

## Wyoming Institute for Disabilities

### Abstract

The Wyoming Institute for Disabilities and key stakeholders will implement a five year (2017-2022) plan to *support full community inclusion, community membership, independence, productivity and social participation* for individuals with developmental disabilities. Developed with the Consumer Advisory Council, our plan is based upon findings from a comprehensive needs assessment and guided by the values of accessibility, inclusivity, diversity, cultural competency, choice and self-determination. We will conduct activities to improve individuals' opportunities for health and wellness, education, early intervention, employment and assistive technology. Our **objectives** include: 1) educating graduate students and practicing professionals to serve and support families of children with special health care needs through the Utah Regional Leadership Education in Neurodevelopmental Disabilities program; 2) providing interdisciplinary pre-service preparation in disability, diversity, and inclusive practice through our Disability Studies program; 3) conducting basic and applied research, evaluation and public policy analysis in areas that affect or could affect individuals with developmental disabilities and their families; 4) increasing the capacity of professionals to implement best practices in their fields; 5) providing services that demonstrate evidence-based and best practices; and 6) disseminating findings and information to individuals, families and professionals throughout Wyoming. Our anticipated **outcomes** include increases in: 1, 2 & 4) trainees' knowledge, attitude and skills related to developmental disabilities; 3) evidence to inform policies and practices; 5) capacity for professionals to use evidence-based practices; and 6) resources, especially related to health and wellness. Our **products** will consist of scholarly publications, annual reports, a website, newsletters, social media, and other materials produced using positive approaches, universal design and accessibility principles.

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## **Section 1: Project Relevance and Current Need**

The Wyoming Institute for Disabilities (WIND) was founded in 1994, one of the last two states to establish a University Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD). WIND is both a UCEDD and an academic unit in the College of Health Sciences at the University of Wyoming. The University of Wyoming (UW), located in Laramie in southeast Wyoming, is a public, land grant institution and is the only four-year institution of higher education in the state. With a population density of 5.9 persons per approximate 97,000 square miles, Wyoming is the least populated and 10<sup>th</sup> largest state in the United States, which qualifies it as a frontier state (U. S. Census Bureau, 2016).

**1.1 Portrait of State Need** To assess the needs of the residents of Wyoming living with a disability, WIND conducted an in-depth needs assessment using national, regional and local data sources. In conjunction with our Community Advisory Council (CAC) we developed a multi-staged plan to collect and analyze both qualitative and quantitative data. Data collection began in the fall of 2015, while the process of summarizing collected data began in the fall of 2016. We presented the results of this process to our CAC and the larger WIND Advisory Committee to solicit feedback and advice for our future activities. We then consulted with all WIND faculty and staff to determine how which activities we are currently undertaking support these needs, and to determine additional activities we can reasonably undertake given our current and expected resources.

***Quantitative data*** Beginning in the summer of 2016, WIND began to compile disability-related statistics from over 25 publicly available state and national databases. State resources included the Wyoming Department of Health, Department of Education, Division of Vocational Rehabilitation, Wyoming Survey and Analysis Center, and the Wyoming Protection & Advocacy System, Inc. National resources included the United States Census Bureau, Department of Education, the Centers for Disease Control and Prevention, Bureau of Labor Statistics, and the Health Resources Services Administration. Quantitative statistics related to disability in Wyoming were compared with matching national data, when available (Reference: References List, Appendix H).

**Qualitative data** Qualitative data were collected through several methods to further understand state needs. First, an open-ended survey was conducted by the Wyoming Governor’s Council on Developmental Disabilities (Governor’s Council). These data were collected via an online survey tool and administered to stakeholders statewide. This group included individuals with disabilities, family members and providers. Additionally, the Governor’s Council held community forums in Cheyenne, Evanston, Jackson and Sheridan, and provided WIND with summaries of the responses. To supplement this data, WIND conducted additional community conversations (i.e., focus groups) with WIND’s Consumer Advisory Council, members of the Wyoming Family to Family Peer Mentorship Program, and several communities throughout the state. Both the Governor’s Council survey and WIND’s community conversations were designed to provide information about areas of need and concern for individuals with disabilities. WIND also conducted several in-depth interviews with parents of children with developmental disabilities, using a technique known as Appreciative Inquiry to highlight successful strategies for overcoming obstacles related to living with disabilities in Wyoming. Finally, the WIND executive director conducted one-on-one interviews with state agency administrators, community leaders and additional families that have a child with a developmental disability. In total, qualitative responses were collected from 29 individuals. Responses to qualitative surveys and interviews were coded based on relationships to eight areas of emphasis: quality assurance, early childhood/early intervention, health, education, employment, housing, recreation, and transportation.

All data, qualitative and quantitative, was then compiled into a comprehensive report by area of emphasis, and three separate coders reviewed the report to determine what themes emerged that corresponded to the Developmental Disabilities Assistance and Bill of Rights Act (2000) areas of emphasis. An executive summary of this process and the findings was generated, and a report given to the CAC. CAC members offered additional insight and observations regarding these themes, and provided suggestions about topics that we should focus on for this application.

**Findings** Wyoming is a geographically large state that is predominantly rural and frontier. There are approximately 68,859 Wyoming residents, or 12.1% of the statewide population that have been

identified with some form of disability (United States Census Bureau, 2016). As compared in Table 1, page 6, this rate is similar to the national average. Disability estimates by sex are also comparable to national averages. Rates of disability among racial/ethnic categories are also similar to national estimates. Wyoming has a larger proportion of Native Americans who have a disability. Rates of disability among adults who are 65 years and older needing ambulatory and self-care assistance are slightly higher than the national average (U. S. Census Bureau, 2016).

**Table 1. Population and demographic characteristics of Wyoming citizens as compared with national averages (United States Census Bureau, 2016).**

<b>Characteristic</b>	<b>Wyoming with Disabilities</b>	<b>United States with Disabilities</b>
% With Disabilities	12.1%	12.4%
% Male	12.7%	12.2%
% Female	11.4%	12.6%
% Under 5 Years of Age	1.0%	0.8%
% 65 Years of Age and Older	75.3%	75.7%
White	87.8%	87.2%
American Indian	16.5%	13.6%
Black or African American	14.8%	13.9%
Asian	6.7%	9.2%
Native Hawaiian/Pacific Islander	10.0%	4.9%
Hispanic or Latino origin	8.7%	9.3%
Two or more races	11%	11.4%
Below poverty level	20.5%	12.7%
High School graduates	30.5%	34.3%
College graduates	15.5%	16.2%
Employed	37.9%	22.8%

The United States Census Bureau also provides information on employment at state and national levels. According to 2015 estimates, there are 67,025 individuals with disabilities over the age of 16 (eligible workers) in the state of Wyoming. Of these individuals, only 25,430 (37.9%) are employed. This is a higher employment rate than the national average for individuals with disabilities (22.8%). However, it is less than half the employment rate for individuals without disabilities in the state (70.2%) (U. S. Census Bureau, 2016).

A number of themes emerged as needs from both the qualitative and quantitative data. First, many respondents expressed that there is a need for increased access to supports related to *Health, Wellness and Community Participation*. This includes general wellness activities, such as increasing exercise, nutritional supports and improved health screening, while reducing alcohol, tobacco and substance abuse among individuals with developmental disabilities. Stakeholders reported that there is a general level of unawareness of the laws and policies that impact individuals with developmental disabilities. There was also a strong interest in support for navigating systems and supports that improve integration of those with developmental disabilities in their communities, including supporting relationships/dating, other friendships and general safety in their communities. Indeed, the analyses we conducted of the Governor's Council focus groups and survey data found that community integration was one of the areas that improved most for individuals with developmental disabilities in the state. However, 3% of respondents reported that community integration was one of the least improved areas. This suggests that more work is needed to ensure that those with developmental disabilities can be full participants in their communities, and have a high quality of life.

Second, there was a clear need for *improved education about developmental disabilities*. This need extended to several areas. For instance, many respondents indicated that those who work with children do not have the training they need to identify children with disabilities well, nor are there sufficient diagnostic services available. Respondents suggested that professionals need additional training to adequately serve those with developmental disabilities (See Table 1). Likewise, respondents indicated that educators in the state also need additional education to teach children with developmental disabilities effectively. Finally, there was a strong interest in providing support and training to employers so that there can be meaningful employment for those with developmental disabilities. Quantitative data further suggests that Wyoming is doing slightly better than the rest of the nation in employing those with developmental disabilities (See Table 1) However, there continues to be a large number of individuals who are not employed but wish to be, who are underemployed and who wish to have integrated employment opportunities (Wyoming Survey and Analysis Center, 2016). Overall, this suggests that there

are tremendous needs in the state for ongoing training and education to support those with developmental disabilities.

Third, there were many calls for *improved transportation for those with developmental disabilities* in Wyoming. This challenge is a perennial problem to Wyoming. Only 38 of the 99 communities in Wyoming have public transportation (American Public Transportation Association, 2017). The service hours and routes are limited, with no intrastate public transportation, and it is not unusual for those with developmental disabilities to drive hundreds to miles to receive services. Indeed, support for transportation is one of the most common needs in statewide eligibility measures (Wyoming Survey and Analysis Center, 2016).

Fourth, there were numerous calls for *improved natural supports* throughout the state. These calls encompassed several possible venues and methods, but interestingly, there were three types of natural supports that emerged several times: supports through faith-based organizations, peer-to-peer mentorship, and general support to navigate systems of care. In general, respondents acknowledged that there were very few professional services available to them (e.g., psychologists trained in disabilities) and that supports within their own community were more reliable. Indeed, most communities have faith-based organizations that provide community services, but have little training on how to support those with developmental disabilities. Several models were pointed out through our investigation. Peer-to-peer mentorship was repeatedly requested. There are no national data that we are aware of that support this need, however, our own process data on existing mentorship programs revealed extremely high acceptability and satisfaction. Moreover, our appreciative inquiry of our family mentors revealed that this program greatly improves parenting sense of competence, and has imparted parenting skills that have allowed parents to better support their children with autism. They also indicated that they are better able to navigate systems of care in Wyoming, which was repeatedly called for in other focus groups. Related to this, there were repeated requests for a comprehensive resource guide to help families find and access appropriate services.

Fifth, both quantitative and qualitative data suggested that there is a tremendous need to *support employment of those with developmental disabilities* in the state. National and state datasets revealed that Wyoming is performing better than the nation in terms of the proportion of individuals with developmental disabilities who are employed, 38% vs 23% respectively (U.S. Census Bureau, 2016). Further, median income is slightly higher than the national median, \$22,664 vs \$21,572 (U.S. Census Bureau, 2016). Moreover, the majority of workers with disabilities earn under \$25,000 per year (U.S. Census Bureau, 2016), and 51% of workers with disabilities report needing some level of support, while 95% of providers reported their clients needed employment support (Wyoming Division of Vocational Rehabilitation, 2016). Further, the Governor’s Council survey revealed that access to employment was the most commonly cited community need (12% of respondents). Community conversations repeatedly echoed these data as support for individuals and employers was discussed in every session. In particular, increasing employment opportunities, career training for those with disabilities, and support/training for employers were frequently suggested.

Finally, numerous requests for trainings and technical assistance for *legal rights and policy* were made. Many stakeholders acknowledged that there was a general level of unawareness of the laws and policies that impacted those with disabilities, both from self-advocates and their families, but also the general community. Several specific policies were mentioned including the Americans with Disabilities Act, the Individuals with Disabilities Education (Improvement) Act, the Olmstead Act, and Workforce Improvement and Opportunity Act. Moreover, there were several requests for increased community involvement in the policy making process in Wyoming.

**1.2 Consultation with CAC, state agencies and State DD network** WIND CAC members actively engaged in the development of the WIND Five Year Plan. In September, the executive director of WIND presented an overview of the process for the development of the new plan. She gave a brief background of WIND and UCEDD core functions and the members engaged in a discussion with the executive director about their charge and gained more knowledge of their role in the procedure. The CAC

members participated in focus groups and community conversations to provide their input on various topics for the needs assessment.

