

I. OBJECTIVES AND NEED FOR ASSISTANCE

1. WIND, its Vision, Mission, and Accomplishments

In 1994, Wyoming and Nevada became the last states to establish a University Center for Excellence in Developmental Disabilities Education, Research and Service. Planning for the Wyoming UCEDD (See Appendix A: List of acronyms and abbreviations used) began in 1993 with an extensive state-wide needs assessment. Through that assessment it was determined that Wyoming's UCEDD should be consumer-responsive and provide and support programs which promote full inclusion, self-determination, and personal decision-making of persons with disabilities and their families. The overarching goal of the center should be to provide and facilitate programs that support services, consumer choice and satisfaction, meaningful employment opportunities and independent living in community settings, thus promoting empowerment of persons with disabilities, their families, and communities to encourage full participation in the mainstream of society.

WIND Vision Statement:

We envision a Wyoming where all people can participate in everyday life as they choose throughout their lives.

Over the past 18 years, the Wyoming Institute for Disabilities (WIND) has strived to meet the needs described in that initial state-wide assessment through the mandated core functions common to all University Centers of Excellence in Developmental Disabilities. In recent years, WIND's various projects have impacted an average of 37,624 people each year and have disseminated an average of 21,594 products each year. As we look forward to continued leadership in the field of DD and service to the state of Wyoming, faculty and staff affiliated with WIND are guided by the mission of the center, provided in the text box below, which was

developed by the WIND leadership and its Consumer Project Advisory Committee (CPAC) and forms the basis for all of the Center's efforts and activities.

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

2. Geographic Area to be Served and Demographic Characteristics of Wyoming

Wyoming is the least populated of all the United States. Its population of 563,626 people lives in the 10th largest state with a geographic area of 97,000 square miles. Wyoming's population density of 5.8 persons per square mile qualifies it as a frontier state and pales in comparison with the U.S. average of 79.6 persons per square mile. There are only two cities with populations of more than 50,000 people (Casper and Cheyenne). Nearly half (43) of the state's 97 incorporated communities have a population of less than 500 persons. In addition to long distances between communities, other factors have significant impact on travel including rugged, mountainous terrain, vast open prairies, and prolonged periods of harsh, winter weather. The University of Wyoming, where WIND is located, is in Laramie, Wyoming – a moderately sized town of 30,000 people in the southeast corner of the state (see Figure 1, page 3). The University of Wyoming is a public, land grant institution and is the only four-year institution of higher education in the state.

The racial composition of citizens of the state, along with other demographic information compared with national averages is provided in Table 1. In comparison with the United States on average, Wyoming citizens are considerably less diverse in terms of race and ethnicity. In more than 90% of homes, English is the primary language. Wyoming has more high school graduates

than the national average and slightly fewer college graduates. In comparison with the national average, fewer Wyoming families report being below the poverty level.

Figure 1: State of Wyoming map



Table 1: Demographic characteristics of Wyoming citizens as compared with National averages.

	Wyoming	United States
White	90.7%	72.4%
American Indian	2.4%	0.9%
African American	0.8%	12.6%
Asian	0.8%	4.8%
Native Hawaiian/Pacific Islander	0.1%	0.2%
Hispanic or Latino origin	8.9%	16.3%
Language other than English spoken at home	6.4%	19.6%
Below poverty level	10.2%	14.3%
High School Graduates	91.1%	84.6%
College Graduates	23.2%	27.5%

3. Identified Needs to be Addressed Through the Project

a. Identified State Needs for Assistance Based on Relevant and Current Data

Health. Providing high quality health care is a challenge in Wyoming given its vast geographic area and small population. Without large metropolitan centers, a medical school or major medical centers, Wyoming citizens experience limited access to basic health care as nearly every county has been designated a HRSA primary care professional shortage area. Similarly, the entire state has been designated as a mental health professional shortage area. As a result, the Agency for Healthcare Research and Quality awarded Wyoming a rating of “weak” in an analysis of health care quality compared to all of the United States. Given that people with disabilities, particularly developmental disabilities, typically have many unmet health and rehabilitation needs, it is likely that the overall health care quality for people with developmental disabilities is even lower in Wyoming than the level experienced by the general population. Recent data collected through the Wyoming Core Indicators project generally supports this conclusion and illustrates specific needs that should be addressed statewide for persons with developmental disabilities (DD).

With regard to health and wellness, 65.5% of the Wyoming respondents had body mass index values in the overweight or obese range. Furthermore, only 24.1% of those interviewed engaged in moderate physical activity (30 minutes/3 times/week). In comparison with National Core Indicators data, Wyoming respondents were less likely to have a primary health care provider or have a complete annual physical. Although on par with the national comparison group, approximately half of the Wyoming female respondents reported having a pap smear within the past 3 years or a mammogram (if over 40) within the past 2 years while 30% of males aged 50 or over reported having a PSA within the last year. Surprisingly, only 8.1% of the

respondents over 50 had a colorectal cancer screening in the past year. Respondent endorsements for routine dental exams in the past year (65.4%) and vision screenings in the past year (54.6%) were comparable to the levels reported nationally, while the percentage receiving hearing tests in the past 5 years (21.1%) was a little more than half of the national level (40.3%).

Wyoming requires a hearing screening for all newborn children. Children who do not pass the screening are referred to the MCH supported Wyoming Early Hearing Detection and Intervention program for follow-up assessment. Recent estimates indicate that 95% of all children receive this screening. Early screening of childhood vision is another matter. Although there is no legal mandate requiring vision screening, WIND has been a driving force in the area of early childhood vision screening for over a decade. Since January 1999, WIND has been involved in screening 54,000 children for vision difficulties such as amblyopia – the leading cause of monocular blindness in young children. Vision screening is conducted by community program staff who received vision screening training offered by the WIND vision project. WIND also provides technical assistance for vision screening devices that require trained interpretation of photos sent by CDC staff. While the success of the current system in identifying children who require comprehensive vision evaluations is obvious, there is still room for improvement. A major difficulty has been creation of a centralized state-wide database that will allow data entry for all children screened – not just those whose data is currently sent to the WIND vision program. Similarly, the results of follow-up comprehensive vision evaluations would be more useful if they were available in a centralized database.

Statewide community forums held by the Wyoming Governor's Council on DD (WGCDD) identified additional significant health related needs. There is little systematic information regarding the availability of *specialist healthcare providers* in Wyoming. By way of

background, Wyoming does not have a medical school or a comprehensive medical center – which in most states provide availability of healthcare specialists. Therefore, Wyoming residents must travel across state lines (typically to Montana, Utah, or Colorado) for specialist healthcare or rely on the occasional visits by specialists to Wyoming cities. A related concern among self-advocates and family members participating in the WGCDD forums was healthcare provider training and experience in ID/DD. Again, there are no systematic data available regarding this question. Given the importance of meeting health care needs for people with DD, research on these questions and related dissemination of findings, could inform policy efforts as well as related training and recruitment initiatives. Regarding minimal availability of professionals with training in ID/DD, WIND will continue participating in the URLEND program.

Recently the Wyoming Department of Health has taken special interest in the mental health needs of people with intellectual disability. Reports issued by the department identify many areas of concern regarding current service delivery for this important group of Wyoming citizens. Perhaps the most troubling finding was that mental health professionals, particularly those affiliated with community mental health centers, indicated that they were unprepared to work with persons with intellectual disability who also have mental health diagnoses. The shortage of qualified mental health professionals means that many people are not identified, or perhaps more concerning, treated by ineffective means such as restraint/seclusion or an overreliance on medication. Wyoming Core Indicators Survey results support the latter conclusion in that 46.3% of the Wyoming respondents were receiving psychoactive medication but only 33.3% of the respondents had a mental health diagnosis. The disparity raises several important issues. First, it is disturbing that so many people with developmental disabilities are being prescribed psychoactive medication. Psychoactive medications, particularly second-

generation antipsychotics, have been associated with other health conditions such as obesity and diabetes. Second, why are people being prescribed psychoactive medications without mental health diagnoses? Anecdotal data from the state, supported by previous research, suggests that the medications are being used for behavioral control. Third, there is an absence of information regarding the use of non-pharmacologic empirically supported therapies in the state. WIND is well positioned to help meet a variety of these concerns.

