Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
Utah State University

Annual Report
July 1, 2021 - June 30, 2022

50 YEARS
OF INNOVATION, INCLUSION, COLLABORATION & CARING

idrpp.usu.edu  •  6800 Old Main Hill, Utah State University, Logan, UT 84322-6800  •  435-797-1981
From Our Director: Dr. Matt Wappett

This past year has been a whirlwind of new energy and enthusiasm as we have slowly grown into our new name and identity as the Institute for Disability Research, Policy & Practice. Our new name and status have opened up new doors and opportunities for collaboration. In FY 2021, the IDRPP administered a total of 159 projects. We increased this to 186 unique projects in FY 2022. Through these new projects, we trained a total of 18,833 individuals and provided continuing education for 19,261 individuals in 31 states. These new projects include federal grants, state contracts, and local fee-for-service programs. The largest growth was in state contracts, with approximately 70% of our overall funding in FY 2022 coming from different states. The vast majority of these new projects were within our Technical Assistance Division, which includes our Center for Technical Assistance for Excellence in Special Education (TAESE) and the WebAIM project.

We also added a number of staff for some of our new programs, but we have also seen a tremendous amount of growth in some of our long-standing projects too! The COVID pandemic hit us hard, like everywhere else, and we lost a significant number of our staff in 2020 and 2021. In late 2021, we were down to our lowest staffing levels in many years (approximately 175 staff total—including both exempt and wage hourly). However, with our success in procuring new funding streams and developing new projects, we have been able to recruit many new staff members with skills and expertise to fill out our team. In June 2022, we had 273 individuals on staff (exempt and wage hourly), and we are still seeking to hire for multiple open positions as we continue to launch new projects and initiatives!

With new staff comes new ideas and new energy. The productivity of IDRPP staff resulted in a record year for us in terms of the amount of new funding we have been able to procure. Our overall funding in FY 2021 was $18.3 million, but we surpassed that amount by $1.2 million in FY 2022; our overall funding for FY 2022 was $19.5 million with the growth split evenly between grants/contracts and fee-for-service programs! Both grants/contracts and fee-for-service programs increased their FY 2022 income by approximately $500,000 each, which demonstrates a widely shared entrepreneurial spirit among all IDRPP divisions and personnel. It is important to highlight the fact that each dollar that we bring in represents another family served, another individual supported, or another professional trained! The work that we do is truly helping to make our communities more innovative, inclusive, collaborative, and caring!

The Developmental Disabilities Network Journal launched their DDNJ Author Insights podcast last year. This podcast is part of DDNJ’s ongoing commitment to increase the accessibility of research for a wider audience. The launch of this podcast means that you can access the DDNJ's content while you are on the go, and you can share it more easily across social media and other online platforms. Each episode is a conversation with the authors of one of the articles from the most recent issue. These conversations provide a more informal opportunity to explore the author’s article, but we also like to include some fun, behind-the-scenes insights on the author’s writing and research. Each episode provides unique insights into what motivates the authors, where they get their ideas from, and why they do what they do. You can learn more about DDNJ and the Author Insights podcast at https://idrpp.usu.edu/about/developmental-disabilities-network-journal.

None of our growth or accomplishments would be possible without the support we receive from USU and our community. We are grateful for the trust of our loyal clients, colleagues, and collaborators. We are excited to continue our work with you to create a more equitable and inclusive world. We are always striving to be better than we were yesterday, and we would love to hear from you if you have any thoughts on how we can improve our programs. If you are on social media, please make sure to follow us on Facebook, Instagram, Twitter, or YouTube. You can also contact us and stay up-to-date through our website at http://usu.idrpp.edu and our blog at https://idrpp.usu.edu/blog/. While you are there, please make sure to sign up for our mailing list so you can keep up-to-date on our work!

Thank you again for your trust and support. We appreciate you!

Matt Wappett
Executive Director
People with disabilities were largely invisible in the U.S. until the 1970s. Prior to then, most children and adults with disabilities were “institutionalized” and were isolated from home, school, and community. This meant that most Americans never saw people with disabilities unless they had a close family member with a disability; even then, many doctors encouraged families to institutionalize their children and family members with disabilities. In the 1970s, disability rights activists realized that some of the new civil rights policies for Blacks and other minority groups in the U.S. could also be leveraged to help improve the lives of individuals with disabilities. Advocates, parents, and allies worked together to fight against the wholesale institutionalization of people with disabilities, and shaped a vision of a more accessible and inclusive future for people with disabilities in the U.S.