Findings from the needs assessment were presented to the CAC in December 2016. In attendance were four self-advocates, five family members, representatives of the Governor's Council, Protection & Advocacy System, Inc. and two service provider agencies. Twelve stakeholders, seven who have family members with developmental disabilities, joined them to provide input into the five-year plan. Guests also included UW faculty and administrators of state agencies or organizations. Following the presentation, initial thoughts and comments were solicited. Then, eight breakout sessions were held to allow CAC members and additional stakeholders to provide more focused feedback in relationship to UCEDD core functions.

The five-year logic model and work plan were developed based upon the five themes discussed above. In January, these documents were presented to the CAC, members of the state developmental disabilities network, state agency administrators and family members for their review and feedback. Aside from clarification questions and suggestions for specific activities, the feedback was fully supportive of the plan for addressing the most pressing needs in Wyoming.

**1.3 Relationship between Needs and Goals** We developed an extremely robust assessment of Wyoming's statewide needs for individuals with developmental disabilities. The needs identified through this process were presented to the community for whom these needs are most relevant. We engaged in a process of prioritizing those needs based on community feedback. Finally, we consulted with WIND faculty and staff to determine the capacity that WIND has to meet the needs of Wyoming and how to ensure that our resources are most efficiently deployed to accomplish the goals developed through this process.

As a result, we are extremely confident that our five year goals are responsive to current statewide needs and will be attainable based on our fiscal and human resources. Moreover, these goals have been crafted to ensure maximal long-term impact for all individuals with developmental disabilities in Wyoming and their families. Through our evaluative framework and plan to assess ongoing progress

toward these goals, we will be able to determine our progress and assess, whether new needs or barriers emerge and whether or how to accommodate for new challenges. Through this ongoing process we will ensure that there is a close connection between the needs of the community and the activities designed to achieve our goals.

## **Section 2: Approach**

**2.1 Five-Year Plan** With an overall goal of improving the outcomes of individuals, the goals for the proposed five-year plan are specifically directed at building the capacity for individuals with developmental disabilities to attain well-being and to be independent, productive, and fully participating members of their communities. These goals reflect the values of the Developmental Disabilities Act (2000). The plan includes goals for each of the core functions, measurable objectives with activities that support them, and a work plan (page 11) for all five years. Aligned with our needs assessment findings and input from our CAC members and additional stakeholders, our activities align with key areas of emphasis important for addressing needs in Wyoming. The work plan, along with descriptions in the text sections that follow, describe goals, and objectives. They include activities aligned with timeframes and the people, projects and partners responsible for each. Finally, the plan and narrative describe the accomplishments to be achieved for each objective.

### **Five Year, 2017-2022 Work Plan**

**Vision:** The Wyoming Institute for Disabilities envisions a Wyoming where all people can participate in everyday community life as they choose.

**Mission:** The mission of the Wyoming Institute for Disabilities is to assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity and social participation.

**Goal:** The overall goal for the Wyoming Institute for Disabilities for FY 2018-2022 is to improve outcomes for individuals in the areas of health and wellness, education, early intervention, employment and assistive technology.

**Goal 1: WIND will train graduate or post graduate students from health, education, and related disciplines through an interdisciplinary family curriculum in leadership skills necessary to impact systems that serve and support families with children with special health care needs, including autism and all developmental disabilities (URLEND).**

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
1.1: Annually throughout reporting period the URLEND program will have at least 3 trainees representing CHS and COE graduate programs	1.1.1: Recruit trainees from culturally and linguistically diverse (CLD) backgrounds	Coordinator, Community Education  Director of Disabilities Studies	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 trainees representing 3 separate disciplines per year-15 trainees; demographics of trainees	% of students from CDL and under-represented groups (including those with DD and family members)
	1.1.2: Increase trainee participation in URLEND - Long-term (LTT) - Medium (MTT) - Short (STT)	Coordinator, Community Education		X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	15 LTT from 6 different disciplines (5/yr.); 25 MTT (4/yr.); 20 STT (1/yr.), 5 total Disability Studies students as LEND trainees	% of trainees who report increases in knowledge, attitude, skills
	1.1.3: Present final research project at state and national research project	Coordinator, Community Education  Coordinator, Research and Evaluation	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 project presentations / yr., 15 total; 1 conference / yr; # at each presentation	% of trainees that report an increase in knowledge, attitude and skills; Increased research contribution

**Goal 2: Pre-Service, Interdisciplinary Education:** WIND will provide interdisciplinary preparation in disability, diversity, and inclusive practice for undergraduate and graduate students in order to increase the number of people, including those from culturally and linguistically diverse backgrounds, working and advocating with people with intellectual and developmental disabilities (IDD) and their families.

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Timeline					Outputs	Outcomes Measures	
			2017	2018	2019	2020	2021			
2.1: Provide coursework and practicum experiences for long-term UCEDD trainees, undergraduate and graduate students in disability studies, to promote social, cultural, and diversity understanding of people with IDD	2.1.1: Maintain and support a strong undergraduate minor in disability studies, with at least 40-50 active students and 10 or more graduates annually	Director, Disability Studies  Coordinator, Research and Evaluation  UW ECHO Project Coordinators	X  Q1 Q2 Q3 Q4	X	X	X	X	X	Core set of 4-6 courses offered annually, 20 courses offered throughout duration of grant (10 majors represented); 8-10 students/yr resulting in 40 graduates from minor, 50 UW ECHO sessions attended by DS students	% reporting increased knowledge, attitude, skills; % reporting satisfaction with experience; % from CDL and/or underrepresented groups (including individuals with DD and family members)
	2.1.2: Increase the number of practicum sites within health care service delivery that have patients with IDD	Director, Disability Studies  <i>DS Program</i>  <i>CHS Programs</i>  <i>IPE Committee</i>	X  Q1 Q2 Q3 Q4	X  Q1 Q2 Q3 Q4	X  Q1 Q2 Q3 Q4	X  Q1 Q2 Q3 Q4	X  Q1 Q2 Q3 Q4	X  Q1 Q2 Q3 Q4	3 sites available to 3 students throughout the duration of the grant	% reporting increased knowledge, attitude, skills; % reporting satisfaction with educational experience.

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
2.2: Developing a framework to deliver a graduate minor.	2.2.1: Identify partnerships with UW faculty and secure UW Administrative support to develop a graduate minor in Disability Studies.	Executive Director, Director, Disability Studies <i>DS Faculty from UCEDD Partners UW Colleges of Health Sciences, A&amp;S, Education College of Law</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	4 faculty partnerships; Establish a DS Studies Graduate Program working group	Approval to develop and deliver graduate minor in DS at UW.
	2.2.2: Deliver at least 1 graduate course at UW in Disability Studies	Director, Disability Studies <i>DS Faculty from UCEDD Partners Colleges of Health Sciences, Arts &amp; Sciences, Education</i>				X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Develop and offer 1 graduate level course by 2021 and deliver course to 4 students by the end of grant period.	% of students that report an increase in knowledge, attitude and skills; % of students who report satisfaction with educational experience.
2.3: Increase capacity in Universal Design for Learning (UDL) among faculty, staff, instructors, and disability support providers at UW	2.3.1: Develop partnerships and working group to guide training needs throughout the University	Director, Disability Studies WIND Projects (ECHO, WATR) <i>DS Program UW University Disability Support Services (UDSS) UW Ellbogen Center for Teaching and Learning (ECTL) UW Outreach School</i>			X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide 2 trainings to at least 15 faculty at UW at the end of grant period.	% of faculty that report an increase in knowledge, attitude and skills; % of faculty who report satisfaction with educational experience.

**Goal 3: Research and Evaluation:** WIND will conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively, individuals with DD and their families.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
<b>3.1: Conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family systems</b>	<b>3.1.1: Develop products that provide support and collected pilot data in preparation for grant applications</b>	<b>Coordinator, Research and Evaluation; WIND Project Coordinators WY Depts. of Health &amp; Education Coleman Institute JFK Partners UW and U of CO faculty</b>	X	X	X	X	X	<b>2 grant proposals submitted per year, 10 total;  4 manuscripts generated, 20 total;</b>	<b>Number of citations (Web of Science) in literature, views on Researchgate / WIND website.</b>
			Q1	Q1	Q1	Q1	Q1		
			Q2	Q2	Q2	Q2	Q2		
			Q3	Q3	Q3	Q3	Q3		
			Q4	Q4	Q4	Q4	Q4		
<b>3.2: Evaluate existing WIND programs (service and educational).</b>	<b>3.2.1: Develop and analyze common set of evaluation measures for use across all programs</b>	<b>Coordinator, Research and Evaluation Executive Director Coordinator, Community Education Director, Disability Studies Project Coordinators WIND CAC WY Depts. of Health and Education</b>	X	X	X	X	X	<b>Establish systematic framework to evaluate the impact of all programs Conduct annual evaluation of each WIND project (#), Annual report submitted to the Executive Director and the WIND Community Advisory Committee (CAC)</b>	<b>Annual feedback from the CAC and other key stakeholder regarding the adequacy of WIND program and achievement / alignment to current goals.</b>
			Q1	Q1	Q1	Q1	Q1		
			Q2	Q2	Q2	Q2	Q2		
			Q3	Q3	Q3	Q3	Q3		
			Q4	Q4	Q4	Q4	Q4		

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
3.3: Evaluate impact of ECHO programs on individuals as well as larger systems (classrooms, educational systems, policy, etc.)	3.3.1: Contribute to Project ECHO outcomes locally and through the ECHO Institute at UNM	Executive Director Coordinator, Research and Evaluation Coordinator of Community Education <i>University of New Mexico</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	A framework to study ECHO at multiple levels including ROI and other objectives of the ECHO Act.	% reporting increased knowledge, attitude and skills and satisfaction with experience
	3.3.2: Analyze reach of UW ECHO as a superhub	Executive Director; Coordinator, Research and Evaluation; Coordinator of Community Education; <i>University of Colorado, -JFK Partners, -Coleman Institute; University of New Mexico; UCEDD Network; Wyoming Center on Aging</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	A framework to monitor the reach of the superhub.	% reporting satisfaction with training/TA provided to hubs (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes needed)
	3.3.3: Analyze the UW ECHO Network data to determine outcomes- first year- 10 networks	Coordinator, Research and Evaluation; Coordinator, Community Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	A framework for evaluation of ECHO Networks in education; Conduct analyses and reports of outcomes..	Participant/learner outcomes; Changes in individual student outcomes, classroom and systems changes

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
3.4: Analyze current national/state, local and proposed disability policies as they apply to Wyoming.	3.4.1: Research impact of current and proposed state systems/policies on access to services.	Coordinator, Research and Evaluation; <i>WY Governor's Council;</i> <i>WIND rep to Governor's Council;</i> <i>State/national legislators;</i> <i>WY Children's Law Center;</i> <i>Governor's Council on DD;</i> <i>Protection &amp; Advocacy, Inc.</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Reports on impact of current and proposed service delivery systems. Annually throughout the duration of the grant, research staff will conduct at least one analysis of national/state, local and proposed policy.	% of findings that inform state and local agencies policy and practice.
	3.4.2: Establish and diversify funding to a disability policy initiative to inform teaching, advocacy and practice.	Executive Director; Coordinator, Research and Evaluation; Coordinator of WIND Policy Center; <i>WY Children's Law Center;</i> <i>UW College of Law.</i>	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4			Develop an infrastructure to support the disability policy initiation and work to secure funding. During the first 3 years and as needed throughout the project period, contact at least 4 funders per year.	Infrastructure and funding to operate initiative.