Preservice Education. Research on attitudes of health care professionals and pre-service teachers toward people with disabilities indicate negative biases and low expectations for clients and students with intellectual and developmental disabilities. However, research also reveals that undergraduate and pre-professional students who have knowledge and experience with people with disabilities have much more positive attitudes, and that negative attitudes among students shift dramatically when the curriculum directly addresses socio-cultural aspects of disability and provides students with opportunities to interact directly with people with disabilities, family members, and advocates. WIND's Disability Studies Minor and related teaching efforts directly address this general lack of knowledge about disability history, disability rights and policies, and the potential affects of negative attitudes on the lives of people with disabilities and their families. Students in disability studies classes overwhelmingly experience shifts in attitudes about disability, and gain insights into how they can work within their chosen fields to address gaps in service or knowledge. Anecdotally, many graduates of WIND's program now work professionally in ID/DD fields, or are pursuing related graduate level training.

Assistive Technology. Assistive technology (AT) is an emerging field in Wyoming. Through WIND's implementation of Wyoming Assistive Technology Resources (WATR), the state's AT Act program, the state is developing expertise to assess individuals' needs for devices;

increasing the number and quality of vendor relations; increasing general awareness about AT; and training professionals to consider, implement and evaluate appropriate applications of AT devices and services. However, Wyoming lags behind most states in terms of the number of individuals with DD having access to the AT from which they could benefit.

Devices are available through a minimal number of vendors and there are only two credentialed AT professionals in the state outside of the WATR program. The spectrum of devices available from vendors in the state is limited largely to mobility, aids for daily living and minimal augmentative and alternative communication devices. Until recently, communication devices were limited in the state to just one manufacturer with a few different device models. Monitoring and smart home-based technology devices are not readily available.

As identified by a statewide needs assessment and prioritized by the state's AT advisory committee, a crucial need in the state is the availability of AT assessments. WIND developed the Wyoming Accessibility Center (WAC), a fee-for-service center that provides assessments. However, because fees are charged, assessments are typically limited to individuals served by a school district or vocational rehabilitation. Those with DD and not served by these agencies seldom receive the AT assessments they need to help meet their goals.

For the purchase of AT devices, Wyoming's waivers provide financing through Medicaid categories of specialized equipment or goods and services. Yet, case managers and area resource specialists need training to understand the importance of AT, feature matching or other assessment protocols, proper implementation and evaluation.

Data provided by the Wyoming Department of Education reveal that the number of students being served through the Individuals with Disabilities Education Act has increased from 3.42 percent with over 60 percent of districts reporting no use of AT in the 2004-2005 academic

year to 14.22 percent with just under 4 percent of districts reporting no use of AT in the 2010-2011 academic year. Although the increase is promising, there are few educators with AT expertise, teachers report to the WATR staff that their schools cannot afford devices, and there is little expertise in school districts to move from an assessment report to actual implementation of AT devices and services. Along with an improved understanding of the barriers that educators report about appropriate AT implementation, further training and technical assistance for individuals, families and educators seems imperative

In Wyoming, few pre-service educators, health care professionals or therapists receive education or even exposure to AT before they are credentialed and serve individuals with DD. An exception is the recent WATR collaboration with the University of North Dakota/Casper College Occupational Therapy program that provides AT training to their students in the Occupational Therapy Master's and Assistant degree programs. Although improved compared to a decade ago, AT in Wyoming is still an emerging area.

Employment. In 2010, the Developmental Disabilities Section of the Wyoming Department of Health's Behavioral Health Division convened the State Integrated Employment Team to double the number of individuals with intellectual disabilities employed by 2014. Administrators from WIND, the Developmental Disabilities Section and Workforce Services collaborate to provide the core leadership for this team. WIND, through the Medicaid Infrastructure Grant, provided funding for a State Employment Leadership Network (SELN) membership that included an assessment of state needs regarding the employment of individuals with developmental and intellectual disabilities. The SELN on-site assessment was completed in January 2012 and initial findings included the need to build capacity, competency and awareness

as well as a strategic communication network about employment as an option for individuals with intellectual disabilities.

Education and Early Intervention. The 2005-2006 National Survey of Children with Special Health Care Needs identified a prevalence rate of 4.7 children per thousand with a diagnosis of *autism spectrum disorder* in Wyoming. More recent data from the Wyoming Department of Education provides a prevalence of 5.7 children per thousand. Similarly, an analysis of autism rates from 2004-2009 reveals that Wyoming has the third highest increase in autism in the United States. Undoubtedly, better identification of autism plays a role in these figures. However, it is surprising that little other Wyoming data exist regarding diagnostic practices, average ages of diagnosis, or co-morbidity with other diagnoses (e.g. intellectual disability). At present, there is no systematic data collection in Wyoming regarding the services that identified children are receiving – although it does appear from a recent survey that Wyoming educators feel ill-prepared to teach students with autism. Moreover, an analysis of Wyoming Department of Education data conducted by WIND (MacLean, Heath & Dornbush, 2010) suggests disparity in diagnosis of autism among racial and ethnic groups – with Hispanic and Native American children having prevalence values of less than half those of White students. These findings reveal significant needs in research related to the identification of children with autism in Wyoming, the nature of services available, the degree to which children are receiving empirically supported intervention and instructional approaches as well as the need for better preparation of teachers.

Recognizing the dearth of post-secondary opportunities for students with intellectual disabilities in Wyoming, WIND convened a stakeholder group of representatives from various disability-related and higher education entities in September 2010. This group considered the

current status of post-secondary education opportunities for students with intellectual disabilities across the United States and decided that the time was right to launch a statewide effort regarding post-secondary education. WIND was successful in securing funding from Think College for a statewide strategic planning effort for post-secondary education opportunities. WY Think College represents a beginning effort to establish inclusive post-secondary education opportunities for students with intellectual disabilities within Wyoming. As a result, the WGCDD included post-secondary education in their 5 year plan.

b. Advocate, Family and Agency Involvement in Development of Application

Planning for the WIND core renewal included inputs from self-advocates, family members, and governmental agencies involved in service delivery for people with DD in Wyoming. A series of events provided important information for our core renewal application beginning in January 2010 with a Disability Summit convened by the WGCDD in Casper, Wyoming. The summit included the Wyoming DD Network members, various state agencies including the Department of Health and Department of Workforce Services - Division on Vocational Rehabilitation, community service providers, family members, and self-advocates. Over 170 people participated in the day-long event – 26% of whom included family members and self-advocates. Although the primary topic of discussion was immediate and long-term funding for DD services in Wyoming, a range of issues emerged over the course of the day. These included the waiting list for Medicaid waiver services, training of residential staff, increased housing options for people with ID/DD to own their own home, greater employment opportunities and opportunities for students with ID/DD to participate in post-secondary education.

As a follow-up to the Disability Summit, the WGCDD hosted a series of community forums in 2011 that spanned the state from Jackson to Cheyenne and Evanston to Gillette. Representatives from WIND and Protection & Advocacy served as facilitators for the forums. Attendance at the forums totaled nearly 1000 self-advocates, parents and guardians, educators, service providers, state agency officials, and health care professionals. Self-advocates and family members represented more than 75% of the attendees. Overwhelmingly, the participants indicated that people with DD need meaningful jobs, need access to healthcare and specialists, and that children with DD want and deserve to be included in traditional classroom settings with equal educational opportunities. Parents voiced concerns about the IEP process and not always being a respected member of their children's educational teams. This information was presented to the entire DD council at several meetings and the planning committee, which includes the UCEDD director, assisted council staff in preparing the state plan. This information was also shared with the UCEDD in the creation of the renewal application. Moreover, reports prepared by various state agencies and disability service organizations were made available in the process.

Given the participation of so many advocates, family members, and agency professionals in the planning processes, it was our sense that the UCEDD plan should focus in large part on the needs identified during the activities led by the DD Network. In December 2011, the WIND CPAC considered this plan and agreed that the needs related to health care, employment, early intervention, education, and assistive technology should drive the goals for the 2012-2017 renewal application.

c. Relationship Between Identified Needs and WIND Plan

The ADD request for proposals for UCEDDs requires that the applicant's Five-Year Plan include goals based on data driven strategic planning that are consistent with, complement, and

further the State DD Council goals and the priorities of the State P & A system (See Table 3, page 36). Our Five-Year plan was derived from sources responding to these requirements as well as to needs identified in the DD literature and WIND's historic areas of expertise.