In 1972, the Institute for Disability Research, Policy & Practice (IDRPP) opened our doors at USU as a special school for children with disabilities. At that time, we were called the Exceptional Child Center and we were one of the few schools in the Western U.S. that would work with students with disabilities. Public schools in the early 1970s did not have the training or the resources to educate students with disabilities, so these students had to go to special schools—separate from their siblings and peers. Families from across the West moved to Logan to take advantage of the services offered at the IDRPP. The services and supports offered through the institute represented some of the first innovative efforts to teach students with disabilities and represented a visionary commitment on the part of Utah State University (USU) to disability-specific programs.

The IDRPP was unique and spurred a migration of families, students, and professionals to Logan, Utah, who were committed to creating programs and services to meet the emerging needs of individuals with disabilities who were slowly being reintegrated into our communities and schools. The IDRPP was the first University Center for Excellence in Developmental Disabilities (UCEDD) to be housed within a College of Education and was the first UCEDD program to truly focus on the educational needs of children with disabilities. Prior to 1972, UCEDD...
programs were housed in medical schools and were primarily concerned with rehabilitation and remediation of disabilities—not education and social support. The IDRPP was different! Over the past 50 years we have developed a reputation as a pioneer in inclusive education, participatory research, and person-centered services for children and adults with disabilities.

The IDRPP has made groundbreaking contributions in the areas of web accessibility, disability/special education policy, assistive technology, evidence-based interventions, genetic research, autism supports, home- and community-based services, employment, transition, healthcare, and mental health for children and adults with disabilities. When we look back at the history of the IDRPP, it is humbling to note the many contributions that researchers and staff have made over the years. Thousands of students and professionals have participated in IDRPP training programs and are out in the field making a difference every day. Former USU President, Glen Taggart (1968-1979), said that the IDRPP was

“a miracle patched together with scotch tape, paper clips, and Elmer’s glue that became one of the premier accomplishments of Utah State University.... Few programs have been started and maintained with as many promises, hopes and expectations supported by little more than the commitment of staff, tenaciously held together with baling wire and chewing gum.”

We are proud of our history, and our tradition of excellence, as we look forward to the next 50 years.

Our Mission

We are working together to create inclusive communities and improve the lives of children and adults with disabilities and their families through sustainable innovation, collaborative research, responsive service, and interdisciplinary training and education.
The IDRPP presents an annual award to four employees each year who exemplify our mission and values through their hard work, dedication, and example in solving problems. The 2021 awardees, shown below, are Janeal Dugmore, Michael Jeppson, Corban Remund, and Jared Smith.

**Janeal Dugmore**  
*Program Coordinator, Services Division*

Janeal provides business and fiscal support to the entire Division of Services. She is responsible for submitting monthly expenditure reports and Medicaid and CHIP billing for both Up to 3 and Southeast. The centralization of these services has been a daunting task which Janeal has handled with professionalism and accuracy.

**Michael Jeppson**  
*Network System Specialist, Administration Division*

Michael is constantly looking for ways to improve every aspect of what we do. Michael is an outstanding staff member who always goes the extra mile. He is continuously working behind the scenes to keep our I.T. systems working. In addition, he is very understanding and provides outstanding end-user support.

**Corban Remund**  
*Program Coordinator, Research & Training Division*

Corban is actively involved with expanding and improving training efforts by assisting with writing and submitting peer-reviewed articles, collecting data for research studies, and engaging in relationships building with key employment stakeholders locally and nationally. Corban's efforts exemplify a spirit of service that enhances the quality of life of people with disabilities.

**Jared Smith**  
*Programmer/Analyst, Technical Assistance Division*

The Spirit of Service is designed to acknowledge an Institute staff member who goes above and beyond without being asked. Someone who is a self-starter and tireless worker, but one whose efforts largely go unrecognized. Jared is the very definition of this. His focus is on the work, on making the world a more accessible place. He oozes this in his client work and in his service work.

Read more on our IDRPP blog.
**Norm Ames**
New director of the Technical Assistance Division of the Institute for Disability Research, Policy & Practice.
[Read more](#)

**Richard Jewkes**
New director of the Administration Division of Utah State University’s Institute for Disability Research, Policy & Practice.
[Read more](#)

**Tricia Jones-Parkin**
Elected to the board of the Association of People Supporting Employment First representing the Rocky Mountain Southwest Region.
[Read more](#)

**Bora Lee**
New director of the Utah Assistive Technology Program--Institute for Disability Research, Policy & Practice.
[Read more](#)

**Sue Olsen**
2022 recipient of the Strong Human Services Award from the Emma Eccles Jones College of Education and Human Services at Utah State University.
[Read more](#)

**Timothy Riesen**
New director of the Research and Training Division--Institute for Disability Research, Policy & Practice.
[Read more](#)
As a University Center for Excellence in Developmental Disabilities (UCEDD), the core of the IDRPP’s budget comes from the Administration on Intellectual and Developmental Disabilities (AIDD). There are currently 67 UCEDDs across the U.S. and its territories.