**Goal 4: Community Training, including technical assistance and/or demonstration and model activities: Increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, assistive technology, and employment.**

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
4.1: Provide interprofessional training, support and technical assistance for professionals	4.1.1: Collaborate with state/local agencies, community organizations to deliver trainings	Coordinator of Community Education; WIND Project Coordinators; Local education agencies; WY Departs of Education, Health and Workforce Services; Medicaid Waiver providers; Aging and Disability Resource Centers (ADRC)	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Develop and deliver at 4-6 trainings per year in each areas of emphasis, total 125 trainings; this includes asynchronous courses delivered via the University Learning Management System (LMS).	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.1.2: Recruit CHS and COE undergraduate and graduate students to participate in interprofessional training opportunities	Coordinator of Community Education; Director, Disability Studies; CHS Interprofessional Committee; UW Faculty	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Recruit at least 4 students per year in a least 3 areas of emphasis for a total of 60 student during the grant period.	% of students who report an increase in knowledge, attitude and skills & satisfaction with experience

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
4.2 Increase natural supports for individuals and families in Wyoming	4.2.1 Develop and demonstrate model services related to natural support practices	Coordinator, Research and Education; Coordinator, Community Education.	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4				Develop (years 1,2) the infrastructure for providing training related to natural supports.	Infrastructure to operative natural support initiative.
	4.2.2 Provide training and technical assistance to individuals, families and communities	Coordinator of Community Education; Coordinator of Research and Evaluation; <i>State Agencies; Community-based Organizations; Faith communities; Collaborative for Faith and Disability.</i>	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Deliver 2 trainings or technical assistance activities to develop community natural supports annually, total 10.	% of recipients who report satisfaction with training/technical assistance provided
4.3 Increase the capacity of families to advocate and inform policy as it relates to children and youth with special health care needs.	4.3.1: Advocate and inform students, individuals, families, professionals and agency policy	Coordinator, Research and Evaluation; Director, Disability Studies; <i>Governor's Council on DD; Protection &amp; Advocacy, Inc.</i>		X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide an annual training (years 2-5) to families on advocacy as it relates to the policy analysis each year, starting in 2018.	% reporting increased knowledge, attitude and skills related to advocacy & satisfaction with experience;

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
4.4: Providing inter-professional training utilizingg the UW ECHO model for capacity building	4.4.1: Provide technical assistance on ECHO model through UW ECHO superhub	Executive Director, Coordinator, Community Education; WIND Project Coordinator;	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide annual training to 1,000 participants utilizing the ECHO model, total 5,000.	% of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	4.4.2 Facilitate UW ECHO networks	Coordinator, Community Education; Coordinator, Information Dissemination; Project Coordinator	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Facilitate 10 networks annually.	% of participants reporting increased knowledge, attitude, skills; & satisfaction with experience; Increased capacity
	4.3.3: Exploration of new ECHO hubs in response to critical needs.	Executive Director, Coordinator, Community Education; WIND Project Coordinator;	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Explore, and develop as appropriate, new hubs that are responsive to rising state needs as needed throughout grant period.	% reporting increased knowledge, attitude, skills & satisfaction with experience; Increased capacity

**Goal 5: Community Services: Provide services that implement best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course opportunities for individuals with disabilities and their families.**

Objective	Activities	Person/Project Responsible/ <i>Collaborating Partners</i>	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
5.1: Provide technical assistance in order to improve access and participation for individuals with disabilities and their families	5.1.1: Provide services and supports	Wyoming Assistive Technology Resource; Wyoming Accessibility Center (WAC); ICAP/SIS; <i>Governor's Council on DD; UW ECHO Networks; Protection &amp; Advocacy, Inc.</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	WIND will provide technical assistance to 200 individuals, families, agencies and organizations annually, total 1,000.	% of individuals, families, agencies & organizations reporting satisfaction with training / TA
	5.1.2: Respond to requests for technical assistance from national, state and local agencies	Executive Director; Coordinator, Community Training; Coordinator, Research and Evaluation; WIND Project coordinators; <i>UCEDD Network; State Agencies; -WDE -WDH -Workforce Services -Vocational Rehabilitation; Governor's Council on DD; Protection &amp; Advocacy, Inc.</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	During this 5 year period, WIND will respond to technical assistance from national, state and local agencies.	% of individuals, families, agencies and organizations reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)

Objective	Activities	Person/Project Responsible	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
5.1: Provide technical assistance in order to improve access and participation for individuals with disabilities and their families	5.1.3: Enhance the infrastructure of the Wyoming Telehealth Network	Coordinator, Information Dissemination; WIND Project Coordinator <i>WY Dept. of Health</i>	X	X	X	X	X	Increase the number of Wyoming providers offering telehealth services to Wyoming clients.	% of providers reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)
			Q1	Q1	Q1	Q1	Q1		
			Q2	Q2	Q2	Q2	Q2		
			Q3	Q3	Q3	Q3	Q3		
			Q4	Q4	Q4	Q4	Q4		

**Goal 6: Information Dissemination:** WIND will disseminate information, using multiple modes of accessibility, by translating the results of WIND research and practice locally, regionally, and nationally; WIND will also disseminate information from the national UCEDD network to Wyoming.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Timeline					Outputs	Outcomes Measures
			2017	2018	2019	2020	2021		
6.1: Disseminate research-based information that supports health and wellness of people with intellectual/developmental disabilities	6.1.1: Develop and disseminate new products each year that emphasize health and wellness for people with intellectual/developmental disabilities	Coordinator, Information Dissemination  <i>Governor's Council on DD</i>	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Update and maintain WIND website; Produce products for WIND initiatives; Produce health and wellness materials	% of reporting satisfaction with WIND website; % random sample reporting increased awareness of health and wellness as a result of WIND products
	6.1.2 Develop and disseminate WIND 25th Anniversary Campaign	Coordinator, Information Dissemination  Governor's Council on DD		X Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4		Develop and disseminate 25th Anniversary materials for website, direct mailings and campus awareness	% of those randomly surveyed who report increased awareness of WIND as a result of 25th anniversary materials

## **2.2 Interagency Collaborations** WIND collaborators are listed in the work plan in *italics*.

Collaborators include the state developmental disabilities network, the Governor's Council and Protection & Advocacy System, Inc. as well as the Division of Developmental Disabilities (Reference: Memorandums of Agreement and Letters of Support, Appendix C). At the Wyoming Department of Health, we work with the units of Developmental Disabilities, Mental Health, Wyoming Medicaid, Epidemiology, Rural and Frontier Health, Prevention and Health Promotion, Maternal and Child Health, Office of Multicultural Health and Public Health Nursing. At the Department of Education (Reference Letter of Support, Appendix C), WIND is included in the state systems of support plan and we work with the units of Career and Technical Training, Individual Learning (formerly named Special Services), Native American Education, Health and Safety, and Federally Funded Programs. We partner with the two family organizations in Wyoming: the Parent Information Center and UPLIFT Wyoming. Through our weekly UW ECHO (2017) networks, we reach all 48 school district as well as a significant number of health care and developmental disability service providers throughout the state. We collaborate with the Division of Vocational Rehabilitation and the two Independent Living organizations in Wyoming. WIND has formalized agreements with the Wyoming Children's Law Center (Reference: Letter of Commitment, Appendix C) for our Family to Family Health Information Center and we will expand that partnership for our policy work. For specific projects, we will be working with Dementia Friendly America related to their grant activities in Sheridan County, veterans and veterans' organizations, audiologists and optometrists throughout the state.

## **2.3 WIND Plan Aligned with Wyoming Developmental Disability Network**

The Wyoming Developmental Disability Network includes WIND, the Governor's Council and Protection & Advocacy System, Inc. We all work independently to achieve goals of inclusion, independence, productivity and self-determination for Wyoming individuals with developmental disabilities. Memorandums of Agreement between WIND and the Governor's Council and Protection & Advocacy System, Inc., as well as letters of support from each agency are provided (Reference: Appendix C). Directors of the three agencies meet every two months to review objectives, report on progress toward objectives, identify

emerging issues and discuss approaches to address new issues. We meet more frequently as may be needed to discuss and address concerns. Members of the two other agencies are on the WIND CAC and a WIND representative is a member of the Governor's Council.

Our goals were developed from the needs assessment and aligned with the goals of the Governor's Council and Protection & Advocacy System, Inc. Objectives and activities included in our plan that are also included in the plans of the other two agencies include those related to DD Act (2000) activities of advocacy, capacity building, and systems change and to ensure the protection and safety of individuals with developmental disabilities in Wyoming. For advocacy, all three agencies will support and enhance the infrastructure for individual and family leadership and voice that include initiatives related to health and wellbeing, voting, policymaking and assistive technology. Related to capacity building, we will work together to inform a revised Wyoming Olmstead plan, identify and help develop natural supports to address gaps in developmental disabilities services, and support Wyoming Employment First activities. Toward systems change, we are working together to make sure assistive technology information and assistance is available throughout the state, including the Wind River Reservation.

**2.4 Leveraging Public and Private Funds** WIND is well positioned to leverage public and private funding to support UCEDD activities. Each year for the past ten years, WIND leveraged between \$3.50 to \$5.50 from every dollar invested by the Health and Human Resources Administration core funding. We have a successful record of securing federal grant funding in the areas of health, early intervention, education, justice and defense. Despite recent reductions in state budgets, WIND received funding from the Governor's Council and the Wyoming Departments of Health and Education to support collaborative activities.

We have current funding from the Wyoming Department of Education (Reference Letter of Support, Appendix C) to support our work in assistive technology, accessible educational materials and our UW ECHO (2017) networks. The Wyoming Department of Health, including Wyoming Medicaid, is providing funding to continue our contract that spans 15 years to conduct Inventory for Client and

Agency Planning and Support Intensity Scale assessments of individuals, to support and expand UW ECHO networks (2017), for sexual and reproductive health trainings, and to establish and develop the Wyoming Telehealth Network.

Private and foundation funding presents great opportunities for WIND. We secured an endowed scholarship for students enrolled in the disability studies program from a private donor. Funding for ECHO networks (2017) is identified as a college and university priority for the UW Foundation. Foundations in the state and region have recently expressed interest in funding UW ECHO networks for both training and capacity building and for research. The executive director will be pursuing private funding to develop the WIND policy center. We will explore a private donation campaign aligned with the 25<sup>th</sup> anniversary of WIND, expected to launch early in 2019.

**2.5 Interdisciplinary Pre-service Preparation** WIND's program of interdisciplinary pre-service preparation integrates knowledge and methods from more than two disciplines, includes contributions to the field by individuals with disabilities and their family members, and examines and advances professional practice, scholarship and policy. The program includes our partnership in the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) and Disability Studies. Both curricula advance participants' academic or professional credentials, take place on the University of Wyoming campus with outreach throughout the state, include diverse academic disciplines, reflect the diversity of the community and contribute to a course of study offered by WIND.

*Leadership Education in Neurodevelopmental Disabilities* (Reference: Work Plan, page 11, Goal 1). Rural and frontier challenges in Utah, Idaho, Montana, North Dakota and Wyoming affect provisions of high quality, evidence-based, integrated health care to children and youth with neurodevelopmental disabilities. In particular, those with autism spectrum disorders, and their families have limited access to trained professionals. Development of leaders in health care and administration is critical to meet needs of children and youth with neurodevelopmental disabilities and their families. Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND), a multi-state Leadership Education in Neurodevelopmental Disabilities (LEND) program uses an extensive network of

experienced faculty, families, and agencies to develop these leaders. Wyoming, along with Montana and Idaho, do not have an academic medical school and as a result, students pursuing health care professions have limited opportunity to participate in interdisciplinary training settings. Students have even less access to training settings that provide inclusive and specialty healthcare to people with intellectual/developmental disabilities.