There is a strong correspondence between the needs identified by review of data sources and the UCEDD proposed Five-Year Plan. The various sources of information, including national and state surveys and data analyses, published literature, needs identified by the Wyoming GCDD and priorities of P & A as well as the input from our CPAC and various organizational stakeholders, point to needs related to health, employment, education & early intervention, assistive technology and quality assurance. These areas of emphasis drive the objectives for this renewal application. Further, the process described in the Evaluation section will ensure that goals are reviewed annually and emerging needs become a focus for WIND activities.

II. APPROACH

1. WIND Five-Year Plan to Meet Purpose of DD Act

The proposed Five-Year Plan is detailed in Table 2, page 14. This table provides an overarching goal for each Core Function area, measurable objectives, and target dates and provides information about the Areas of Emphasis for each goal/objective (types of action, source of data). As required in the RFP, there is at least one area of emphasis (Health) that has a goal/objective in each core function. As described previously, these core function goals and objectives were determined based on multiple factors, including their alignment with the needs and priorities identified by state and federal data sources, the planning process conducted by the WGCDD, and the current priorities of the Wyoming P & A.

Table 2: Wyoming Institute for Disabilities Work Plan 2012 – 2017

Goal I: Pre-service preparation and continuing education: Engage in interdisciplinary pre-service preparation of students to increase the number of people, including individuals from culturally and linguistically diverse backgrounds, working with people with developmental disabilities and their families.

Objective 1.1: WIND will train graduate or postgraduate students from health-related disciplines through an interdisciplinary curriculum in leadership skills necessary to impact systems that serve families with children and DD.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-HRSA data base -Core Indicators Data -WGCDD	Health	-Advocacy -Capacity building	Annually train 2-4 graduate or post-graduate students from health related disciplines in leadership skills in DD	Years 1-5	-URLEND program -University departments

Objective 1.2: WIND will provide coursework and practicum experiences in Disability Studies to promote understanding and social integration of people with developmental disabilities.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-CPAC -UW Academic Plan -UW University Studies	Other: Cultural Diversity	-Advocacy -Capacity building -Systems change	-Annually provide disability related coursework to 150 short-term trainees -Maintain an enrollment of 25 students in the Disability Studies program -Graduate 5-8 students each year from the Disability Studies program	Years 1-5	-University departments -State agencies and organizations -WGCDD

Goal II: Community services: Provide training, technical assistance and/or demonstration and model activities of services, supports, and assistance for people with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students and others so that Wyoming communities can be accessible and responsive to the needs of persons with developmental disabilities and their families and enable full and active participation in community activities.

Objective 2.1: WIND will provide training and technical assistance to increase employment opportunities for people with developmental disabilities in Wyoming.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-National surveys -Wyoming Supported Employment Team -WGCD -CPAC -WY Workforce Services -SELN Report -Behavioral Health Division	Employment	-Advocacy -Capacity building -Systems Change	Increase the percentage of people with ID employed in integrated settings by 5% per year in years 2013-2017	Years 1-5	-Wyoming Supported Employment Team -State agencies and organizations -SELN Membership -WGCD

Objective 2.2: WIND will provide training and technical assistance to persons with DD and their families, students and professionals about assistive technology, accessible materials, literacy, UDL and environmental modification to increase accessibility for persons with DD.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WDE -WATR	-Education and Early Intervention -Employment -Other: Assistive Technology	-Advocacy -Capacity building	By the end of the project, 1000 people will have received training or technical assistance	Years 1-5	-UND at CC -P & A -WDE

Objective 2.3: WIND will promote disability awareness and understanding to facilitate the community inclusion of people with DD.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WGCD -CPAC	-Quality Assurance -Other: Cultural Diversity -Education and Early Intervention	-Advocacy -Capacity building	-Annually deliver to 1000 students accessible, disability related guest presentations or infusion units -Participate in 3 statewide conferences each year -Provide TA and training regarding post-secondary education to community colleges	Years 1-5	-University departments and programs -WY Community Colleges

			and UW for 5 students with ID each year		
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Objective 2.4: WIND will promote evidence-based screening and assessment to improve health care, education and eligibility for services.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-Core Indicators Data -CPAC -WDE	-Health -Education and Early Intervention -Other: Assistive Technology	-Advocacy -Capacity building	-Facilitate vision screening for 2,500 preschool children annually -Provide 6 trainings to developmental preschools for vision screening each year -Follow-up with 100 families each year referred for vision examinations -Annually complete more than 600 ICAP assessments for children and adults seeking eligibility for Medicaid Waiver services -Annually facilitate implementation of AT for 25 students	Years 1-5	-Developmental Preschools -State agencies and organizations -Vision professionals -Wyoming Lions -Rocky Mountain Eye Bank -School Districts

Objective 2.5: WIND will enhance services for people with DD and mental health diagnoses.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WY Department of Health -Report to WY Legislative Select Committee	Health	-Advocacy -Capacity building -Systems Change	-Conduct 4 technical assistance and training events each year	Years 1-3	-State agencies and organizations -UCEDD network

Goal III: Research and evaluation: 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

Objective 3.1: WIND will promote systematic data collection efforts regarding the employment of people with developmental disabilities in Wyoming that will influence policy and system change.

Data Source	Emphasis	Activity	Outcome/Target	Timeline	Collaborators
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	Area	Type			
-National surveys -WGCDD -CPAC -SELN Report	Employment	-Capacity building	-Collect and report data on employment status of people with developmental disabilities in WY -Understanding of transition outcomes -Use of SELN data toward policy or legislative changes	Years 1-5	-State Integrated Employment Team -Supported Employment Network -State agencies -WGCDD

Objective 3.2: WIND will determine state resources of primary and specialist health care providers for people with developmental disabilities.

Data Source	Emphasis Area	Activity Type	Outcome/Target	Timeline	Collaborators
-Wyoming -Governor's Council on DD -Core Indicators Data -CPAC	Health Quality Assurance	-Advocacy -Building capacity	-Better information about access to primary and specialist health care in Wyoming	Years 1-2	-Wyoming DD Network -WY Department of Health -Professional associations

Objective 3.3: WIND will conduct research on mental health services for people with developmental disabilities.

Data Source	Emphasis Area	Activity Type	Outcome/Target	Timeline	Collaborators
-WY Behavioral Health Division reports -Core Indicators Data	Health	-Building capacity	-Better information about gaps in services -Provide information on availability of empirically supported assessment and intervention methods	Years 2-4	State agencies and organizations -WGCDD

Objective 3.4: WIND will lead state-wide data collection efforts related to the availability and use of assistive technology in educational and employment settings.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WDE -WATR	-Education and Early Intervention -Employment -Other: AT	-Advocacy -Building capacity	-Better understanding of current practices and barriers	Years 1-3	-WDE - Workforce Services , DVR

Objective 3.5: WIND will lead state-wide data collection efforts related to diagnosis and intervention in

autism and other developmental disabilities.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WDE -CSHCN National Survey	-Education and Early Intervention	-Advocacy -Building capacity	-Better understanding of current practices regarding assessment and intervention and the epidemiology of autism in Wyoming	Years 1-3	-WDE -Health care providers -Developmental preschools

Goal IV: Information dissemination: Disseminate information translated from research into practice and, when appropriate, emerge from the broader UCEDD Network, given its status as a national and international resource with broad expertise regarding diverse settings and circumstances.

Objective 4.1: WIND will disseminate research-based information that supports health and wellness, employment and education of people with developmental disabilities.