The IDRPP leverages its federal core funding with a variety of federal, state, and local resources. With these partners, the IDRPP provides training, services, technical assistance, and information to people with disabilities, family members, state and local governments, schools, private businesses, and community organizations.
### Appointments

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointments</th>
</tr>
</thead>
</table>
| **TY ALLER**  | • Co-Chair for the Mental Health Special Interest Group of AUCD  
• Ad Hoc Reviewer for Journal of Family Issues                                                                                                      |
| **LINDA ALSOP** | • Utah Deafblind Advisory Committee  
• Advisory Board, Ellis Center of Atlanta                                                                                                           |
| **JOHN COPENHAVER** | • TASK-12 Advisory Board-Training and assessment for educational interpreters  
• National Advisory Workgroup for State Advisory Panels and Interagency Coordinating Councils—Office of Special Education Programs.  
• Small States Consortium (17 States and Territories), National Association of State Directors of Special Education.  
• New Mexico Advisory Committee for Children and Youth Experiencing Homelessness                                                                 |
| **DAVID FORBUSH** | • Utah Leading Through Effective, Active and Dynamic Education (ULEAD) Leadership Committee  
• Utah Association of Behavior Analysts - School Collaboration Committee  
• Utah Social Emotional Learning Leadership to Work Committee                                                                                      |
| **MARILYN HAMMOND** | • National Task Force on Violence and Abuse of People with Disabilities                                                                                                                                      |
| **MARY ELLEN HEINER** | • Member, Council on Leadership in Advocacy (COLA) of the Association of University Centers on Disabilities (AUCD)                                                                                          |
| **SHONNA HEMMIS** | • Member, Community Development Society  
• Marketing Team Committee Member, Annual Community Development Society Conference planning committee  
• Secretary, Cache County Sub for Santa Advisory Board  
• Vice President, Logan Family Center Advisory Board  
• Student Engagement Committee Member, Penn State World Campus Student Advisory Board                                                                       |
| **KIMBERLY HUTTER** | • Interim Vice President, National Association of Interpreters in Education                                                                                                                                     |
| **MARK INNOCENTI** | • Co-chair, The Ounce, Program Coaching Community of Practice (national) for the 2022 Home Visiting Summit  
• Member, Academy of Zero to Three Fellows                                                                                                               |
| **TRICIA JONES-PARKIN** | • Chair of Utah Employment Partnership  
• Utah HCBS Settings Workgroup  
• Supported Employment Leadership Network-Utah  
• At large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter  
• Co-chair, Utah School to Work Interagency Transition Initiative Advisory Council Utah Capacity Building Transition Team  
• Utah Protection & Advocacy for Individuals with Mental Illness (PAIMI) Council  
• Utah Transition Action Team  
• National Association of People Supporting Employment First (APSE) Board Member Regional Delegate for the Southwest/Rocky Mountain |
<p>| <strong>JEN MORGAN</strong> | • Member, Utah Statewide Independent Living Council Board                                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Positions/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MARLA NEF</strong></td>
<td>• Member, Utah Interagency Coordinating Council</td>
</tr>
<tr>
<td></td>
<td>• Member, Utah early Intervention Provider Consortium</td>
</tr>
<tr>
<td></td>
<td>• Past President, Utah Division of Early Intervention Subdivision</td>
</tr>
<tr>
<td><strong>SUE OLSEN</strong></td>
<td>• Utah Early Intervention Provider Consortium</td>
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<td></td>
<td>• Board Member, The Family Place</td>
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<td></td>
<td>• Member, Early Childhood Utah (ECU) and Early Childhood Integrated Data System (ECIDS) Date &amp; Research Subcommittee, Utah Department of Health</td>
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<tr>
<td></td>
<td>• Member, AUCD Early Intervention Special Interest Group</td>
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<tr>
<td></td>
<td>• Member, AUCD Autism Special Interest Group</td>
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<tr>
<td></td>
<td>• Utah Pyramid Model State Leadership Team</td>
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<tr>
<td><strong>EDUARDO ORTIZ</strong></td>
<td>• Guest Reviewer, Infant Mental Health Journal (IMHJ) (2020-2021)</td>
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<td></td>
<td>• Member, City of Logan Planning Commission (2016-2021)</td>
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<td></td>
<td>• Member, Cache Valley Refugee Immigrant Connection Board (2015-2021)</td>
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<tr>
<td></td>
<td>• Member, Casa Grande University Graduate School Academic Commission</td>
</tr>
<tr>
<td></td>
<td>• Director, Casa Grande University Early Intervention Research Group (2018-2021)</td>
</tr>
<tr>
<td><strong>JANEL PRESTON</strong></td>
<td>• Utah Act Early Ambassador</td>
</tr>
<tr>
<td></td>
<td>• Member, Utah Autism Initiative</td>
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<tr>
<td></td>
<td>• Member, AUCD Autism Special Interest Group</td>
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<tr>
<td></td>
<td>• Member, Utah Division of Early Childhood (DEC)</td>
</tr>
<tr>
<td></td>
<td>• Member, Early Childhood Utah, Health Sub Committee</td>
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<td></td>
<td>• Board Member, Mountain State Genetics Ut</td>
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<tr>
<td><strong>SUE REEVES</strong></td>
<td>• Employment Partnership Workgroup, Think College Network</td>
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<tr>
<td></td>
<td>• Utah Transition Action Team</td>
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<tr>
<td></td>
<td>• Utah Higher Education Inclusion Alliance Board</td>
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<tr>
<td><strong>CORBAN REMUND</strong></td>
<td>• At Large Board Member, National ACRE Board</td>
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<tr>
<td></td>
<td>• At Large Board Member, Utah Association of People Supporting Employment First (APSE) Chapter</td>
</tr>
<tr>
<td><strong>TIM RIESEN</strong></td>
<td>• Guest Reviewer: Research and Practice for Persons with Severe Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Guest Reviewer: Career Development Exceptional Individuals</td>
</tr>
<tr>
<td><strong>CYNDI ROWLAND</strong></td>
<td>• Chair, Universities Task Force, Teach Access</td>
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<td></td>
<td>• Advisory Board, federally funded Universal Design into University Classrooms (UDUC) Project</td>
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<td></td>
<td>• Advisory Board, National Federation of the Blind (NFB’s) Accessibility Switchboard</td>
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<td></td>
<td>• Project Advisory Board, IES Early Career Award (Video- and App-based naturalistic Language Instruction [VALI] for Spanish-Speaking Caregivers to Support Bilingual Language Development in Children with Language Delays)</td>
</tr>
<tr>
<td></td>
<td>• Symposium Committee Member for the International ICT Symposium</td>
</tr>
<tr>
<td><strong>AUBREY SNYDER</strong></td>
<td>• Chapter Secretary, Utah Association of People Supporting Employment First (APSE)</td>
</tr>
<tr>
<td></td>
<td>• Utah Home- and Community-Based Services (HCBS) Settings Rule Workgroup (Department of Health)</td>
</tr>
<tr>
<td></td>
<td>• Utah National Centers on Advancing Person-Centered Practices and Systems (NCAPPS) Workgroup (Division of Services for People with Disabilities)</td>
</tr>
<tr>
<td></td>
<td>• Utah Person-Centered Service Planning Workgroup (Division of Services for People with Disabilities)</td>
</tr>
</tbody>
</table>
FAITH THOMAS