In 2002, WIND became a participant in the URLEND. The program provides basic leadership and clinical training to professionals working with children and youth with special health care needs as well as specialized tracks in autism and infant/pediatric audiology. Participation in URLEND provides an excellent opportunity to train Wyoming professionals in healthcare related to developmental disability. Goals of URLEND include: 1) enhance institutional, organizational and programmatic infrastructure of URLEND in partner states to annually prepare 32 leadership trainees (15% culturally diverse) with an emphasis on children and youth with neurodevelopmental disabilities/autism spectrum disorder; 2) provide 300-450 hours of interdisciplinary leadership experiences to long-term trainees within the context of integrated instruction, clinical experiences, and leadership/research activities; and 3) provide 300 hours of evidenced-based continuing education and 50 consultation and technical assistance opportunities to 750 health care professionals in partner states to address current and emerging priorities and concerns in the provision of family-centered, culturally competent, community-based integrated systems of care. Since beginning URLEND in 2002, WIND has hosted 22 trainees.

The URLEND core curriculum is composed of leadership, instruction, clinical, and research components with each of these components offering carefully designed opportunities for trainees to enhance and strengthen their leadership skills. Trainees participate in intensive leadership seminars, engage in collaborative activities with other trainees, and complete a comprehensive research / leadership project. The didactic component of the program involves attendance at regularly scheduled seminars in which a variety of issues related to services for children with disabilities and their families are addressed. WIND trainees participate and assist in the preparation and delivery of weekly educational sessions.

To complete the clinical requirements of URLEND, trainees must participate in clinics, including those which incorporate the Medical Home Model (Palfrey, et.al, 2004), selected to increase their skill level with specific populations and settings. WIND trainees participate in clinics in Salt Lake City and Logan, Utah, as well as training sites in Wyoming. During the 2015-2016, academic year, WIND was also able to secure additional clinical opportunities at the UCEDD in Colorado, JFK Partners (Reference Letter of Commitment, Appendix C).

The research component of the core curriculum involves didactic sessions on evidence-based practice, program evaluation, and the application of research skills. In addition, trainees complete a research / leadership project in collaboration with one of the core faculty members. Each year, a project will be mentored by WIND faculty. Instructional strategies utilized in the delivery of the core curriculum include the use of distance technology, discussion groups, problem-based learning, panels, interactive large and small group discussions, small group activities, clinical activities, and leadership activities.

An essential element of the learning experience is interaction with children, youth, and young adults with developmental disabilities and their families. Each year trainees are matched with a local Wyoming family to spend significant time in education, health, family and community settings chosen by families that help to shape trainee learning. Family trainees provide valuable insight in discussions by sharing their perspectives on the systems of care that serve children with developmental disabilities. In addition to parent input as fellow trainees, families attended many of the seminars in order to share their experiences and inform trainees about the positive aspects of the services they have received as well as the daily challenges they face. A focus of these seminars has been on how trainees can use their future leadership roles to enhance services for children with disabilities and their families. The critical role played by families and consumers in URLEND is emphasized throughout the curriculum. The family and young adult focus is not a discrete component, but rather emphasized as a pervasive way of thinking and doing business.

Past trainees have represented graduate programs at the University of Wyoming including, Nursing, Pharmacy, Psychology, Social Work, and Speech Pathology as well as practicing professionals

and faculty members from Audiology and Speech Pathology. Although some of these trainees have taken leadership positions in neighboring states, several of our LEND trainees are working in Wyoming healthcare settings and two are currently employed at WIND, leading work in sexual and reproductive health for intellectual/developmental disabilities not only in Wyoming, but throughout the nation. Our trainees are part of a significant network making valuable contributions to the healthcare infrastructure of our states.

***Disability Studies Program*** (Reference Work Plan, page 11, Goal 2). The WIND needs assessment indicates that individuals with disabilities and their families across the state have low levels of satisfaction with their education, medical and healthcare providers. They are concerned with professionals' lack of expertise and familiarity with intellectual and developmental disabilities as well as negative attitudes or biases against patients with disabilities. However, research indicates that undergraduate and pre-professional students who gain knowledge about disability and have experiences with people with disabilities develop much more positive attitudes. Further, negative attitudes among students shift dramatically when the curriculum directly addresses social and cultural aspects of disability and provides students with opportunities to interact with and build relationships with people with disabilities, family members, service providers, and advocates. The WIND interdisciplinary, pre-professional disability studies program directly addresses the general lack of knowledge of disability history, disability rights, and growing disability advocacy communities. It also provides students with a much more expansive understanding of the issues facing people with disabilities and their families as well as the unique and rich contributions that individuals with disabilities are making within their communities.

The Minor in Disability Studies maintains 40-60 active students and graduates between 10-15 students each year. Students enrolled in the minor are long-term UCEDD trainees. The majority of graduates from the minor come from disciplines in education and health sciences. Our objective is to increase student enrollment in the minor, including those from culturally and linguistically diverse backgrounds. We will keep the program strong and flexible, and over the next five years, grow our

numbers. We will increase enrollment from preservice health and medical professions, especially nursing, medical education, and pharmacy, while continuing to recruit students from fields we have drawn from in the past such as social work, speech language and hearing sciences, kinesiology and health, and psychology. In order to enhance the curriculum, we plan to develop a course and a related study abroad opportunity, as well as a more legally grounded disability policy course, offered by experts in the field working through the WIND policy initiative. Structurally, a key strategy for growing student numbers will be to make the disability studies minor available through distance education. We will collaborate with our university outreach services to enhance and expand our distance offerings with the ultimate goal that students can complete the minor from locations across Wyoming.

A longer-term objective (Objective 2.2) for growing the disability studies program at WIND will be to develop and formalize a Graduate Minor in Disability Studies. In the first two years, we will build strategic partnerships with faculty working in related areas such as special education, social work, gender studies, among others, to determine classes that might be developed or redesigned as electives for graduate students. At the same time, we will work internally to build the curriculum for core courses for a graduate level program, including advanced critical disability theory and policy courses. A graduate disability policy course will be integral to this curriculum, and may provide an important bridge between WIND's disability policy initiative and the UW College of Law, strengthening the capacity of preservice legal professionals in the state and region in the scope of disability law.

Finally, in an effort to increase the commitment to accessible environments in the wider university community, WIND, through the disability studies program, will (Objective 2.3) play a leading role in faculty trainings in Universal Design for Learning at the University of Wyoming. In the first year or two, WIND will bring together a group of faculty partners, including representatives from University Disability Support Services, the Ellbogen Center for Teaching and Learning, outreach services, and among other departments to build interest and consensus around Universal Design for Learning. Drawing upon stakeholder input, we will develop intensive training opportunities for faculty to redesign syllabi to integrate universal design practices, assignments, and assessment strategies. Throughout the process, we

will gather data and assess the success of the trainings, implementation among faculty, and the increase in student access.

**2.6 Community Education and Training** (Work Plan, Goal 4). WIND's community education and training will increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, assistive technology, and employment. Our activities will respond to the state needs and enable communities in Wyoming to be accessible to and responsive to the needs of individuals with developmental disabilities and their families.

WIND will provide interdisciplinary training, support and technical assistance for professionals in collaboration with state and local agencies as well as community organizations in the areas of health, education, early intervention, employment and assistive technology. Our trainings will also provide opportunities for University of Wyoming students, especially those from the Colleges of Education and Health Sciences, to learn alongside professionals. WIND will provide both synchronous (occurring at the same time) and asynchronous (available at another time) environments through Canvas, the online learning management system available through the University of Wyoming. This platform will allow participants to engage with the training materials at the time and place they choose. WIND has been using this system successfully since 2014 to provide training to over 400 students. Trainings currently support professionals in assistive technology. We provide a seven-course series offered for four, eight or sixteen weeks and include areas such as early childhood, transitions, aging, and specific topics such as individual education plans, reading and writing. Courses are also available to support early intervention and our family to family work.

Each year, we will develop and deliver four to six trainings, targeting core areas of emphasis, including health and wellness, early intervention, employment, education and assistive technology. These trainings will be made available to self-advocates, natural supports, early childhood professionals, educators, and related services providers. All trainings will offer a certificate of completion or appropriate professionals credits. The content of the trainings will be developed through collaborations with state and national experts and include information specifically developed through key organizations

including the Centers for Disease Control, Learn the Signs Act Early Program (Centers for Disease Control, 2017) the Department of Labor, Workforce Innovation and Opportunity Act (U.S. Department of Labor, 2017), Family Voices (Family Voices, 2017), Quality Indicators for Assistive Technology (QIAT, 2017) as well as other national organizations and research institutions identifying best and promising practices that can be applied to rural communities. Over the next five years we will work to diversify and broaden the scope of trainings available using this system, based upon community need.

Additionally, to support the calls for increased natural supports in Wyoming, we will develop demonstration projects and provide technical assistance to increase the used and effectiveness of natural supports in our state. In particular, in years 1 and 2 of the grant period, we will develop a virtual community of support, UW ECHO (2017) for family mentorship (description of the ECHO model follows). This model will allow family members of those with developmental disabilities to support their loved ones in their own environment more effectively. Moreover, to ensure that individuals and organizations wishing to provide natural supports are able to be as effective as possible, we will offer technical assistance as needed. For example, we have had contact with a faith-based organization (a church) in Cheyenne that is interested in developing a program to support congregants who have children with developmental disabilities. They are currently aware that their community has a need, but are not sure how their organization can help. We have begun discussing possibilities that would be a good fit for their organization, the community and those with disabilities. Several possibilities have been discussed including providing respite care, support for including those with developmental disabilities in their congregation, and supporting employment for those with developmental disabilities. WIND is a member of the Collaborative on Faith and Disability (2017) and the Spiritual Supports Special Interest Group through the Association of University Centers on Disabilities (AUCD, 2017). Our work will align with these groups and successes in other states. We anticipate at least two requests for this type of technical assistance per year, for a total of 10 requests over the total grant period.

In 2014, and as a result of long-standing and productive relationships with the Wyoming Department of Education (Reference Letter of Support, Appendix C), WIND launched several virtual

professional learning communities, known as the University of Wyoming ECHO project. The UW ECHO networks in education are a translation of the successful Project ECHO® model, developed by Dr. Sanjeev Arora at the University of New Mexico, for building professional capacity to meet underserved health care needs and provide best-practice treatment to reduce disparities of care. Similar to Project ECHO™, UW ECHO networks in education deliver lifelong learning and guided practice support that exponentially increases workforce capacity to provide all students, classrooms, schools and districts with the practices and experiences from colleagues in order to achieve their highest potential. UW ECHO offers interdisciplinary teams of educators and professionals working in education, health, and disability services an innovative, cost-effective, and flexible approach to build capacity in best practices that support individual classroom, school, and community outcomes. UW ECHO networks' hub-and-spoke knowledge-sharing community links a "hub" of interprofessional specialists with educators, administrator and service provider "spokes" for regularly scheduled video conference training and mentoring based upon case discussions. Currently WIND facilitates ten weekly or bi-monthly networks in education, health and disability services. These networks include topics such as autism, assistive technology, behavior supports, secondary transition, career development, student health, early childhood, school district and school leadership. Additionally, WIND has been working to develop a network to improve outcomes for individuals who receive services through Wyoming Medicaid Waivers, including adults and children on the developmental disabilities waiver. Core areas of professional learning and collaboration are tied to professional competencies and best practice in each of the topics areas and will include a focus on advocacy, rights, choice and opportunity for individuals and their families (UW ECHO, 2017).

UW ECHO networks represent collaborations with the Wyoming Department of Education (Reference Letter of Support, Appendix C), Divisions of Individual Learning, Career and Technology and State Systems of Support as well as the Wyoming Department of Health, Divisions of Behavioral Health and Healthcare Financing. This modality for training is increasingly in demand as organizations try to identify mechanisms to provide high-quality, responsive and timely professional development and learning in a time of increase ever shrinking budgets. All networks work to identify and train on best

practices and facilitate opportunities for participants to share perspectives and approaches. Since the launch of the UW ECHO in Assistive Technology in January 2014, over 3,800 individuals have attended 191 sessions in which 291 hour of professional development credits were offered. WIND anticipates training at least this many professionals during the next five years (UW ECHO, 2017).