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-Wyoming Governor's Council on DD -Core Indicators Data -National data sets -CPAC -UCEDD network	-Education and Early Intervention -Health -Employment	-Advocacy	-Develop and disseminate 6 new products each year related to health & wellness -Staff and faculty make 3 conference presentations each year -Disseminate research findings related to health and employment to 5,000 people by the end of the project period	Years 1-5	UCEDD network

Objective 4.2: Provide information on availability, benefits, appropriateness and cost of assistive technology and assistive technology services for people with developmental disabilities

Data Source	Emphasis Area	Activity Type	Target	Timeline	Collaborators
-WATR	Other: Assistive Technology	-Advocacy -Capacity building	-Conduct 6-8 events each year statewide -Publish a monthly on-line newsletter and disseminate statewide -Present at 4 statewide conferences	Years 1-5	-P & A -University of North Dakota @ Casper College

			each year -Publish annual report -Provide web accessibility information to state agencies and organizations		
Objective 4.3: WIND will support the full participation of children, youth and adults with developmental disabilities in life-long, inclusive, education based on best practices.					
Data Source	Emphasis Area	Activity Type	Outcome/Target	Timeline	Collaborators
-Wyoming Part B and Part C annual reports -WGCD	Education and Early Intervention	- Advocacy -Capacity building	Annually disseminate research-based information regarding comprehensive multidisciplinary assessment and empirically supported educational interventions	Years 1-5	-State agencies and organizations -University departments

We also considered input from the CPAC and information from a variety of Wyoming governmental agencies to determine what activities WIND, as a UCEDD, was uniquely or particularly capable of performing that was not being addressed by another member of the DD Network or another agency or group in the state. A third factor was the sustainability of the activity over the duration of the next grant period. Many of the activities performed by WIND are time-limited due to the fact that they are grant or contract funded and are not sustainable for the duration of the UCEDD funding cycle. Finally, these goals reflect activities that provide the highest probability of significantly impacting the state and fulfilling the purpose and intent of the DD Act. The following sections provide information about strategies for implementing goals and activities in each of the four core functions.

2. WIND Interdisciplinary Pre-service Preparation and Continuing Education

Leadership Education in Neurodevelopmental Disabilities (LEND). Wyoming does not have a medical school or a tertiary medical center. As a result, students in health care

professions have little access to interdisciplinary training settings in Wyoming. They have even less access to training settings that provide specialist healthcare to people with ID/DD. In 2002 WIND became a participant in a regional LEND (Leadership Education in Neurodevelopmental Disabilities) program conducted jointly by the University of Utah School of Medicine – Department of Pediatrics and the Utah State University – Center for Persons with Disabilities. The other participants in the URLEND program are the Idaho, Montana, and North Dakota UCEDDs. URLEND provides basic leadership and clinical training to professionals in the disability field 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 disability. The URLEND Program's Goals include: 1) strengthen and further expand the functional, programmatic, and evaluative infrastructure of URLEND in partnership with ID, MT, ND, and WY to prepare exemplary leaders in the health care system; 2) provide interdisciplinary leadership experiences to URLEND trainees within the context of integrated didactic, clinical, and leadership/research activities; and 3) provide evidenced-based CE/training, consultation, and technical assistance opportunities to health care professionals in UT, ID, MT, ND, and WY that address current and emerging priorities and concerns in the provision of family-centered, culturally competent, community-based integrated systems of care.

WIND trainees over the years have included students enrolled in graduate programs at the University of Wyoming (Nursing, Pharmacy, Psychology, Social Work, and Speech Pathology) as well as practicing professionals and faculty members from Audiology and Speech Pathology. WIND had a total of 10 trainees over the current grant period (2007-2012). Although some of these trainees have taken leadership positions in neighboring states, several of our

LEND trainees are working in Wyoming healthcare settings. In that regard, they are making valuable contributions to the healthcare infrastructure of our state.

Disability Studies Program. WIND's Interdisciplinary Pre-service Preparation at the *undergraduate level* is our Disability Studies Program. Disability Studies is a diverse interdisciplinary field that investigates broad questions about the nature, meanings, and consequences of disability from interrelated social, historical, cultural, and political perspectives. The undergraduate minor in Disability Studies examines disability issues from multiple lenses. Social sciences perspectives center upon issues of equal rights, social justice, access to education, supports and services, health care, and policy issues affecting the lives of people with disabilities. Humanities perspectives allow students to consider equally pressing issues of identity, normalcy, and culture, as well as engage critically with foundational and ethical frameworks of autonomy, oppression, and discrimination. Health sciences perspectives acknowledge the important relationship between the origins of physical, cognitive or sensory impairment and the unique personal experience of impairment as crucial to understanding disability. The Disability Studies Minor balances theoretical exploration with practical application, and provides students with a broad understanding of disability history, cultural representation, policy concerns, and current debates. Students in the minor work closely with people with disabilities, and gain the skills and perspectives to participate in unique disability research and advocacy. Students have found participation in our undergraduate Disability Studies program to be a key component of their applications for graduate training and in pursuing employment in disability related fields. Two recent graduates, for example, are now working for Protection and Advocacy and the GCDD in Wyoming.

a. WIND Pre-service Preparation, Continuing Education: Interdisciplinary with Core Curriculum

Leadership Education in Neurodevelopmental Disabilities. URLEND (www.urlend.org) is an interdisciplinary training program that involves trainees and faculty from 11 core disciplines such as Audiology, Dentistry, Genetics, Medicine, Nursing, OT/PT, Psychology and Social Work. The URLEND Core Curriculum is composed of *leadership, didactic, clinical, and research* components with each of these components offering carefully designed opportunities for trainees to enhance and strengthen their leadership skills. To develop 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 in the weekly didactic sessions by video teleconferencing. To complete the clinical requirements of URLEND, trainees must participate in clinics, including those which incorporate the Medical Home model, that were selected to increase their skill level with specific populations and settings. WIND trainees participate in clinics in Salt Lake City and Logan UT, as well as training sites in Wyoming. 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. 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. A key part of the learning experience is interaction with children, youth, and young adults with disabilities and their families. The

Family / Young Adult focus is not a discrete component, but rather a pervasive way of thinking and doing business.

The WIND Disability Studies program is also interdisciplinary and has a core curriculum. Our students come from a variety of disciplines including Speech-Language Pathology, Nursing, Social Work, Education/Special Education, Kinesiology (working toward Occupational and Physical Therapy), Psychology, Pharmacy, pre-med, and the Humanities. Combined with their major degrees, our students are well positioned to pursue a variety of educational and professional goals that will allow them to eventually work in leadership, policy, advocacy, service, paraprofessional, educational or health care related positions, and to have direct and positive impacts on people with DD and their families. The primary goals of the curriculum are to position disability as diversity, promote full social integration of people with disabilities, and develop understanding of disability as a social justice issue. This formal training program requires six courses including lower and upper level disability studies theory courses and a field practicum. Required coursework includes Introduction to Disability Studies and Disability Studies Theory & Practice. Elective courses come from Psychology, Communication Disorders, Family & Consumer Sciences, among other UW departments. The practicum, completed during the students' graduating year, requires 112.5 hours of on-site experience at an agency, school, council, or other organization providing direct service to people with DD and their families. This training, in conjunction with focused coursework, provides students with tremendous insights into service approaches, self-advocacy, community living, and other key issues across the lifespan that will contribute to their ongoing education and development as professionals.

b. Involvement of individuals and families in Pre-service Preparation and Continuing Education

From its inception, URLEND has included family members of persons with DD as trainees creating an environment where family-centered services and family involvement are a key part of all learning experiences within the curriculum. Family trainees provide valuable insight in discussions by sharing their perspectives on the systems of care that serve children with 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 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 by the consistent growth of family involvement throughout the project.

The perspectives of people with intellectual and cognitive disabilities and their families are very important to our Disability Studies curriculum. Students read essays written by people with ID/DD and watch films featuring people with ID/DD. Faculty members regularly invite family members and people with disabilities to lecture in our classes. The DS Practicum is also a key component of the minor, and places students in environments where they are learning from and working directly with people with disabilities.

3. WIND Community Services Core Function Activities

Community services will include evidence-based and best-practices training, technical assistance and services that enable communities in Wyoming to be accessible to and responsive to the needs of individuals with DD and their families. WIND's community service activities will respond to the state needs and build upon current initiatives regarding inventories of client and agency planning, early childhood vision screening, assistive technology, accessible instructional materials, employment, postsecondary education, and increasing access to health

care and inclusive education. Addressing these areas will increase the opportunities for individuals with DD and their families to be enriched by full and active participation in community life.

WIND administers the *Inventory of Client and Agency Planning (ICAP)* 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. 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 continue to provide technical assistance to the division by conducting ICAP initial, emergency and continuing eligibility interviews, in the homes, schools and through service providers of individuals throughout the state.

