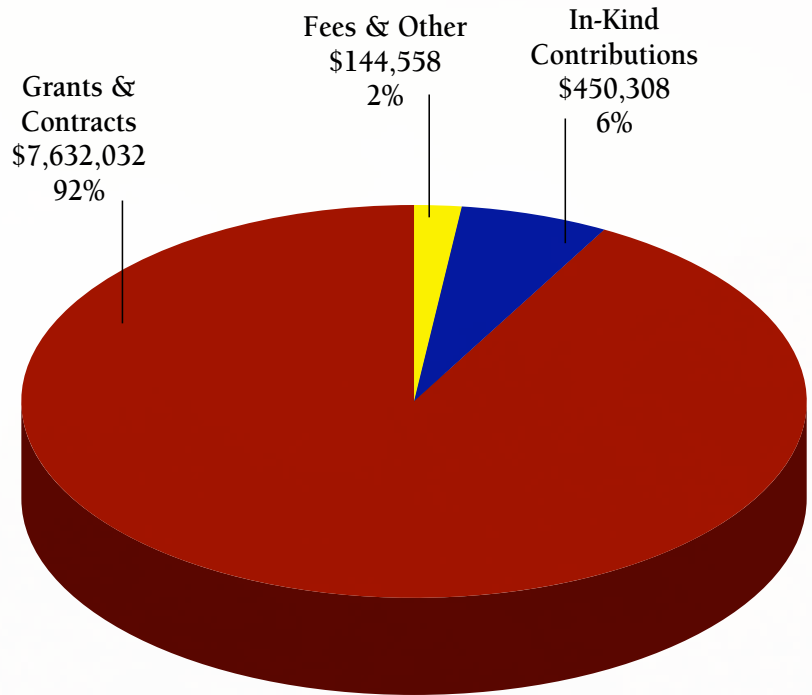
TOTAL: 48,867



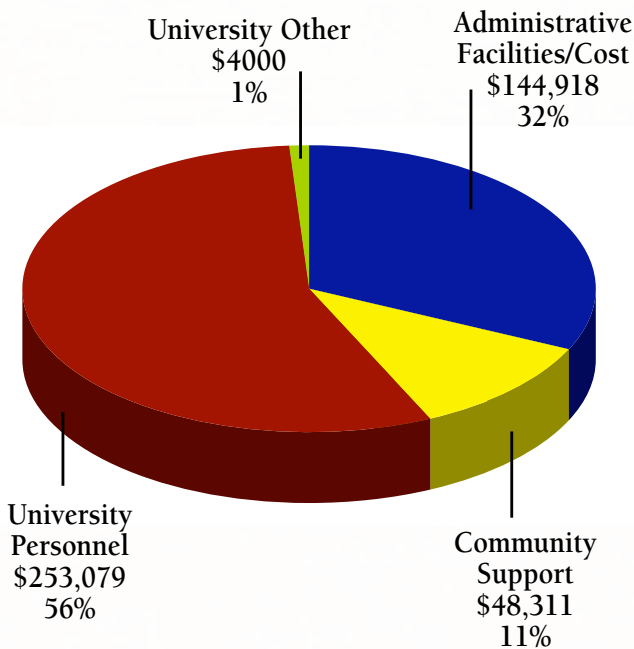
FUNDING SOURCES

Total Income: \$8,229,898

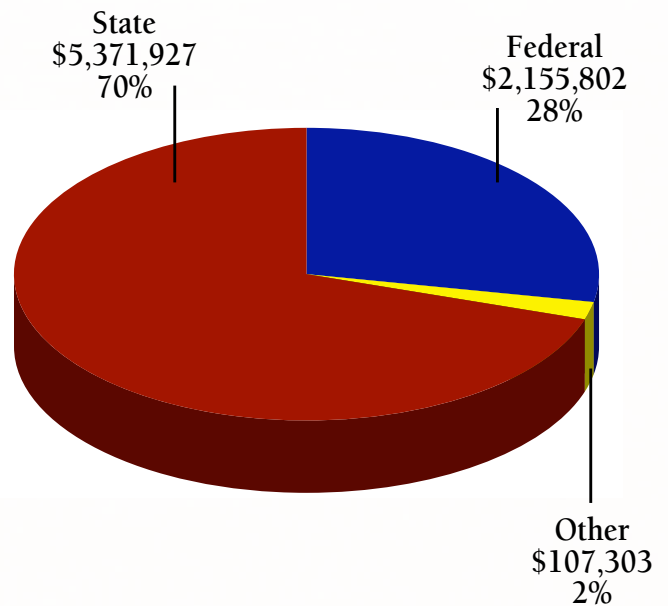
The Partnership for People with Disabilities currently administers programs that are funded by grants from public and private sources, including federal and state agencies, and local foundations. The grants and contracts vary in length from one to three years. Each award is administered on a cost reimbursement basis.



In-Kind Contributions: \$450,308



Grants & Contracts: \$7,635,032



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