In August 2015, WIND was selected along with the three other ECHO projects in Northern Ireland, India and at the Academy of Pediatrics to be trained as a superhub. This superhub designation provides WIND with the authority and responsibility to train and support other organizations considering the ECHO model for capacity building. WIND has collaboration agreements with two organizations for ECHO technical assistance thus far, the Wyoming Center on Aging and Mountain Pacific Quality Health. Both organizations are primarily working in areas of aging and health care coordination. Three additional organizations, the University of Iowa, College of Education, Iowa Center for Assistive Technology Education and Research, Knowledge Academies in Tennessee and the UCEDD in North Dakota are expected to receive initial training on the ECHO model for education from WIND in 2017 (UW ECHO, 2017).

WIND will help organizations and agencies in Wyoming develop and deliver new ECHO networks that will leverage funding to build and support communities in response to critical needs. During the first year of this project WIND will specifically work develop an ECHO network focused on family to family mentorship and natural supports. Similar to the UW ECHO for family mentorship described (See Approach, Research) this will follow the standard ECHO model. The model includes the a) use video conferencing technology to reach even the most remote parts of the state; b) provision of training by experts or emerging experts in the topic being discussed; c) co-mentoring of trainees by a multi-disciplinary team of professionals; and d) measurement of outcomes. Stakeholders will be engaged for planning, engagement of hub (multi-disciplinary team) and spoke (sites throughout the state and beyond) participants, and curriculum development (ECHO™, 2017).

In addition to the work described above utilizing the ECHO model, WIND will increase the capacity of families to advocate and inform policy. This will be accomplished through the development

of in-person trainings and product dissemination developed alongside the policy initiative, described in the research and evaluation section below. We plan to inform individuals, families, UW students and professionals regarding legislation and policies related to individuals with developmental disabilities.

Each community training event, whether online, in-person or via videoconference technology will collect a common set of evaluation metrics related to participants reported increases in knowledge, attitude and skills to implement best practices in their work environment or to inform policy. We expect to provide training that will result in trainees' satisfaction with their learning experiences. These efforts, described above, focus on specific needs of Wyoming residents and are designed to address state needs, demonstrate evidence-based approaches, and yield evaluation data that facilitates replication.

### **2.7 Technical Assistance and Community Services** (Reference: Work Plan, page 11, Goal 5).

The primary focus of the UCEDD's *technical assistance* and *community services* are on the capacity building, advocacy and systems change activities required to implement and sustain an array of desired and effective community supports. These technical assistance and services will *assist others or implement best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course* (Ben-Shlomo, 2002) *opportunities for individuals with disabilities and their families*. All technical assistance activities requested from national, state and local agencies will be provided, on-site, via videoconference technology, telephone and the internet. Technical assistance will be provided by core function staff as well as individual programs depending on the content of the request. Community services will include services that demonstrate evidence-based, best and promising practices. WIND provide technical assistance to model best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course (Ben-Shlomo, 2002) *opportunities for individuals with disabilities and their families*. Similar to WIND's community training and education efforts, our community service activities will respond to the state needs and enable communities in Wyoming to be accessible to and responsive to the needs of individuals with developmental disabilities and their families. Proposed technical assistance and community activities, listed below include the assessments of supports needed for individuals with disabilities receiving

supports on the development disability Medicaid waivers, the provision of assistive technology and the delivery of telehealth services.

WIND will continue to administer the Inventory of Client and Agency Planning (ICAP) and Supports Intensity Scale (SIS) through a contract from the Wyoming Department of Health, Behavioral Health Division. ICAP is a standardized measure that yields an estimate of a person's adaptive functioning, the extent of behavior problems that may limit their inclusion in various settings, as well as a systematic review of all available evaluation data. The SIS is a separate assessment tool specifically designed to measure the level of practical supports required by people with intellectual disabilities to independent and quality lives in society. ICAP scores are used by the division as part of the basis for determining eligibility for funding within the developmental disabilities service system. WIND will provide technical assistance to the division by conducting ICAP and SIS initial, emergency and continuing eligibility assessments, in the homes, schools and service providers' locations throughout the state.

WIND will support services delivered through the Wyoming's Assistive Technology Resources (WATR) program, the state designated Assistive Technology Act program. Launched in 2005 after designation by then Wyoming Governor, Dave Freudenthal, WATR supports state efforts to improve the provision of assistive technology for individuals and families throughout Wyoming. Assistive technology may be a device or solution that enhances an individual's ability to live, play, or work independently. Assistive technology can take the form of a device, tool, or adaptation that supports a person when participating in everyday activities and settings. Since 2013, WATR provided assistive technology information to over 9,800 consumers, families and their representatives while providing training and technical assistance to 3,924 professionals who support individuals with disabilities. WATR activities helped consumers save over \$354,000 through device recycling and financial loans. Almost all (98.8%) of the consumers who accessed WATR reported being highly satisfied or satisfied with the program activities.

During the next five years, WATR will continue to provide device loans, demonstrations, reutilization and financial loans for consumers. Program staff will provide training, technical assistance and information or assistance about assistive technology to consumers, families and professionals. Specific technical assistance will focus on health and wellness, early intervention, education, employment, and the importance of assistive technology across the lifespan. To ensure individuals with developmental and other disabilities continue to receive the assistive technology devices and services they need, WATR will partner with the Governor's Council to increase the implementation of appropriate assistive technologies for individuals with developmental disabilities on the Wind River Indian Reservation. Drawing upon stakeholder input, we will develop intensive training and technical assistance opportunities for faculty to redesign syllabi to integrate universal design practices, assignments, and assessment strategies. WATR will increase assistive technology capacity in the state by presenting University of Wyoming students in education, health sciences, and other disciplines with information about assistive technology along with offering assistive technology practicum experiences to University of North Dakota at Casper College Occupational Therapy students.

The Wyoming Accessibility Center was developed to offer assessments and services not otherwise available through the Assistive Technology Act defined activities. The Wyoming Accessibility Center will continue to offer multi-disciplinary assistive technology assessments so that individuals with developmental and other disabilities have access to the general curriculum, meaningful employment and independence.

Beginning in July 2016, and owing to the success of the UW ECHO networks (UW ECHO 2017) as well as opportunities to leverage expertise from the College of Health Sciences, WIND was awarded funding from the Wyoming Department of Health, Wyoming Medicaid and the Office of Rural Health units to establish the Wyoming Telehealth Network for the purpose of increasing provider use of telehealth service delivery. Activities of the telehealth network will include marketing, outreach, education and technical assistance for Wyoming providers and safety net services offered by the Wyoming Department of Health, including emphasis on programs that serve children and youth with

special health care needs. The Wyoming Telehealth Network facilitates the connectivity between provider and patient or provider and specialist and provides on-going training in telehealth best practices for Wyoming healthcare professionals via monthly professional development as well as in-person and distance support. This work aligns well with the WIND needs assessment findings and stakeholder input indicating that individuals and families need better access to healthcare providers. The network also aligns with the Wyoming Department of Health 2014-2018 Strategic Plan Goal to *Strengthen Wyoming's rural health care infrastructure to ensure access to appropriate, cost effective, quality care* (WDH Strategic Plan, 2014). Telepractice is not a medical specialty but rather the mechanisms by which providers and patients are brought together for consultation and treatment. Increasing the capacity of Wyoming professionals to utilize this delivery method, through the use of best practices and technology, is essential for moving healthcare closer to patients and expanding health care availability. This is something that individuals and their families asked WIND to address during this next five year plan.

In order to assess the impact and reach of this work, WIND will gather and analyze data from trainings, technical assistance and services related to implementation, outcomes and user satisfaction. All community services that are offered by WIND will ensure *accessibility*, utilizing principles of *universal design* so that all products, environments, materials, and communication are provided in a barrier-free manner. Addressing these areas will increase the opportunities for individuals with developmental disabilities and their families to be enriched by full and active participation in community and life activities.

**2.8 Program of Research, Evaluation and Policy Analysis** (Reference Work Plan, page 11, Goal 3). WIND is undertaking robust programs for both research and evaluation that build upon its overall mission. To achieve this, WIND hired a Coordinator of Research and Evaluation, and support staff who will coordinate these efforts. The overall goal of these programs is to *conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families*. We developed four groups of activities to accomplish this goal, which are described below. These programs were developed through an

in-depth process of determining needs within Wyoming, and consulting with the CAC, state Developmental Disabilities Network partners, numerous stakeholders, faculty and staff on how to meet those needs. As a result, these programs of research and evaluation are responsive to the statewide needs of Wyoming and have an overarching theme of better understanding how to support those with developmental disabilities, and their families in *rural settings*. Moreover, through the use of Community Based Participatory Research principles (Israel et al., 2008), we intend to include community members of diverse cultural and linguistic backgrounds in the design, implementation, analysis and dissemination of these projects.

This first objective (3.1) is to conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family systems. This is in response to repeated calls from our community members to better understand how those with disabilities can be a part of their communities, have high quality of life, and have better outcomes given the reality of there being very few service providers in this large rural state. WIND will therefore develop three applied research projects to better learn how these goals can be supported. These projects are already being developed, and in some cases, preliminary data have been collected. In all cases, these projects are designed with the ultimate goal of securing research grants and publishing several peer-reviewed manuscripts. Moreover, given Community Based Participatory Research principles, we recognize that inclusion of community members in these projects is critical, and that dissemination strategies that are more accessible to the community are needed (See Approach, Information Dissemination section below).

A key research project will leverage WIND's expertise in Project ECHO (See Approach, Continuing Education, UW ECHO section below) and use this model to develop, test and widely disseminate an ECHO hub designed for family member of those with developmental disabilities. This builds upon an existing Wyoming Family to Family peer mentorship program at WIND. The UW Family ECHO will follow the standard ECHO model and will use video conferencing technology to reach even the most remote parts of the state. In the first stage of this project we will engage with numerous

stakeholders (self-advocates, family, providers, policy experts, etc.). This engagement process will ensure that didactic topics fit with the needs of the communities, but also that we have broad based support from speakers and participants throughout the state. Through collaborative process, we will develop a series of 30-minute didactic topics that are loosely organized around four themes: how to access service systems, the basics of behavioral interventions, coping strategies, and family to family mentorship and support. After each of these didactics, a short case will be presented followed by an opportunity for participants to provide guidance, and support. We will pilot this program in the first year of funding and will collect data in preparation for a grant submission in the fall. The grant will test to what degree families who receive support gain quality of life improvements relative to other families who did not receive this kind of support, whether and how they are able to access services for their loved ones, and whether behavioral improvements occur for children with developmental disabilities who would otherwise not be able to access services due to living in rural settings (ECHO™, 2017; UW ECHO, 2017).

A second project is a series of studies exploring the experience of individuals with intellectual disabilities with voting. These include surveying providers to better understand how often they work with their clients on voting behaviors. The second will explore whether and how family members help their loved ones vote. The third will study how the civic systems do, or do not serve those with intellectual/developmental disabilities to support voting rights. The data for the first study has been collected and preliminary data suggests that clients with intellectual/developmental disabilities who are eligible to vote routinely request support to vote, but are usually not registered. Providers mostly agreed that educational materials can be developed to help those with intellectual/developmental disabilities vote, but rarely include voting education in their clients' service plans. Further analyses are ongoing and we are developing the additional surveys. From these findings, we plan to work with our community partners to develop products to support voting for those with intellectual/developmental disabilities.

WIND will conduct research efforts related to individuals with developmental disabilities who are aging or at risk of developing dementia. One focus is to explore the degree of self-determination that elderly individuals with intellectual/developmental disabilities have. The other is to identify community

preparedness for the identification and support of individuals with developmental disabilities who have or are at risk of being diagnosed with dementia.

**2.9 Evaluation of WIND programs.** Our second objective (3.2), *to evaluate existing WIND programs*, is concerned with evaluating the impact of all current and future programs implemented at WIND. There were repeated calls from the community for programs that enhance their quality of life and access to services. There are currently 16 programs offered at WIND to meet these needs, and each of these programs conducts its own evaluation. While this has allowed each program to develop very specific measures that meet its needs, there is little consistency across programs, and there is high administrative burden on each program to conduct these evaluations.