The *Wyoming Lions Early Childhood Vision Project (Vision Project)* will continue to provide technical assistance to developmental preschools throughout the state in order to ensure that all children in the state receive quality vision screening. The Vision Project has screened over 54,000 children and referred 4,800 children to eye care professionals. Over 2,100 have received a diagnosis of vision impairment and are undergoing various treatments and/or corrections. Funding, originally provided through the Wyoming Department of Health along with the Wyoming Lions Clubs, is now provided through technical assistance contracts with the developmental preschools and centers. Local Lions Clubs volunteers and professionals from the state's developmental centers will be provided with technical assistance to conduct vision screening for children ages six to seventy-two months of age. Children who fail the screening will be referred to eye care professionals for timely diagnoses and appropriate interventions.

Wyoming Assistive Technology Resources (WATR), Wyoming's Assistive Technology Act program will increase accessibility for individuals with DD. Since 2008, WATR provided assistive technology information to over 8,000 consumers, families and their representatives while providing training and technical assistance to 2,712 professionals who support individuals with disabilities. WATR activities helped consumers save over \$300,000 through device recycling and financial loans. Almost all (99.35%) of the consumers who accessed WATR reported being highly satisfied or satisfied with the program.

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 trainings will focus on literacy, universal design and the importance of assistive technology in transitions across the lifespan. WATR will develop a learning community of educators focused on increasing the statewide capacity for assistive technology; community members will become resources in their geographic regions.

To ensure individuals with developmental and other disabilities continue to receive the assistive technology devices and services they need, WATR will partner with state agencies and organizations to sustain important activities, provide pre-service education, and facilitate policy and funding initiatives. Long term device loans will be made available through a partnership with the Wyoming Life Resources Center. WIND is slated to be designated Wyoming's agency to receive funding from the Federal Communications Commission to assess the needs and distribute equipment to individuals in the state who are deaf/blind through partnerships with the state's Relay telecommunications program and Early Intervention/Assessment Team. WATR will increase assistive technology capacity in the state by presenting University of Wyoming

students in education, health sciences, psychology, business 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. WATR will provide web accessibility information to the university, agencies and organizations. WATR will also convene a stakeholder group to identify and seek private and state funding opportunities as well as to recommend state level policies regarding assistive technology.

The *Wyoming Clearinghouse for Accessible Instructional Materials* (AIM) has coordinated the provision of over 300 accessible instructional materials in multiple formats for 82 Wyoming students identified with print or vision disabilities since 2008. Beginning in 2010 and to increase capacity in the state, AIM trained 21 educators about the mandates and procedures for providing educational materials in alternate formats and in a timely manner. AIM will continue to coordinate the provision of materials and also provide training and technical assistance to educators, specifically in the areas of student eligibility, identifying student learning modalities, identifying and obtaining resources from the National Instructional Materials Accessibility Center (NIMAC), and the conversion of the resources into useable formats.

The *Wyoming Accessibility Center* (WAC) was developed to offer assessments and services not otherwise available through grant and contract programs. The WAC will continue to offer the conversion of educational materials to Braille, tactile graphics, large print and digital formats to allow individuals with developmental and other disabilities to have full access to the information and educational materials they need in the formats of their choice. The WAC will continue to offer multi-disciplinary AT assessments so that students with developmental and other disabilities have access to the general curriculum.

WIND will provide training and technical assistance to increase *employment* opportunities for people with disabilities in Wyoming. WIND collaborates with administrators of the Wyoming Department of Health's Behavioral Health Division to provide leadership for the recently developed *State Integrated Employment Team*. The team's goal is to increase the employment rates of individuals in Wyoming with DD by the year 2014. Through the Medicaid Infrastructure Grant (MIG), WIND provided funding to complete an on-site State Employment Leadership Network assessment of employment policies and practices in the state. WIND will provide state leadership to use the report to facilitate data-driven decisions, legislation, and improved policies and procedures. WIND will provide training and technical assistance to individuals, families, DD service providers, job coaches and employers to increase the employment of individuals in Wyoming with DD. WIND will partner with the Department of Health, Workforce Services, and the WGCDD to conduct community forums that communicate and gather information about the importance of employment for individuals with DD. WIND will provide state leadership toward recommending policies and legislation that is driven by data collected from the recent State Employment Leadership Network site study.

WIND will provide training and technical assistance to support best practices for *inclusive education*, including postsecondary and early intervention experiences. Along with the training and technical assistance provided by the WATR, AIM, Vision Project and ICAP programs (above) that will increase inclusive education opportunities and practices for students in preschools through grade twelve, WIND will provide training and technical assistance for postsecondary education. *WY Think College* was the initial and strategic planning effort to establish a post-secondary education opportunity in Wyoming for students with intellectual disabilities. WIND will provide technical assistance to the University of Wyoming, Wyoming

Community Colleges and educators to implement inclusive and best-practices programs and policies that offer postsecondary educational opportunities for Wyoming students with intellectual disabilities.

a. Community Services promote Inclusion and Integration in Community Life

The majority of services and technical assistance activities will be provided in home, school and community-based settings that are convenient and appropriate for assessing needs, exploring interventions and offering individualized technical assistance. WIND staff members will continue to drive throughout the state each year in order to reach individuals and families in their homes and home communities. Community services will be designed based on consumer advisory input to meet individuals' and families' goals for inclusion and integration into community life. Community services will be accessible. Training and technical assistance will continue to be offered in-person and through distance technology. Further use of web camera and instant messaging for truly on-demand technical assistance will continue to be developed. Individuals and families will be invited to training and technical assistance events along with professionals. Learning communities, list serves, archived trainings, and web pages will be further developed to provide in-home and on-demand information as individuals and families wish to receive this information.

b. Community Services Promote Opportunities for People with DD and Families from Racial/Ethnic Minority Backgrounds to Access and Use Community Supports

Community services will be accessible and available to all Wyoming individuals with DD through outreach services, translation, and accessible communication and information. As reported in the 'need for assistance' section above, Wyoming's population includes 2.4 percent representation by those who are American Indian and 8.9 percent Hispanic origin. WIND has

community services staff members who are enrolled tribal members and work directly with tribal elders, schools, agencies and organizations of the Wind River Indian Reservation. WIND community services will be available in homes, schools and all communities throughout the state. WIND will contract with instructors in the UW Department of Modern and Classical Languages to translate community services information into languages that will ensure appropriate communication with all individuals and families in Wyoming. WIND will provide sign language interpretation at community service events and convert materials into accessible formats that include reading level as well as Braille, tactile graphic, large print and digital formats.

4. WIND Research Core Function Activities

Goals and objectives for the Research core function activities proposed during the 2012-2017 funding period are provided in WIND Five-Year Plan (Table 2, page 14). WIND's research activities flow directly from identified state needs, the opportunity to assist state and national partners with projects that address specific research questions, program evaluation, and data analyses related to policy issues.

Current projects include:

- Ongoing analysis of the predictive validity of five vision screening instruments in identifying children who may have significant vision abnormalities.
- Advising state agency partners on the relative strengths and weaknesses of the current assessment device (Inventory for Client and Agency Planning – ICAP) used for allocating Medicaid waiver services and the AAIDD Supports Intensity Scale (SIS), a new measure that is increasingly adopted for this use in the U.S.

- Assisting AAIDD with the standardization of the Children’s Supports Intensity Scale.
- Identifying precursors of self-injurious behavior and other forms of challenging behavior in young children to inform preventive interventions.
- Comparing reports of caregivers and adults with intellectual disability regarding depressive symptomatology that will inform state-wide practice regarding the identification of people with dual diagnosis.

Over the next budget period, we anticipate conducting research related to a variety of health and employment needs. As described in an earlier section, Wyoming has clear need for health and employment related data. Just as WIND was a driving force related to systematic data collection regarding early vision screening, we anticipate grant and contract awards to promote systematic data collection regarding the employment of people with DD, state resources of primary and specialist health care providers, and state capacity for the early diagnosis and treatment of autism.

a. People with DD and Families are Actively Involved in Research

Over the past grant period, the involvement of people with DD and their families has been limited to their involvement in the implementation of research activities. WIND has now identified the inclusion of individuals with DD and their families in the discussion of research as a priority. WIND will systematically incorporate guidance from the CPAC to identify research topics and inform research methodologies. Research findings will be reviewed with CPAC members and WIND will seek their input toward the communication of findings to individuals and families throughout the state.