- Member, Utah Transition Action Team
- Member, USBE Statewide Transition Committee
- Guest reviewer, Developmental Disabilities Network Journal
- Guest grant reviewer for Administration for Community Living (ACL)
- Member Association of People Supporting Employment (APSE): Employment First, Employment for All
- Member AUCD Special Interest Group on Employment

MATTHEW WAPPETT

- President, Board of Trustees for the Utah Disability Law Center
- Chair, Utah Parent Center Board of Directors
- Chair, Utah’s Cultural and Linguistic Competence Community of Practice
- Member, Utah Coordinating Council for Persons with Disabilities
- Member, Utah Congressional Delegation Disability Advisory Committee
- Member, Mental Health and Intellectual & Developmental Disabilities National Research Council
- Member, AUCD Disability Studies SIG
- Member, AUCD Mental Health Aspects of IDD SIG
- Member, USU Research Council
- Consultant, DSPD Olmstead Settlement Advisory Committee

IDRPP staff work both nationally and internationally in an effort to promote and expand the rights and opportunities of individuals with disabilities. Pictured here, Drs. Eduardo Ortiz (IDRPP), Lisa Boyce (HDFS), and Spencer Bradshaw (HDFS) project collaborators from USU meet with Ecuadorian Casa Grande University authorities in Guayaquil, Ecuador.
<table>
<thead>
<tr>
<th>Editor/Editorial Board</th>
<th>Role/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>TY Aller</td>
<td>Journal of Student Affairs and Research Practice</td>
</tr>
<tr>
<td>Dave Clark</td>
<td>Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present</td>
</tr>
<tr>
<td>Bryce Fifield</td>
<td>Managing Editor, Developmental Disabilities Network Journal Editorial Board 2019-present</td>
</tr>
<tr>
<td>David Forbush</td>
<td>Journal of Positive Behavioral Interventions, Journal of Early Intervention, Rural Special Education Quarterly</td>
</tr>
<tr>
<td>Mary Ellen Heiner</td>
<td>Assistant Editor, Developmental Disabilities Network Journal Editorial Board 2020-present</td>
</tr>
<tr>
<td>Timothy Riesen</td>
<td>Journal of Vocational Rehabilitation</td>
</tr>
</tbody>
</table>