Moving forward, the research and evaluation faculty, along with WIND leadership, will work with each program's staff to develop a consistent set of evaluative measure that will be implemented across all programs. This will provide greater consistency and efficiency as we explore how well our programs work. Additionally, we will develop program specific measures that will capture the unique impacts that these diverse programs achieve. All measures will be centrally managed (i.e., implementation and analysis of evaluation measure), so the impact on program staff time is minimized. This will allow staff more time to perform their primary duties, serve more individuals with developmental disabilities and make analysis more efficient. Moreover, having these data will allow WIND to be more effective in adapting programs as needed, and to be more competitive in future grant applications. These data will be presented annually at CAC meetings to ensure that the community is informed of our efforts, and to solicit advice regarding how to use the results to improve our operations.

This third objective (3.3), *to evaluate the impact of ECHO programs*, includes both research and evaluation of our ECHO programs. ECHO at WIND is one of the largest, most successful, and nationally recognized programs. Our plans to further develop the UW ECHO program are described below (See Approach, Continuing Education, and UW ECHO). Given the international adoption of the ECHO model, and that WIND is an ECHO superhub, we are at the forefront of efforts to understand the impact of this model on those with intellectual / developmental disabilities. As such, we have developed three

activities that will accomplish this overall objective. First, we will contribute to the national effort of the ECHO network to research and explore the impact of this model. In 2016, ECHO legislation was enacted (ECHO Act) that requires the Secretary of Health and Human Services to study the impact of ECHO as it relates to health outcomes, cost effectiveness, and patient satisfaction. Project ECHO at University of New Mexico is leading efforts to collect existing data to draft a report for the Secretary within two years. All ECHO sites are asked to provide evaluation data that will be included in this report. Therefore, we will work directly with Project ECHO to provide whatever information we can to demonstrate the impact of this model (ECHO™, 2017; UW ECHO, 2017).

Second, we will evaluate the national impact of WIND activities as a superhub. Superhubs are charged with training other sites that seek to implement ECHO in their communities, support fidelity to the model and track impact. WIND has already conducted several trainings for other sites. Although preliminary evaluation of these activities has already begun, additional information will be needed to support the national efforts related to the ECHO Act. In particular, we intend to develop measures related to superhub activities to track the number of sites contacting WIND to inquire about ECHO, how many trainings and technical assistance activities are provided, the duration and intensity of these activities, and the long-term impact of them. For instance, we will explore which topics are of interest to other sites, if and how they implement their own hubs, and how impactful those hubs are. This effort will be particularly important given that the University of New Mexico has applied for a \$100,000,000 grant through the Robert Wood Johnson Foundation based on the premise that ECHO can positively impact 1 billion lives. We will need careful monitoring of our activities to understand how much of that impact is directed to those with intellectual/developmental disabilities (ECHO™, 2017; UW ECHO, 2017).

Finally, with the rapidly increasing interest in ECHO, there have been repeated calls to understand how and when the model is most effective. There are relatively few hubs that focus on intellectual/developmental disabilities and WIND is the only site designed specifically for educators rather than healthcare professionals. This provides us with an excellent opportunity to be leaders in studying how ECHO impacts those with intellectual/developmental disability via school systems in rural

and frontier settings. Therefore, we intend to develop several observational studies to explore the impact of the ECHO model on students, teachers and school systems(ECHO™, 2017; UW ECHO, 2017).

Our final objective (3.4), *analyze current national, state, local and proposed policies* relates to several calls from the community to better understand the policies that impact those with intellectual/developmental disabilities. In particular, many people that we surveyed or interviewed did not understand state and national policies, and believe that individuals throughout Wyoming need additional information on how policies apply to their circumstances. Therefore, we plan to develop a policy center at WIND to support these requests (Reference: Letter of Commitment, Appendix C), Wyoming Children's Law Center). This center will analyze the impact of current and proposed policies on access to services for those with intellectual/developmental disability and their families. This includes any changes to Medicaid and the Affordable Care Act and Protection Act (2010), insurance and employment regulations, Americans with Disabilities Act (2011), Olmstead Act (1999), Individuals with Disabilities Education (and Improvement) Act (2004), and others that relate to developmental disability. We have already begun one analysis related to this goal. The Inventory for Client and Agency Planning (ICAP) has been the primary instrument used to determine eligibility for services and to determine funding levels for those with developmental disabilities. The Supports Intensity Scale (SIS) is a more recent tool that can also serve this purpose; however, there is little information regarding how these two instruments compare. In collaboration with the Wyoming Department of Health, Developmental Disabilities Unit (Reference Letter of Support, Developmental Disabilities Unit in Appendix C) and Wyoming Medicaid, we collected a random sample of SIS data from the statewide population that received ICAPs. We plan to compare the performance of these two measure to see if there are differences in eligibility determination and funding levels. Preliminary data suggest that both tools sufficiently capture the type of disabilities of the respondents, as well as the level of supports that are warranted. We are currently waiting for additional data to complete these analyses. The results will help inform how the state conducts eligibility assessments and may uncover areas for improvement.

As these analyses are conducted, it will be critical to work with our partners to ensure the sustainability of the center and enhance the visibility of our efforts. Therefore, we plan to diversify funding for the center by soliciting private donors, as well as applying for policy grants. We have already reached out to several potential funders, and will continue to explore additional funding opportunities as they arise. Moreover, to enhance the impact of the center, we plan to incorporate much of our work into our educational programs (Reference: Approach Section – Interdisciplinary, Pre-Service Education). Several policy classes related to disability are planned, and the work we conduct here will directly contribute to those curricula.

**2.10 Information Dissemination** (Reference Work Plan, page 11, Goal 6). WIND is recognized throughout the state, university, among other UCEDDs and outside organizations as a resource for research and best practices information about developmental disabilities, particularly as it relates to issues of health and wellness. Research-based information, generated through WIND or the UCEDD network, about health and wellness issues for individuals with developmental disabilities will be disseminated through scholarly articles, white papers, speakers, brochures, posters, information guides, website pages, social media, webinars, one-on-one interactions, articles and newsletters. WIND will contribute and disseminate findings to the UCEDD network. We will collaborate with other UCEDDs on peer-reviewed journal publications, and conference presentations. WIND will seek input from the Consumer Advisory Council to ensure appropriate and effective communication.

Beginning in 2018, we will develop a campaign to recognize the 25<sup>th</sup> anniversary of WIND. The campaign will be designed to increase awareness about WIND and also to solicit private and funding donations to support WIND activities.

**2.11 Appropriate Approaches for Dissemination** WIND will ensure information is fully accessible to individuals and families. Accessible formats such as large print, Braille, and accessible PDFs of products and information will be made available. WIND will translate print materials into Spanish, as well as other languages as needed. WIND will ensure the website meets Section 508 of the Rehabilitation Act (Rehabilitation Act) web standard, and that all videos, webinars, recorded

presentations have a closed-caption option. WIND will provide print and website accessibility information to the university, and to other state agencies and organizations. For live presentations, WIND will ensure sign language interpretation and other translators, as necessary. We will utilize inclusive and positive images of individuals with disabilities, as well as person-first, person-centered language in both print and digital materials. WIND will utilize a publication review process for both print and web materials to ensure that these guidelines are followed in all WIND developed products.

**2.12 Project Specific Information Dissemination** It is critical that information dissemination be recognized as an essential component of every core function area in WIND. We will disseminate information, aligned with the WIND work plan (page 11) in appropriate means.

***Information Dissemination for Goal 1*** Information Dissemination goals for the URLEND interdisciplinary pre-service preparation program will focus on outreach to graduate students and practicing professionals in health care professions from culturally and linguistically diverse backgrounds. We will produce various products including flyers, brochures, professional journal articles, and web based communication to recruit students to the LEND program. Students and faculty will also present at conferences, graduate research symposia, and other professional venues.

***Information Dissemination for Goal 2*** For pre-service, interdisciplinary education, information dissemination activities will include the production and distribution of web and print materials for student recruitment in the Disability Studies minor program. We will provide outreach to university academic advisors to build their awareness of the minor. Information dissemination goals will also include support of student research presentations at appropriate forums at WIND, college and university symposia.

***Information Dissemination for Goal 3*** Information dissemination goals for research and evaluation will focus on the translation of WIND research and evaluation findings into the wider body of knowledge in the field of developmental disabilities. Methods of dissemination will include conference presentations and posters, book chapters, peer-reviewed publications in scholarly journals, as well as brochure, pamphlets and fact sheets, presented in both digital and print formats.

Information dissemination goals for the proposed policy center include materials that will target legislators, lobbyists and other public policy makers at local, state and national levels. Materials will include web and print based information pieces that detail the WIND policy. These include brochures, pamphlets, in both print and digital formats, articles in journals and professional publications, and conference presentations.

***Information Dissemination for Goal 4*** Information Dissemination goals related to community education and services will focus on the programs designed to improve the health and wellness of individuals with intellectual and developmental disabilities. Information dissemination for these specific programs will be to these unique audiences in collaboration with the Governor's Council on Developmental Disabilities.

UW ECHO goals will focus on expanding the awareness of and participation in current UW ECHO networks to educators, health care and service providers and other professionals who serve people with developmental disabilities, specifically in areas of autism, early childhood and assistive technology (UW ECHO, 2017).

Dissemination goals for the assistive technology and related programs will align with one of the goals of the Assistive Technology Act (AT Act, 2004) for increasing access to information about assistive technology in educational, health and independent living settings, as well as to assistive technology users, their families, and the professionals who work with them.

Goals for additional outreach programs will focus on targeted audiences for the specific programs. Sexual and Reproductive Health goals will focus on recruitment of individuals with developmental disabilities, bringing information to improve health and wellness as individuals improve skills for appropriate interpersonal relationships, dating and friendships. Wyoming Act Early and Wyoming Family to Family will assist parents, health care professionals, and child care providers to learn about developmental milestones and the role in early identification of autism spectrum disorders and other developmental disabilities.

Information dissemination plans for community services will also reflect the diversity of the programs and their unique audiences. For Wyoming Assistive Technology Resources (WATR), information dissemination will focus on increasing awareness of the assistive technology services available, using community presentations and demonstrations, print and digital brochures, flyers, and posters, all available in multiple accessible formats. Other outreach methods will include informational mailings to medical professionals, specifically hearing and vision professionals, regarding access to and financing for assistive technology. For Accessible Educational Materials, we will utilize outreach to educators and curriculum directors to increase awareness of the resources available to them through WIND. These methods will include mailings and email reminders, as well as presentations at educational conferences.

*Information Dissemination for Goal 5* Wyoming Telehealth Network will partner with physicians and primary care providers throughout the state, leveraging telecommunication technology to link patients, providers and specialists to deliver positive healthcare outcomes for Wyoming individuals with developmental disabilities.

### **Section 3: Budget and Budget Narrative**

**3.1 Budget Narrative** (Appendix B). We provide a five-year budget and budget narrative/budget justification with line-item detail and calculations as specified in the funding opportunity and guidance. The budget costs are reasonable, the costs support key personnel to achieve the purposes of the UCEDD, attain goals across the core functions and areas of emphasis, and the costs support the activities of the CAC.

**3.2 Funds Used to Supplement, not Supplant for Activities** We have described the capacity of WIND to leverage Administration for Community Living funds to perform core function activities across multiple areas of emphasis elsewhere in this proposal. The funds made available through the grant are being used to supplement and not supplant funds that would otherwise be made available for the activities being delivered by WIND. As evidenced in the line item budget and budget narrative (Appendix B), the core funds support key personnel and others needed to perform activities that benefit the entire center. It

includes the required 25% cash match. The operations of WIND will be supported by a variety of national, state and private resources that will be invoked to insure fiscal efficiency and optimal impact. The number and strength of externally funded projects ensure the achievement of our goals. This is evidenced by the return on investment, ranging from \$3.29 to \$5.25 leveraged on every dollar from Health and Human Services for the past ten years.