5. WIND Information Dissemination Core Function Activities

WIND is recognized throughout the state, university, among other UCEDDs and outside organizations as a resource for research and best practices information about DD, especially relating to eligibility for Medicaid waiver services, early childhood vision screening, assistive technology, accessible instructional materials, health, employment, and postsecondary education. Research-based UCEDD network, national and international information about these topic areas will be disseminated through scholarly articles, white papers, speakers, brochures, posters, information guides/presentation boards, website pages, social media, webinars, one-on-one consultations, articles, and newsletters. WIND will contribute findings to the UCEDD network as well as to national and international sources through collaborations with other UCEDDs, peer-reviewed journal publications, and conference presentations. WIND will seek input from CPAC to ensure we appropriately communicate that our work is part of an important national network of UCEDDs.

a. Information Disseminated Using Principles of Universal Design

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 and other languages. WIND will ensure the website meets Section 508 web standards, and that all videos, webinars, recorded presentations have a closed-caption option. WIND will provide print and website accessibility information to state agencies and organizations. For live presentations, WIND will ensure sign language interpretation and other translators, as necessary.

b. Involvement of People with DD and Families in Product Development and Dissemination

WIND products and publications will be created and disseminated using input from individuals with DD and their families. WIND's Consumer Program Advisory Council will participate in the development, review, and dissemination of information. Through collaboration with the South Dakota Center for Disabilities, WIND will provide up to six products each year for their consumer review. Additional input will be gathered through interviews, periods of review, and involvement in presentations and webinars. Suggestions received will be documented and incorporated into product and information design, production, and availability.

6. Efforts to Recruit Individuals from Culturally and Linguistically Diverse Backgrounds

The Wyoming Institute for Disabilities will promote recruitment efforts that increase the number of individuals from culturally and linguistically diverse backgrounds working with people with DD and their families in disciplines related to pre-service training, community training, practice, administration, and policymaking. As you know from the introductory section, Wyoming is less diverse compared to national demographics. Yet, WIND will continue to recruit new faculty and staff members with priority given to individuals of diverse backgrounds. With its direct access to tribal members from the WIND River Indian Reservation, WIND will personally recruit from the reservation to fill positions. WIND will continue to align recruitment efforts with the university and college's long plans to increase the diversity of faculty and staff.

7. WIND Consumer Program Advisory Council (CPAC)

The Consumer Program Advisory Council (CPAC) has been a vital part of the UCEDD from the very beginning as its first members helped guide the development of WIND's first application for Center status and core funding. The CPAC has 10 members, 7 of whom are either persons with DD or family members of persons with DD, a representative from the DD Council, Protection and Advocacy, and People First, a self-advocacy organization in the state. As discussed in the introductory section, Wyoming citizens are considerably less diverse in terms of

race and ethnicity. CPAC reflects the racial and ethnic diversity of our state to include members who are Native American and Hispanic. Activities of the CPAC are supported by funds from the core budget. The CPAC consults with the WIND Executive Director regarding the development of the UCEDD's five year plan, reviews and comments annually on WIND's progress in meeting the projected goals contained in the five year plan, makes recommendations to the WIND Executive Director regarding any proposed revisions to the five year plan, meets in person twice a year and has periodic conference calls as issues emerge and advocates for, and on behalf, of WIND and its work. CPAC will collaborate with the South Dakota Center for Disabilities to provide consumer review and input toward up to six of their products annually.

8. WIND Role and Involvement within Wyoming DD Network

WIND has a strong partnership and involvement with the Wyoming DD Network (See Appendix B, Letters of Recommendation from state DD Network and other state partners; See Appendix C, Memorandums of Agreement between WIND and WGCDD and P & A), as evidenced by (a) cross membership of the UCEDD and P & A on the WGCDD, and P & A and the WGCDD on the UCEDD consumer advisory council (CPAC), (b) representation of the WGCDD and P & A on various UCEDD project advisory boards (e.g. Wyoming Assistive Technology Resources and WY Think College), (c) UCEDD and P & A provide financial and organizational support for the annual state disability conference convened by the WGCDD, and (d) Wyoming DD Network directors meet regularly to discuss key issues in the state through an entity known as the Wyoming Information Link for DD (WILDD). During the current funding cycle, the DD Network partners have addressed a number of key issues in the state as a Network, including: 1) Funding for DD services; 2) seclusion and restraint in public schools; 3) post-

secondary education; 4) need for greater employment opportunities for people with DD; and 5) life-span transition.

The active involvement of the WIND executive director in the WY DD Network facilitates information exchange and coalition building. The following section describes how the proposed Five-Year Plan relates to, and furthers, the WGCDD and P&A plans, goals, and priorities.

9. WIND Plan Compliments/Furthers DD Council and P & A Goals and Priorities

Table 3 provides a comparison of goals, objectives and priorities among the Wyoming DD Network partners. Although the DD Council and P & A goals and priorities vary somewhat in terms of area of emphasis, the UCEDD has identified priority needs in the areas of health, employment, education, community supports, and quality assurance. In some instances the UCEDD objectives overlap with those of the Network partners (e.g. health promotion, postsecondary education and assistive technology) and in others, the UCEDD objectives complement the activities of the DD Network partners. For example, in the emphasis area of Education and Early Intervention, the GCDD identified issues relating to the IEP process as a primary focus in their 5 year renewal, while the UCEDD is focusing on best practices for education and early intervention. Similarly, advocacy efforts related to access to assistive technology is a priority for P & A while training and technical assistance related to assistive technology is a long standing objective of the UCEDD given its status as the designated AT Act program in Wyoming. Finally, the WGCDD seeks increased employment of people with DD and the UCEDD proposes research efforts to document the effects of initiatives aimed at increasing employment. In conclusion, the UCEDD's proposed goals for 2012-2017 complement initiatives already underway among the Wyoming Network partners.

Table 3: Alignment of WIND Objectives with WGCDD and P&A Goals/Priorities

Primary Area of Emphasis	WIND – UCEDD	Governor’s Council on DD	Protection & Advocacy
Health	-Health promotion -Increased health care infrastructure -Dual diagnoses	-Health promotion -Effective and accessible health care services -Improve access to specialist care	
Employment	-Systematic data collection -Policy analysis -Training and technical assistance	-Equal pay for equal work -Increased employment of PWDD -Increase awareness among business leaders	
Education	-Best practices for inclusive education and early intervention -Post-secondary education	-Preparation for IEP meetings -Improve IEP experience -Post-secondary education -Transition services and supports	
Formal/Informal Community Supports	Assistive technology	Full Inclusion	-Assistive technology -Community integration
Quality Assurance	Promoting alternatives to restraint and seclusion	Self-Advocacy	Protection from harm

10. WIND Infrastructure/Resources from ADD Funds will be leveraged to Achieve Goals

WIND has proven capacity to leverage funding from ADD to achieve the purposes of the UCEDD, and we will use that capacity to achieve the goals in this Five-Year Plan. During the 2008-2012 funding cycle, WIND received \$12.47 million in externally funded grants and contracts in comparison to \$2.6 million from ADD for core grant funding. For every dollar granted to WIND, by the ADD through the core UCEDD grant, WIND raised an additional five dollars. The leveraged funds came from a variety of state, federal, and foundation sources.

11. WIND's Education and Dissemination of Information for DD Act to Legislators

WIND has historically enjoyed close working relationships with state legislators and the Wyoming Congressional delegation. Given our involvement in various state initiatives, WIND faculty and staff have frequent opportunities to provide reliable, scientifically supported information to state legislators and their staffers. For example, recent legislation regarding seclusion and restraint and the co-occurrence of intellectual disability and mental health diagnoses (dual diagnosis), was informed by WIND faculty contributions. Similarly, we make regular visits to our Congressional delegation when we are in Washington, DC and respond to requests for information from congressional staffers on various issues. Two prime examples are the requests for information regarding the Assistive Technology Act and the reauthorization of the Combating Autism Act. Senator Enzi has been particularly receptive to our input. As a senior senator, and co-chair of the Senate Health Education Labor and Pensions (HELP) committee, he is quite influential regarding disability issues. For example, he was a co-signer of the Rosa's Law, that replaces the term 'mental retardation' in federal law references with 'intellectual disability' and he led the Combating Autism Reauthorization Act of 2011 through the Senate HELP committee.