Since its launch in 2019, the IDRPP’s Developmental Disabilities Network Journal (DDNJ) has reached 107 countries and has been downloaded 6,267 times.
Direct Services

38,814 Utahns received IDRPP services in areas such as education, employment, recreation, technology, and literacy.

Left: Janel Preston, the lead teacher for the ABC-Autism services in the Up to 3 Early Intervention program, works with one of their young clients. This program provides training to the child and family in the areas of social engagement, language, social imitation, and play.

Right: Dan O’Crowley, a certified Assistive Technology Professional (ATP) and the Coordinator for the Northern Utah Assistive Technology Program (UATP), repairs a motorized wheelchair for one of the many clients served by their program at the IDRPP.

Aggies Elevated ............................................................... 11
AmeriCorps VISTA......................................................... 36,788
Bridgerland Literacy ......................................................... 3
Employability Clinic ......................................................... 65
Southeast Early Intervention ......................................... 161
Stride Services ................................................................. 31
Up to 3............................................................................. 790
Utah Assistive Technology Program.......................... 965
Technical Assistance and Training

Community training, technical assistance, & continuing education provided by IDRPP staff reached 58,556 individuals.

<table>
<thead>
<tr>
<th>Type of Participant</th>
<th># of Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with Disabilities</td>
<td>869 **</td>
</tr>
<tr>
<td>Children/Adolescents with Disabilities</td>
<td>610</td>
</tr>
<tr>
<td>Family Members/Caregivers</td>
<td>2,209</td>
</tr>
<tr>
<td>General Public</td>
<td>13,402</td>
</tr>
<tr>
<td>Legislators/Policymakers</td>
<td>108</td>
</tr>
<tr>
<td>Local/Community Partners</td>
<td>1,450</td>
</tr>
<tr>
<td>Professionals and Paraprofessionals</td>
<td>13,900</td>
</tr>
<tr>
<td>State/National Partners</td>
<td>606</td>
</tr>
<tr>
<td>Students</td>
<td>6,170 *</td>
</tr>
<tr>
<td>Trainees</td>
<td>7,632</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>36,554</td>
</tr>
</tbody>
</table>

* Includes students trained who are not formally enrolled IDRPP trainees or in USU courses taught by IDRPP staff.
** This category includes individuals who are receiving training and are not reported as receiving direct services.

Elizabeth [Bess] Dennison, IDRPP staff member and founder of Utah’s internationally recognized Parent-Infant Program for the Blind and Visually Impaired, holds a toddler who is visually impaired to help him feel the horse with his hand.


33. Ortiz, E. (2021, November 24-27) *Early child development: What research should be prioritized in Ecuador* [Keynote presentation]. VI International Congress of Contemporaneous Virtual Education, Quality and Wellbeing (VI Congreso Internacional Virtual de Educacin Contempornea, Calidad Educativa y Buen Vivir), Riobamba-Ecuador

34. Ortiz, E. (2021, December 10). *Social demographics, cultural competency, and diversity in Utah* [Seminar]. Utah Psychology Internship Consortium (UT-PIC), Logan, UT, United States.


45. Smith, J. (2021, September 16). *WCAG and ADA litigation* [Paper presentation]. The Corporate Counsel Section of the Utah State Bar, Salt Lake City, UT, United States.


55. Wappett, M. (2021, August 17-19). *The role of UCEDDs in mental health program development* [Conference session]. Association of University Centers on Disability Mental Health Summit. Silver Springs, MD, United States.


61. Wappett, M. (2021, December 7-8). *The laughter elixir: How stress makes you a terrible person and why you should laugh about it* [Conference Presentation]. Invited presentation for the National Resource Center for Paraprofessionals Midwest Regional Conference, Center for Technical Assistance for Excellence in Special Education (TAESE), Utah State University, Logan, UT, United States.