**3.3 Line Item Budget** We provide a five-year budget with line-item detail and detailed calculations as specified in the funding opportunity and guidance (Appendix B).

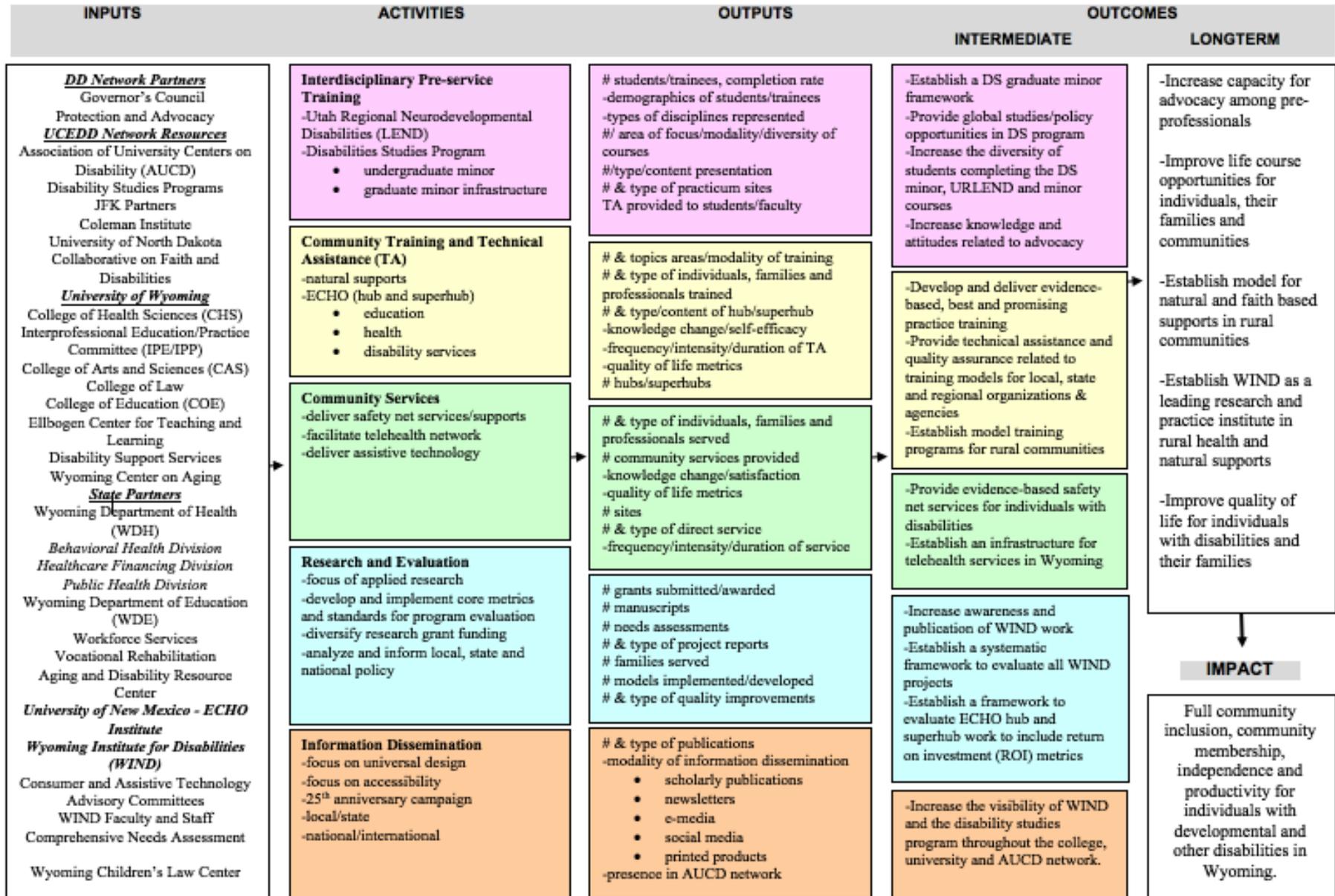
## **Section 4: Project Impact**

**4.1 Logic model** The logic model, page 47, illustrates the relationship between inputs, activities, output measures, initial then intermediate outcomes measures of WIND at the individual, agency or system level. The Work Plan (page 11) provides additional details related to objectives, activities, timeframe and outputs.

**4.2 Reporting methodology** WIND will use the NIRS system to collect and synthesize data for annual reporting. Data will be entered by WIND faculty and staff with coordination, guidance and oversight provided by the WIND Executive Director, Coordinator of Research and Evaluation, Research Scientist Assistant and Project Coordinators. As further described in the earlier research section, all WIND programs and projects will be evaluated using at least one common metric that will be determined prior to July 1, 2017. Progress toward goals and meeting the common metric, based upon NIRS data reporting, will be evaluated quarterly and reported to the CAC semi-annually and the Administration for Community Living annually.

2017-2022 Logic Model

*The mission of the Wyoming Institute for Disabilities (WIND) is to assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity and social participation.*



Each year, the coordinator of research and evaluation along with the research scientist assistant, in partnership with leadership and key personnel will update the statewide needs assessment. They will review state statistics and conduct qualitative interviews with key stakeholders to determine emergent needs. These data will be collated and presented to members of the CAC for their review and input to the executive director for potential changes to the annual plan in years two through five.

Semi-annually, the coordinator of research and evaluation and research scientist assistant will review individual program evaluative data. One program will be reviewed each month to ascertain progress toward program and WIND goals and objectives. Each program will be evaluated to determine: 1) how the state needs for the program are being address and have those needs changed from the prior year; 2) the WIND objectives being address through this program; 3) how the program activities align with the WIND Work Plan; 4) the progress being achieved toward programmatic goals; 5) the progress being achieved toward WIND intermediate and long term objectives; and 6) whether or not alterations to the plan or activities need to be made and if so, what changes will be made and how will the changes be implemented. Progress on outputs and outcomes will be used as benchmarks to determine progress towards WIND objectives. WIND leadership, partnering with the CAC, will conduct strategic planning for each upcoming year based up on these annual analyses.

**4.3 CAC participation in evaluation, review of progress toward goals** WIND will coordinate and support the evaluation of activities, evaluation and products. As evidenced by the growth, enhancement and engagement of the CAC over the past two years and the members' involvement in the needs assessment, work plan and this proposal, members are eager to be involved in the ongoing evaluation of WIND initiatives.

Specifically, the CAC will receive a project presentation by project directors at meetings every two months. Project details and evaluations will be discussed. Members will receive a draft of each annual report prior to submission for their review and feedback. Moreover, members will use the report for discussion in the next face-to-face meeting to enable the council to provide specific, focused feedback

in the evaluation. The Executive Director or Coordinator of Research and Evaluation will present data from the NIRS database to CAC members to enable them to evaluate center activities. Finally, the CAC will review consumer satisfaction data across core functions (excluding Research) for one area of emphasis, *health*, as we have identified across all core functions.

### **Section 5: Organizational Capacity**

The Wyoming Institute for Disabilities *envisions a Wyoming where all people can participate in everyday community life as they choose. Our mission is to assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity and social participation.* Aligned with the Developmental Disabilities Act (2000) (Signed Developmental Disabilities Act Assurances, provided in Appendix F), WIND vision and mission statements reflect a commitment to improve service systems for individuals with developmental disabilities. A comprehensive organization capability statement is provided (Appendix D).

WIND goals, objectives and activities align with the vision and mission statement to support individuals with developmental disabilities, their families, and professionals who include service providers, state agencies and the community. Key organizational values that drive our work include accessibility, inclusion, diversity, cultural and linguistic competency, choice, self-determination as well as individual and family voice.

The mission of WIND is consistent with the University of Wyoming's mission, *aspiring to be one of the nation's finest public land-grant research universities.* The University of Wyoming is the only university in Wyoming and it *serves as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical and natural resources* (University of Wyoming, Office of the President website, 2017). WIND is the bridge in the state linking university and

network research to university teaching and statewide practice to develop and disseminate new knowledge for the benefit of individuals with developmental disabilities.

**5.1 WIND Programs** WIND goals, objectives, activities and funding address research, training and service needs related to developmental disabilities across the lifespan. The WIND Minor in Disability Studies includes representations of individuals with disabilities and family members. It also includes an advocacy course with an enrollment of individuals with developmental disabilities equal to the enrollment of university undergraduate and graduate students. Our continuing education program addresses needs identified by individuals, families and professionals. It is delivered through multiple modalities, including our UW ECHO networks (UW ECHO, 2017) that convene interdisciplinary teams to provide training and ongoing mentoring for families and professionals that address issues in health, education and policy related to developmental disabilities. Our research and evaluation identifies ways to enhance the state's infrastructure for family and natural supports, assistive technology, policy analysis, self-determination and eligibility for services as well as to improve education, assistive technology, health care and employment. Our initiatives incorporate a life-course approach (Ben-Shlomo, 2002) to address all individuals with developmental disabilities from birth to end of life. We include individuals who are culturally diverse, unserved or underserved - especially those affiliated with the tribes on the Wind River Indian Reservation in Wyoming, those residing at the Wyoming Life Resource Center and those on waiting lists for services.

**5.2 Agreement between University of Wyoming and WIND** A Memorandum of Understanding between the University of Wyoming and WIND is provided (Appendix A). The agreement outlines the designation of WIND as an academic department in the College of Health Sciences, the roles of WIND and the university, and the inclusion of WIND in the university budget and regulatory processes. As an academic unit, the executive director is a member of the College of Health Sciences Administrative Council and represents an equal voice with other divisions that include Communication Disorders, Medical Education with two residency centers and a Federally Qualified Health Center, Dental Education, and Social Work as well as the Schools of Nursing and Pharmacy.

### **5.3 WIND Organizational Structure and Qualifications of Director and Personnel** As

illustrated in the Organizational Chart (Appendix E) provided, the executive director reports directly to the Dean of the College of Health Sciences, who in turn, reports directly to the Vice-President for Academic Affairs. Biosketches are provided for key WIND personnel are provided (Appendix D).

*Sandra Root-Elledge, M.A.* is the executive director of WIND and has overall administrative responsibility for the UCEDD. She provides leadership to WIND, determines strategic directions and oversees the core function directors and coordinators as well as the administrative staff. She reports to the College of Health Sciences Dean and represents WIND as an academic unit at all College meetings. She serves as the liaison between the Administration on Community Living and WIND, which includes the responsibility for filing all required reports and proposals and responding to other grant requirements. She represents WIND within the national organization (AUCD) and the Wyoming Developmental Disabilities network.

Ms. Root-Elledge holds a Master's Degree in Sociology with undergraduate minors in Statistics and Religious Studies. She has thirteen years of experience at WIND as the Coordinator of Community Education, Associate Director, and Interim Director. She was appointed Executive Director in April 2016. She is an experienced grants manager who has secured over \$11 million in external funding for research, training and service, in addition to a \$500,000 endowed scholarship from a private donor for the disability studies program. She also directs the Wyoming Assistive Technology Resources, Wyoming Family to Family Health Information Center, Think College Wyoming and University of Wyoming ECHO programs (WIND, 2017). Ms. Root-Elledge is also the parent of two transition-age children with developmental disabilities. She has the passion, vision and experience to carry out the WIND mission.

WIND is organized into four major areas corresponding to the Center core functions. Each area is led by a director or coordinator who has the responsibility for primary oversight and leadership for the activities related to that core function. The WIND senior leadership team includes the executive director, core function leaders and business manager. Core function leaders track emergent developments in the field and modify projects to meet new needs as appropriate. Regular meetings of the Wyoming

Developmental Disabilities network and the UW ECHO networks (UW ECHO, 2017) provide the network and flexibility for WIND to address arising issues with new and research-based information for families and professionals, in a timely manner.