III. EVALUATION

1. Methodology to Report Outcomes and Results using the UCEDD Annual Report

Template

WIND has fully adopted the National Information Reporting System (NIRS) and Annual Report Template as the mechanism to report outcomes and results. Quantitative measures include counts of activities, duration, and participants in training and technical assistance activities, products developed and disseminated; research conducted; and trainees completing

student programs. Through NIRS, each activity is directly related to a project and area of emphasis. Each WIND activity is analyzed using the WIND Logic Model (Appendix D) on a monthly basis. WIND also uses the Optional Reporting Elements of the UCEDD Annual Reporting Template to provide qualitative data and information about WIND's activities, projects and products. For WIND, this has been a fairly extensive narrative as each project coordinator views this as an opportunity to highlight the impact of their work. These detailed narratives provide a real-life context for the objective NIRS data. Evaluation at the project level typically involves both summative and formative evaluation procedures driven by a set of evaluation questions specific to the project, most often required by the funding agency.

2. **WIND Logic Model:** The WIND logic model is presented in Appendix D

3. **WIND Consumer Program Advisory Council Role in Evaluation**

The evaluation of all WIND products and activities by consumers is encouraged and supported, as evidenced by the involvement of the CPAC in evaluation, previously described. In addition, WIND is committed to ensuring consumer participation on committees, task forces, and projects. This enables WIND to evaluate sensitivity to consumer needs, consumer participation, and roles in decision-making within WIND projects in day-to-day functions.

Specifically, the members of the CPAC will receive copies of the annual report filed with ADD each year, which will serve as a focus for discussion in the next face-to-face meeting and will enable the panel to provide specific, focused feedback in the evaluation process. The Executive Director will also present data from the NIRS database to CPAC members to enable them to evaluate center activities. Finally, the CPAC will be able to review consumer satisfaction data across core functions (excluding Research) for at least one area of emphasis. In previous years, that area of emphasis has been Education and Early Intervention or Health, and for most

years in the next cycle, such data will be available across multiple areas of emphasis, but across all core functions in the area of Health.

4. Identifying Emerging Trends and Needs

The annual review provides an opportunity to evaluate the progress achieved in meeting each goal, whether the strategies employed were effective in meeting each goal, and whether there are emerging trends and needs that warrant revision of the UCEDD goals and objectives. The process begins with a review of the Annual Report Template but must include information from state and federal databases as well as statewide needs assessments as they become available. Similarly, the review of our annual activities by the CPAC is vital to detecting emerging trends and needs. However, it is our ongoing involvement with DD Network partners and various stakeholder organizations that are the greatest source of information regarding emerging trends and needs in our state, for example, restraint and seclusion. (Reference WIND Faculty and Staff Service Activities, Appendix H.)

IV. ORGANIZATIONAL CAPACITY

1. WIND Organizational Structure

The WIND organization chart, provided in the Appendix (E), depicts the WIND administrative structure within the university and the programmatic structure within the UCEDD. 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.

The Executive Director has the major responsibility for management of the Center core budget, overall administration and supervision of all staff and liaison with College and University administration and external constituencies (Reference: Appendix F, Developmental Disabilities Assistance and Bill of Rights Act of 2000 Assurances) (Reference: Appendix G,

Memorandum of Agreement-University of Wyoming and the Wyoming Institute for Disabilities). The Associate Director's primary responsibility is to support WIND's current program activities and develop new avenues to meet our programmatic goals. WIND is organized into four major areas corresponding to the Center core functions. Each area is led by a coordinator who has the responsibility for primary oversight and leadership for the activities related to that core function. Nearly thirty personnel and trainees work within these organization units (Reference: Appendix H, WIND Faculty and Staff Service Activities).

2. Employment of Individuals with DD, Family Members, and Individuals from Culturally and Linguistically Diverse Backgrounds

During FY 2012, there were 27 WIND faculty and staff, most of whom were full-time employees. Among the 6 (22%) employees who reported having a significant disability, half reported having a developmental disability. These individuals include two Project Coordinators and one part-time clerical staff person. Over half (52%) of WIND employees reported having a family member with a disability, including 6 (22%) with a developmental disability. WIND faculty and staff members are representative of diversity demographics in Wyoming in many respects (See: Table 1). Although the majority of the employees are White persons (89%), 11% are Native American and 2 of these people are enrolled members and work directly with members of the Eastern Shoshone or Northern Arapaho tribes who live on the Wind River Indian Reservation. More WIND employees are female (74%) when compared with Wyoming demographics. The only significant shortfall is with regard to employees of Hispanic or Latino origin. A Latina employee recently left a part-time position at WIND for a full-time position in the Wyoming Department of Health. We are committed to maintaining as diverse a faculty/staff profile as possible.

English is spoken in nearly every Wyoming household (93.6%). WIND maintains a contract for translation services to Spanish – the predominant language among non-English speaking households. Expertise in other languages is available from the University of Wyoming as needed.

3. WIND is an interdisciplinary education, research and public service unit of a university that engages in four core functions

WIND is an interdisciplinary academic unit within the College of Health Sciences. Thirteen separate disciplines are represented among WIND faculty and staff, including education, psychology, rehabilitation, occupational therapy, speech language pathology, early childhood special education, sociology and public policy, among others. WIND faculty and staff engage in activities related to the four core functions to achieve a variety of grant and contract supported outcomes. Moreover, they are active at the local, state and national levels (Reference: Appendix H, WIND Faculty and Staff Service Activities). The annual reports submitted to ADD at the end of each grant period characterize the UCEDD's impact in pre-service preparation and continuing education, community services, research and evaluation and information dissemination.

4. Conceptual overview of the program framework

Since its inception, WIND has been a statewide, community-based program, responsive to state needs. WIND is organized into four major areas corresponding to the UCEDD core functions: Interdisciplinary Training, Community Services, Research and Program Evaluation, and Information Dissemination. Each area is headed by a coordinator who has the responsibility for primary oversight and leadership for that core function. The coordinators meet regularly with project staff to review progress toward the five year goals and objectives, ensure that data are

being routinely entered into the NIRS database, and consult with the Associate Director on new funding opportunities consistent with the five year goals and objectives.

5. WIND is an Independent Center

WIND is an autonomous academic unit within the College of Health Sciences at the University of Wyoming. The executive director reports to the Dean of the College of Health Sciences who reports to the Vice President for Academic Affairs of the University of Wyoming. Please refer to the WIND organizational chart (Appendix E). The Memorandum of Agreement signed by Vice President and Provost Myron Allen (Appendix G), documents the long-standing commitment of UW to support the WIND in its mission. That commitment is reflected in many ways, including the significant resources provided by UW to support WIND. In addition to the required match, as reflected in the budget, the University pays the salaries of two tenure line faculty (the executive director and assistant professor of disability studies), provides adequate space and facilities, grants administration, budgeting, human resources, communications, media, computer applications, and a portion of information technology.

WIND is organizationally located within the University of Wyoming as an academic unit within the College of Health Sciences. The college's other academic units are: Communication Disorders, Nursing, Kinesiology and Health, Pharmacy, Social Work and Medical Education (in collaboration with the University of Washington School of Medicine). WIND is a tenure granting unit within the college by virtue of its undergraduate minor degree program in Disability Studies. This arrangement is relatively rare among UCEDDs.

6. Qualifications of faculty and staff assigned to the UCEDD grant

The implementation of the proposed work plan relies on director oversight, coordinators of core functions, and key personnel with specific areas of emphasis. These individuals are

described next. Curricula Vitae for Executive Director, Associate Director and Core Area Coordinators are provided in the Appendix (I).

Sandy Root-Elledge, M.A., is the associate director for program development at WIND and the core coordinator for community services. She joined WIND in 2004 to oversee community education programs; she currently oversees the state's assistive technology, accessible instructional materials and AgrAbility projects, the state's Medicaid infrastructure grant as well as other employment and Wyoming Think College initiatives. As the parent of two adult children with developmental and other disabilities, she brings a unique perspective to projects and collaborations. Nationally, she is a past president of Association of Assistive Technology Act Programs (ATA), a member and recent committee co-chairperson, in AUCD's Community Education Director's Council, a recent member of the AUCD Training Director's Council, and a member of the AUCD Special Interest Groups (SIG) on: Aging, Family Support, Postsecondary Education, and Victims of Crime/Abuse & Neglect. She is a graduate of the National Leadership Consortium on Developmental Disabilities at the University of Delaware.