A small client with Down syndrome from the Southeast Early Intervention project, celebrates successfully completing an obstacle course by knocking down a pyramid of red Solo cups.
Publications

Refereed Publications (Published & In Press)


Dr. Eduardo Ortiz and Dr. Spencer Bradshaw demonstrate how a “Functional Near-Infrared Spectroscopy” (fNIRS) is placed on a student’s head. The fNIRS is a tool used to observe children’s neural activity as they engage in real-world classroom activities. These lights indicate which portion of the brain is being used during different classroom activities.


Chapters in Books


Financial support to USU students totalled $249,065 during the past fiscal year. IDRPP staff members taught 19 courses in 5 university departments, generating 1,877 credits.

### Student Support

#### USU Courses Taught by IDRPP Staff

<table>
<thead>
<tr>
<th>Departments (HDFS, SPED, EDUC, CESP, SPER)</th>
<th>Courses</th>
<th>Credits</th>
<th>USU STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>1,877</td>
<td>611</td>
</tr>
</tbody>
</table>

#### DOCTORAL & MASTERS COMMITTEES

- 10

#### GRADUATE ASSISTANTSHIPS

- 5

#### STUDENT EMPLOYEES

- 50

#### Project Support

<table>
<thead>
<tr>
<th>Program</th>
<th># of Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggies Elevated Mentors</td>
<td>11</td>
</tr>
<tr>
<td>IDACEL</td>
<td>22</td>
</tr>
<tr>
<td>URLEND Trainees</td>
<td>44</td>
</tr>
<tr>
<td>Up to 3</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL TRAINEES</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Heather Hayes demonstrates for the Interdisciplinary Disability Awareness and Community-Engaged Learning class how her mobility service dog, Bentley, helps her get up when she falls.
Executive Director, Dr. Matt Wappett, demonstrates laughter yoga techniques.

Introduction to Laughter Yoga

Arizona IMET .............................................................................................................. John Copenhaver
Arizona Language Labs ............................................................................................ John Copenhaver
Arizona State Personnel Development Grant - TAESE FY21 ........................................ John Copenhaver
Arizona State Personnel Development Grant - TAESE FY22 ........................................ John Copenhaver
Arizona TASK12 FY22 ............................................................................................... John Copenhaver
Arizona Web Project - FY 21 TAESE ........................................................................... John Copenhaver
Arizona Web Project - FY 22 TAESE ........................................................................... John Copenhaver
Asset-Based Community Development ..................................................................... Matt Wappett
ASSIST: State Grant for Assistive Technology (UATP) FY 22 ......................................... Bora Lee
ASSIST: State Grant for Assistive Technology (UATP) FY 23 ......................................... Bora Lee
ASSIST: State Grant for Assistive Technology FY 21(UATP) ........................................ Bora Lee
Bridgerland Literacy .................................................................................................. Alice Shepherd
Bridgerland Literacy/BRAG ....................................................................................... Alice Shepherd
Center for IDEA Fiscal Reporting (CIFR) - FY 22 TAESE ............................................ Norm Ames
Center for IDEA Fiscal Reporting (CIFR) FY 21- TAESE ............................................ Norm Ames
Center for Technical Assistance for Excellence in Special Education ............................ Norm Ames
Chemawa Indian School Training ............................................................................... Norm Ames
Child Care Nutrition Program (Center) ........................................................................ Michael Diehl
Child Care Nutrition Program (Homes) ........................................................................ Michael Diehl
Colorado Dispute Resolution Consortium - TAESE .................................................... Norm Ames
Colorado Parents Encouraging Parents (PEP) Academy ................................................................. Norm Ames
Colorado Special Education Advisory Panel (SEAP) Training - TAESE ........................................... John Copenhaver
Connecticut Dispute Resolution Workgroup ................................................................................. John Copenhaver
Connecticut Indicator 8 and 14 Surveys - TAESE ........................................................................ Norm Ames
Connecticut Special Education Advisory ....................................................................................... John Copenhaver
Connecticut Web-based Recruitment System ................................................................................ John Copenhaver
COVER to COVER: Rural Veterans Health Access Program ............................................................ Jen Morgan
COVID-19 Vaccine Outreach in Utah ................................................................................................ Bora Lee
CREATE: Citizens Reutilizing Assistive Technology Equipment ....................................................... Bora Lee
Customized Employment Specialist Certificate .............................................................................. Tricia Jones-Parkin
DOH Intermediate Care Facility Staff Training .............................................................................. Tim Riesen
Early ECHO ........................................................................................................................................ Sue Olsen
EmployAbility Clinic ......................................................................................................................... Scott BellMar
Environmental Influences on Child Health Outcomes (Utah Children’s Study) ............................... Mark Innocenti
Expanding Disabilities Network’s (UCEDDs) Access to COVID-19 Vaccines ................................. Alex Schiwal
Expanding the Public Health Workforce .......................................................................................... Bora Lee
Expanding the Public Health Workforce within ACLs Networks: No Wrong Door ......................... Jen Morgan
Expanding the Public Health Workforce within the Disability Network Program: University Centers for Excellence in Developmental Disabilities Education ........................................ Matt Wappett