**Michelle Jarman, Ph.D.** Michelle Jarman, Ph.D. is a tenured associate professor and the director of the disability studies program, one of the key interdisciplinary training areas, at WIND. Dr. Jarman came to the University of Wyoming in 2007 to launch and grow the undergraduate Minor in Disability Studies. In addition to teaching core courses and electives in disability studies, she oversees a part-time assistant lecturer, new course development, student advising, and program assessment for the minor. Since her arrival, the minor maintains an annual enrollment of over fifty students and has now graduated more than eighty students. Dr. Jarman received her Ph.D. in English from the University of Illinois at Chicago in 2006, with concentrations in disability and gender studies. Her broad research interests include 20<sup>th</sup> and 21<sup>st</sup> century U.S. Literature and intersecting cultural representations of disability, gender and race. Her publications have appeared in journals such as the *Review of Disability Studies*, *Disability Studies Quarterly*, *Feminist Formations*, the *Journal of Literary and Cultural Disability Studies*, *MELUS (Multi-Ethnic Literature of the US)*, and several literary and disability studies anthologies. She is the lead editor of the recently published, *Barriers and Belongings: Personal Narratives of Disabilities*, a powerful introductory collection that provides rich insights from unique and varied disability experiences.

**Canyon Hardesty, MS, CHES** is an assistant lecturer and coordinator of community education and training for WIND. Ms. Hardesty joined the senior leadership team and the University of Wyoming faculty in September 2013. Prior to her employment at WIND, she spent seven years in leadership and statewide training positions at the Wyoming Department of Health, Public Health Division. Ms. Hardesty's expertise in public health and health care ethics provides a solid foundation for the interdisciplinary pre-service training and professional development she coordinates for WIND. Her professional efforts while at WIND have helped to build and support a diverse foundation of responsive and high-quality influential community education and training programs serving the needs of individuals,

families and professionals throughout the state. Her key contributions include integrating students into essential national training initiatives (URLEND); translating successful models of statewide capacity building (ECHO™ model) from health to education; enhancing access to training, both on and off campus using technology platforms; providing training and technical assistance to individuals and providers regarding healthy relationships for individuals with disabilities and their families, and developing new supports for families of children with autism.

***Eric J. Moody, Ph.D.*** is the Coordinator of Research and Evaluation at WIND. Dr. Moody came to WIND in 2016 to develop WIND's research and evaluation programs, and to help develop family support programs throughout Wyoming. Dr. Moody received his doctorate in Social Psychology and Developmental Cognitive Neuroscience from the University of Denver in 2007. His research interests include uncovering the basic mechanisms of social impairment in autism by using psychophysiological methods (e.g., electromyography), exploring novel community based interventions for those with developmental disabilities, especially for underserved groups (e.g., Hispanic and rural families), and using observational methods to better understand the social factors that contribute to developmental disabilities outcomes.

Dr. Moody is an experienced researcher, and ideally suited to the role of Coordinator of Research and Evaluation. He has over 15 years of experience in research and is well versed in how to develop innovative research programs. Dr. Moody is currently involved in several research projects that study disabilities at multiple levels. For example, he was Co-Principal Investigator on a grant that developed and tested a parent-based mentoring program to improve well-being in families who have children newly diagnosed with autism and is a Co-Investigator for the Study to Explore Early Development (SEED), the largest study of its kind exploring the causes of autism. As the Coordinator for Research and Evaluation at WIND, he will lead efforts to develop a novel model of family support using the Extension for Community Health Outcomes (ECHO) model. He is involved in many other research projects at JFK Partners (Reference Letter of Commitment, JFK Partners in Appendix C) and WIND and will be able to ensure the success of these programs.

***Betsy Lindell Bress, B.A.*** is the Project Coordinator for Information Dissemination at WIND.

Ms. Bress started working at WIND in late 2016, bringing over 15 years of experience working at the University of Wyoming Art Department and Art Museum in program outreach, including experience with graphic design and print production. She oversees production of products and marketing materials, providing writing, editing, graphic design, design coordination, photography, and publishing support for all WIND dissemination projects. She coordinates the WIND website and social media pages, facilitating quality content that is accurate, informative and timely. Ms. Bress maintains relationships with various local, state-wide, and national media outlets and university public relations staff, to ensure news and information regarding WIND reaches audiences throughout Wyoming and to the UCEDD network. She has been an active member of the local community for over 21 years, working with various civic boards to financially support and maintain local organizations that work to improve the lives of under-served individuals in Laramie.

***Kara Enyeart, B.S.*** is the Business Manager for WIND. With a degree in Business Economics and prior University of Wyoming accounting experiences, she provides operations guidance with focuses on budgeting and accounting procedures, contract execution, personnel policies and overall administrative support for all activities. Ms. Enyeart maintains relationships with consumers, families, college and university administrators and faculty, and students. As the owner of a private business, she is integrated in the Laramie community and provides awareness about WIND through the business communication channels.

**5.4 WIND Personnel Competency, Disciplines, Diversity** The expertise of WIND employees represents a broad variety of academic disciplines and experiential knowledge. Faculty and staff have rich backgrounds in advocacy and policy analysis, assistive technology, aging, autism, the spectrum of developmental disabilities, early childhood, the humanities and disability studies, K-12 education, occupational therapy, policy analysis, post-secondary education, social work and speech-language pathology. WIND recruits broadly for new positions and nationally for faculty and leadership positions. Key pipelines for qualified applicants include graduates of the Minor in Disability Studies, our URLEND

trainees, and graduate students from the Colleges of Health Sciences, Education and the Department of Psychology who have gained the knowledge about the UCEDD network and are motivated to work in the developmental disabilities field. The executive director and core function leaders work together to allocate adequate faculty and staff time to carry out the activities related to each of the core functions.

During FY 2016, thirty-one full and part-time personnel worked within these core function units. Over half (58%) report having a disability or being the parent or immediate family member of an individual with a disability. These include the executive director, business manager and two of the core function leaders.

Six additional faculty and staff from the Wyoming Center on Aging are members of the WIND workforce. The partnership with the Center allows WIND to address aging among individuals in Wyoming with developmental disabilities.

WIND is committed to maintaining as diverse a faculty/staff as possible. The majority of 2017 employees are White persons. It is notable that two are enrolled members of a Native American tribe working directly with members of the Eastern Shoshone and Northern Arapaho tribes who live on the Wind River Indian Reservation in Wyoming. More WIND employees are female (62.5%) when compared with Wyoming demographics (See Table 1). At this time, we do not have an employee of Hispanic or Latino origin. We collaborate with the Wyoming Department of Health, Office of Multicultural Health for effective outreach to all minority populations. The university and WIND have comprehensive policies and practices in place for recruiting employees with diverse racial and ethnic backgrounds, sexual identities, and disabilities (University of Wyoming Personnel Policies and Processes, Employee Handbook (2017) and Human Resources Website (2017)).

Coordination by the core function leaders and the diversity of WIND external funding provides assurance that we successfully carry out activities related to each of the four core functions. Annually, WIND leverages between \$3M and \$6 million dollars from the funding provided by the U.S. Department of Health and Human Services.

**5.5 WIND CAC** Since the WIND Consumer Advisory Council was restructured in March 2015, it has grown in size, scope and engagement with the WIND activities. There are currently eleven members; eight members are either parents, grandparents, siblings, self-advocates or advocates of persons who have developmental disabilities. Three members represent the Governor’s Council, Protection & Advocacy System, Inc., and Bridges of Wyoming - an organization that provides services for persons with developmental disabilities.

The WIND Consumer Advisory Council holds bimonthly video conference meetings with two face-to-face meetings in April and December. The Council bylaws include terms of three years, with the option of continuing for another three-year term. The bylaws also provide guidelines for filling vacated positions. Within the next two years, the CAC plans to move to a self-directed council by electing a chairperson and a co-chairperson. They will be supported by a coordinator from WIND who will help with activity and meeting coordination as well as accommodation, meal and accessibility arrangements.

The population of Wyoming does not include significant racial and ethnic diversity (See Table 1). To recruit members from racially and ethnically diverse backgrounds, the Council is working with the Wyoming Department of Health, Office of Multicultural Health and organizations in the state to identify potential members who are racially and/or ethnically diverse, have family members with developmental disabilities or who themselves have a developmental disability.

**5.5 Developmental Disabilities Network Collaboration** WIND, the Wyoming’s Governor’s Council on Developmental Disabilities and Protection & Advocacy System, Inc. form the Wyoming Developmental Disabilities network. Executive Directors of each organization meet every two months, more frequently as needed, to coordinate efforts to address emerging issues. In 2016, the network identified several critical issues and/or barriers that affect individuals with developmental disabilities in the state. These were prioritized in terms of urgency and steps were identified to address each of the issues. Memorandums of Agreement that delineate the roles of each and letters of support are provided (Appendix C). Agreements that involve the exchange of funding or in-kind contributions include the analysis of the Governor’s Council data by WIND, the three partner support of research and training

about voting rights, voting access, and assistive technology. WIND provided in-kind contributions to the Governor's Council for the analysis of focus group and survey data. WIND received financial support from the Governor's Council to continue Think College Wyoming, a WIND program. WIND goals and objectives align with the Governor's Council five-year plan, as further described above (See 2.3).

Governor's Council five-year goals address increasing individual and family advocacy, building capacity to increase individuals' access to services, and changing systems so that individuals with developmental disabilities are included in all facets of community life. WIND will partner with the Governor's Council to increase access to assistive technologies on the Wind River Indian Reservation.

**5.6 WIND Collaborative Partnerships** WIND maintains extraordinary partnerships with state agencies and organizations, as further described in 2.1 above and a comprehensive listing is provided in the Organizational Capability Statement (Appendix D). The Wyoming Departments of Education, Health and Workforce Services contract with WIND for research, evaluation, training and services. We collaborate with the two independent living centers in the state on planning and the provision of research, training and services. WIND partners with the University of Wyoming Colleges of Arts and Sciences, Education, Engineering and Law and all departments within our administrative home, the College of Health Sciences. We have strong collaborations with three of the Wyoming Community Colleges to ensure Think College Wyoming student success. The two family organizations in the state, the Parent Information Center and UPLIFT Wyoming provide family representation, seek our guidance to help strengthen their organizations, and assist with planning, training, research and evaluation. WIND partners with non-profit organizations for activities of Wyoming Assistive Technology Resources, the Wyoming Vision Collaborative, and Friendships and Dating curriculum and for our planned policy center. More importantly, parents and family members are engaged with WIND initiatives and the development of this proposal. WIND has a strong reputation for collaborating with agencies, organizations, individuals and families. A listing of our current partnerships is provided in the WIND Capability Statement (Appendix D).

**5.7 Project Management** A WIND Capability Statement is provided (Appendix D). The University of Wyoming and WIND maintain the organizational capacity to successfully administer UCEDD activities (Wyoming Institute for Disabilities, 2017). An organizational chart is provided (Reference: Appendix E) that illustrates WIND structure within the university hierarchy. Financial statements adhering to Generally Accepted Accounting Principles as well as annual audit reports since 2000 and compliance reports since 2012 are provided on the University of Wyoming, Office of Research and Sponsored Programs website (University of Wyoming, Office of Sponsored Programs, 2017). WIND adheres to all policies of the University of Wyoming, as noted in the Memorandum of Understanding between the university and WIND (Appendix A). University policies that address governance and structure, facilities, business practices, general employment, academic personnel, academic policy, regulations of academic units and students are posted on the Office of General Counsel website (University of Wyoming, Office of General Counsel, 2017). Comprehensive personnel policies and processes are described in the Employee Handbook (University of Wyoming, Human Resources, 2017a) and further described on the Human Resources website (University of Wyoming, Human Resources, 2017b). The University of Wyoming Cost Rate Agreement is provided (Appendix G).

WIND is a successful UCEDD that provides teaching, research and service to meet state needs related to developmental disabilities. We look forward to meeting the goals we set for 2017-2022.