Michelle Jarman, Ph.D., is an assistant professor of disability studies and the coordinator for interdisciplinary training for WIND. Dr. Jarman came to the University of Wyoming in 2007 as a faculty member in the newly established undergraduate Minor in Disability Studies. In addition to teaching core courses and electives in disability studies, she oversees new course development, student advising, and program assessment for the minor. She has helped the minor grow to over thirty declared students as of 2012. Dr. Jarman received her Ph.D. in English from the University of Illinois at Chicago in 2006, with concentrations in disability studies and women's studies. She is a Fellow in the Future of Minority Studies and an active member of the Society for Disability Studies and the National Women's Studies

Association. Her broad research interests include 20th century U.S. literature, and intersecting cultural representations of disability, gender, and race. Her essays have appeared in journals such as *The Review of Disability Studies*, *MELUS* (Multi-Ethnic Literature of the US), *Disability and Society*, and several literary and disability studies anthologies. Prior to coming to the University of Wyoming, she taught courses in English, women's studies, and medical education, and worked as coordinator for the Ph.D. Program in Disability Studies at the University of Illinois at Chicago.

Anne Bowen, Ph.D., a professor in the School of Nursing, director of the Nightingale Center for Nursing Scholarship at the University of Wyoming, and coordinator of research and evaluation for WIND. She is a licensed clinical psychologist with a specialization in child and adult behavioral medicine and health psychology. Dr. Bowen is currently collaborating with a nurse in Tanzania to develop a continuing education program for nurse midwives. She serves as PI on two federally funded grants that focus on methamphetamine use and recovery among rural people, funded by DOJ and a co-investigator on NIDA funded projects that focus on understanding treatment readiness of Tanzanian heroin injectors. She developed the Wyoming Rural Aids Prevention Project (WRAPP) that utilized Internet technology to recruit, assess, and provide risk reduction interventions to men who have sex with men in rural areas. Dr. Bowen has conducted studies that utilize Internet technology for participant recruitment and data collection and has expertise in developing and implementing theory driven interventions.

Sara DiRienzo, B.A., is the information specialist and the coordinator of information dissemination for WIND. She oversees the production of products and marketing materials and provides developmental writing, editing, graphic design, photograph, and publishing support for all projects. She maintains the WIND website and social media pages, growing the pages hits to

over 3,000/month in both venues. DiRienzo maintains relationships with local media outlets, the university, and the public through news stories and community events. In addition to the first presentation entitled “All about Dating,” she is working on developing a series of research-based dating, relationship, and sexuality presentations for individuals with intellectual disabilities. She is a member of the of AUCD Dissemination Coordinator’s Workgroup. DiRienzo is currently working on her Masters of Arts in English at the University of Wyoming.

Laurie Marquardt Westlake, Ph.D., an assistant lecturer at the University of Wyoming and provides instructional support for UW programs in early childhood/early childhood special education and curriculum and instruction. She serves as the principal investigator for the Wyoming Lions Early Childhood Vision Project. She also serves on the Governor’s Early Intervention Council and as Secretary of the Wyoming Early Childhood Partnership Board.

Kendall Corbett, B.A., is the coordinator of consumer activities for WIND. In this position, he promotes consumer involvement, disabilities awareness, and community advocacy. Corbett has an extensive background in disability work, community relations, and has worked as an independent living specialist for Wyoming Independent Living Rehabilitation, Inc., and outreach coordinator for Wyoming New Options in Technology. He owned and was the principle consultant for Corbett and Associates Disability consulting. Corbett is a member of the AUCD Legislative Affairs Committee, AUCD Program Committee and serves as family co-chair for the AUCD Council on Community Advocacy. He is a past member of the AUCD Board of Directors.

Janet Perkins Corbett, M.S., is the NIRS data coordinator for WIND. Janet also develops and delivers instructional units to student enrolled in University of Wyoming courses regarding disability topics such as disability etiquette and disability history. She joined WIND in

1995 and has worked as an assistive technology coordinator, as the Head Start state collaboration coordinator, and the manager of WIND's database to record training information.

7. Qualifications of the UCEDD Director

William E. MacLean, Jr., Ph.D., FAAIDD is executive director of the WIND and has overall administrative responsibility for WIND. He provides leadership to WIND, determines strategic directions and oversees the Core Function Coordinators and administrative staff. He reports to the College of Health Sciences Dean and represents WIND, as an academic unit, at all College meetings. He serves as the liaison between ADD and WIND, including responsibility for filing all required reports and proposals and responding to other grant requirements; representing WIND within the national organization (AUCD) and the Wyoming DD Network, including serving on the WGCDD; and ensuring that WIND fulfills the UCEDD requirements.

Dr. MacLean is a tenured, full professor in the Department of Psychology at UW. He is a clinical psychologist with 30 years of experience in doctoral level training in clinical psychology. He earned a doctoral degree in clinical psychology from George Peabody College for Teachers of Vanderbilt University in 1980 and completed a clinical internship in pediatric psychology at the University of North Carolina at Chapel Hill in 1981.

He is an experienced grants manager who has received over \$9.7 million in external funding for research, training, and service. He is an author of over 100 peer-reviewed articles, book chapters, and other scholarly products. Dr. MacLean is a past president of the Division of Intellectual and Developmental Disability of the American Psychological Association, a former editor of the *American Journal of Intellectual and Developmental Disabilities*, and is currently a member of the editorial board of the *Journal of Mental Health Research in Intellectual Disabilities*. He served a four-year term on the Human Development and Aging Study Section of

the National Institutes of Health Center for Scientific Review. Dr. MacLean is a Fellow of the American Association on Intellectual and Developmental Disabilities, the American Psychological Association and the Society for Pediatric Psychology. Dr. MacLean's research in the field of intellectual disability focuses on the development of stereotyped and self-injurious behavior, the ritualistic and compulsive behavior of young children with autistic spectrum disorders and psychopathology of children and adults with intellectual disability.

8. WIND will maintain faculty, staff necessary to support functions and purposes of UCEDD and allocate adequate staff time to carry out activities related to each core function

WIND has maintained the faculty and staff necessary to support the functions and purposes of the UCEDD through allocations from ADD funding, university funds, and project funds for administrative assistance since its inception. The use of ADD funds to support the UCEDD is detailed in Section V of this application. University funds support two tenure-line faculty members for WIND and we assess individual projects an administrative fee based on a direct cost formula. In nearly every instance, staff allocations in support of core functions are determined by the individual projects. When shortfalls occur, the UCEDD can use supplemental sources on a temporary basis.

V. BUDGET AND BUDGET JUSTIFICATION

1. Budget Narrative Information

A Budget Narrative providing justification describing how core funds are utilized is provided outside this Narrative section, as specified in the RFP. The budget costs are reasonable, support key personnel to achieve the purposes of the UCEDD, attain goals across the core functions and areas of emphasis, and support the activities of the CPAC.

2. Funds Used to Supplement and not Supplant Funds for Activities

We have described the capacity of WIND to leverage ADD funds to perform core function activities across multiple areas of emphasis elsewhere in this proposal, as evidenced by the nearly five dollar return on every core dollar from ADD. As evidenced in the line item budget and budget narrative, the core funds support key personnel and others needed to perform activities that benefit the entire center, but do not supplant funding from other sources.

3. Provides Line Item Budget

As per the RFP, the line-item budget is provided outside the Narrative.

4. WIND Sustainability

WIND is focused on ensuring sustainability for the organization, core functions and for individual programs and projects. WIND receives state and university support for the executive director and Disability Studies faculty line, thus ensuring the ongoing disabilities teaching, research and education in the state. With that commitment, pre-service education of students enrolled in the Disability Studies Minor and classes is sustainable. In addition to WIND's dedication to supporting community services and information dissemination, many of WIND's projects are sustainable beyond the UCEDD or there are efforts afoot to address sustainability. Specific examples include the Vision Project that offers services embedded in the developmental preschool system despite numerous changes in funding streams over time; the State Integrated Employment Team through which initiatives are funded by multiple and integrated funding streams; and the assistive technology program that is authorized by the Assistive Technology Act which includes mandates for state leadership to develop policies and funding toward sustainability. Sustainability will continue to be integrated into WIND strategic planning and into the development of all new initiatives and programs at WIND.