Staff at the Utah Assistive Technology Program lab modify a big toy electric truck for a young client with disabilities.
<table>
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<tr>
<th>Project Title</th>
<th>Responsible Party</th>
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<tr>
<td>Farm and Ranch Stress Assistance Network</td>
<td>Ty Aller</td>
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<td>Georgia Dispute Resolution Consortium - TAESE</td>
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<tr>
<td>GHA Self Employment Research</td>
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<td>Home-and Community-Based Service Waiver Study (HCBS Data Collection)</td>
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<td>Idaho Indicator 8&amp;14 Survey Work</td>
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<td>Idaho SEAP</td>
<td>Norm Ames</td>
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<td>IDRPP Core Grant: University Center for Excellence in Developmental Disabilities</td>
<td>Matt Wappett</td>
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<td>Matt Wappett</td>
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<td>Illinois Special Education Advisory</td>
<td>John Copenhaver</td>
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<td>Implementing the Equity, Diversity and inclusion Action Plan</td>
<td>Eduardo Ortiz</td>
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<td>Interagency Outreach Training Initiative (IOTI)</td>
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<td>Interdisciplinary Disability Awareness and Community-Engaged Learning (IDACEl)</td>
<td>Mary Ellen Heiner</td>
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<td>IOTI - Dual Diagnosis Training and Outreach</td>
<td>Tim Riesen</td>
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<td>IOTI - Social/Emotional Outreach Training</td>
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<td>IOTI - Supported and Customized Employment</td>
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<td>IOTI-Mental Health Literacy for Youth in Rural Utah: Training and curriculum development</td>
<td>Ty Aller</td>
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<td>IOTI-Utah-Paraeducator Behavior Summit (U-PBS)</td>
<td>Dave Forbush</td>
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<td>Iowa TASK 12</td>
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<td>Iowa Tri-State Special Education Law Conference</td>
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<td>IPA Assignment Agreement Building A Model State VA Partnership to Support Non-Institutional</td>
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<td>Long-Term Care (Veteran Affairs C2C)</td>
<td>Jen Morgan</td>
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<td>Kansas Dispute Resolution</td>
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<td>Kansas Division of Early Childhood Conference</td>
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<td>Kansas Intercoordinating Council Training</td>
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<td>Lac Courte Oreilles Ojibwa School Training</td>
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<td>Little Wound School Training</td>
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<td>Mandaree School Training</td>
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<tr>
<td>Many Farms High School Training</td>
<td>John Copenhaver</td>
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<tr>
<td>Medical Clinical Assessment (Parent Child Interaction Therapy)</td>
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<td>MHIHDD Utah Training Initiative</td>
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<td>Montana Technical Assistance - TAESE</td>
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<td>NASDSE 2021 Virtual Conference Event Planning</td>
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<td>National Initiative to address COVID-19 Health Disparities Among Populations at High-Risk</td>
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<td>Nebraska IMET</td>
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<tr>
<td>Nebraska JAW FY22</td>
<td>Norm Ames</td>
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Janel Preston, Lead Teacher for the IDRPP’s Up-to 3 ABC Autism Program, provides training in the art of “play” for a young autistic client.
Oregon ICC Training and Orientation................................................................................................................. John Copenhaver
Oregon Jobs Alike Workgroup .............................................................................................................................. Norm Ames
Oregon Task12 FY22 .............................................................................................................................................. Norm Ames
Oregon Technical Assistance ................................................................................................................................. Norm Ames
Outreach to People with Disabilities, Older Adults, and Multicultural Populations Year 1 ............................. Bora Lee
Outreach to People with Disabilities, Older Adults, and Multicultural Populations Year 2 ............................. Bora Lee
Pay for Success Longitudinal Study ..................................................................................................................... Mark Innocenti
Pennsylvania Special Education Advisory Panel Training ...................................................................................... Norm Ames
Pre-Employment Transition Services .................................................................................................................. Curt Phillips
Professional Development and Technical Assistance (Utah Event Planning - TAESE) ....................................... Norm Ames
Psychological flexibility in adults ......................................................................................................................... Ty Aller
Reducing Trauma Through a Family-Focused Evaluation Lens (TFP) .............................................................. Vonda Jump
School to Work: Utah School for Deaf and Blind Pilot....................................................................................... Tricia Jones-Parkin
Serious Mental Illness National Training Center (MHDD) ................................................................................... Faith Thomas
Sign Language Interpreter Training - TAESE .......................................................................................................... John Copenhaver
SKI-HI Institute Donations.................................................................................................................................... Linda Alsop
SKI-HI Institute- Project STRIPES (Deafblind Training) ..................................................................................... Linda Alsop
SKI-HI Reg Campus Support ............................................................................................................................... Linda Alsop
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Together We Can Supporting Early Childhood ....................................................................................................... Sue Olsen
Training of Interpreters in Public Schools ............................................................................................................ Jen Harvey
Tremor Assistive Technology Demonstration and Loan Library ........................................................................ Bora Lee
UATP Dept. of Workforce Services ........................................................................................................................ Bora Lee
UATP Uintah Basin (AT/E&G) ............................................................................................................................... Bora Lee
UDOH Accessibility Evaluation and Training ....................................................................................................... Matt Wappett
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Up To 3 Early Intervention ..................................................................................................................................... Sue Olsen
Up to 3 Early Intervention COVID Funding ........................................................................................................ Sue Olsen
URLEND: Utah Regional Leadership Education in Neurodevelopmental Disabilities Program ........................ Peacock
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Utah School to Work Interagency Transition Initiative (PIE) ........................................................................... Tricia Jones-Parkin
Utah TASK12 FY22 ............................................................................................................................................... Norm Ames
Utah Technical Assistance - TAESE ....................................................................................................................... Norm Ames
Utah: No Wrong Door COVID Vaccine Supplement ........................................................................................... Jen Morgan
Scott Bell, Director for IDRPP’s ** EmployAbility Clinic, ** enjoys a field trip to the local Fire Station with one of their clients.
One of the key areas of technical assistance (TA) provided by IDRPP staff is in the area of digital accessibility. Our WebAIM project provides web accessibility training to professionals who are not technical but need to learn the accessibility of the tools they do use. WebAIM developed an online course on Document Accessibility. This course covers how to make content accessible for office products, arguably the most common digital tools used in the U.S. today. The course covered accessibility skills needed for Word, PowerPoint, and Excel. They also covered aspects of PDF conversion using a well-structured document. While this impact story could have covered a single individual and the impact this course had on their practice, it seemed that a better story would be on the impact the course had on the department that deployed it in an enterprise manner.

The California Department of Pesticide Regulation (CDPR) resides within the California Environmental Protection Agency (CEPA). Its mission is “to protect human health and the environment by regulating pesticide sales and use, and by fostering reduced-risk pest management.” Their website (www.cdpr.ca.gov) is large, and replete with documents for their constituents to use. A Google search revealed that they had over 3,000 PDFs and documents on their website. They publish and distribute these documents across an array of topics that are of interest to the citizens of California. These include the health and safety of well-water; reducing the use of pesticides in the home; and providing public service announcements like the importance of butterflies and bees, or how to use traps to catch yellow jackets and wasps rather than reaching for sprays. It is easy to see how an individual with a disability could come across some of these titles and desire to benefit from them.

For all California citizens to take advantage of these tax-payer-derived resources, staff from the CRPD needed to create them in a way that was fully accessible or individuals with disabilities could be excluded. Sadly, the content was not fully accessible. Those who would not benefit from these resources included those who were blind or had low vision, those with motor problems such that they could not use a keyboard and mouse, those with cognitive issues, and where multimedia was concerned (e.g., an embedded video or audio file), those who were deaf or hard of hearing. A problem for the CDPR in fixing this issue, however, was the sheer scale of getting hundreds of content creators in the Department aware of, and skilled to, create documents that would be accessible. Web administrators from the CDPR reached out to WebAIM.

Over the course of a few months, 394 participants took the course. Of that number, 97% passed and became certified in applied document accessibility skills. The CDPR has now included the Document Accessibility course as part of their onboarding procedures for new staff. Many old documents have now been fixed with accessibility in mind. New content is being put up that is “born accessible” through its creation. While it is still too early to see the full results of actual accessibility on the CDPR website, this conversion is underway. One thing is sure, in the absence of training at scale, it would have been impossible for CDPR to address the barriers that inaccessible digital documents posed to the disability community in such an aggressive manner. This helps CDPR reduce legal vulnerability and serve ALL California constituents, including those with disabilities. Other California entities have or are looking at ways to bring their accessible document training to scale. The Department of Toxic Substances Control recently completed 309 staff in the course.

In addition, WebAIM had 2,651 individuals take the course during the 2020-21 fiscal year. They provided 787 of those at no charge (e.g., free to anyone with a disability and no charge to IDRPP or USU staff). WebAIM and the IDRPP are proud to have this impact, both in and out of Utah.