

Five Year Closeout Report 2018 - 2022
University Center for Excellence in Developmental Disabilities (UCEDD)
Five Year Closeout Report to the
Office of Intellectual and Developmental Disabilities (OIDD)

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OIDD Project Officer	
OIDD Grant Officer	
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UCEDD Name	Wyoming Institute for Disabilities (WIND)
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Five Year Closeout Report. Part 1A. Final Report on UCEDD Accomplishments

Describe the extent to which each goal was achieved by providing qualitative and quantitative information about major accomplishments and outcomes for the five-year time period. It is not necessary to describe all activities implemented to achieve a goal. Instead, you can describe major activities over the five-year period. Where possible, describe the use of capacity building, advocacy, and systemic change activities to achieve a goal.

This section provides a progress report on the UCEDD work plan. Use the work plan from the 5-year application, or the most recently updated workplan submitted with a continuation application, to provide annual updates along with a narrative report of progress for each section of the work plan that has activities planned for the time period. Activities not planned for during the reporting period should not be included in this section.

(please see attachment for report embedded within workplan table)

Goal 1 Accomplishments

Throughout the last five years, we have successfully completed our goals related to developing WIND's involvement in the URLEND program. We successfully were able to maintain enrollment throughout all five years of the award and had a focus on including individuals from diverse backgrounds. Given the demographics of Wyoming, this was a challenging task, however, we were able to include individuals from Native American backgrounds to participate in several important summer institutes. This has increased the visibility of URLEND in these communities and we continue to work on increasing participation in these communities. Further, several findings from work completed by URLEND trainees have been presented at conferences. Again, this increases the visibility of our work, and has advanced the careers of these trainees related to disabilities work. Examples include the development of the ECHO for Rural Healthcare Providers, which focuses on increasing appropriate healthcare for those with autism, and work on exploring sexual and reproductive health in those with disabilities.

Goal 2 Accomplishments

This has been an exceptionally successful goal for WIND. Over the last five years, we have produced 75 graduates. Further, all planned course offerings met, and all enrollment goals met. One year had lower than expected enrollment (10 students), but this was likely due to the pandemic, and there was sufficient recovery of enrollment to meet the overall goal. Our Director of Disabilities Studies, Michelle Jarman, was named University of Wyoming's Top Prof for three years. This is a student nominated award and is very prestigious within the university. This highlights the popularity of this program and the impact it has on students. We were able to develop 17 productive long-term practicum sites, as well as developing ways for students to propose their own practicum sites. Unfortunately, the ability of students to engage in practicums was significantly impacted by COVID. Several sites would not allow students into their facilities during the lockdowns. Fortunately, there is far more accessibility to sites more recently, and we are continuing to develop these experiences for students. The pandemic also required that our faculty adapt their courses to online delivery. This move was challenging but has now allowed us to continue to deliver the courses in a hybrid format. This may increase accessibility of the program over time. The Disability Studies Undergraduate Minor has continued to be very popular. During the last five years we began exploring the viability of offering a graduate disabilities studies minor as well. Several graduate level courses were developed and offered at least twice. This has been an important foundation for this expansion. However, due to the pandemic and budget cuts at the university level, we were required to slow our development of new academic programs. Now that funding has stabilized and the pandemic is less impactful on programming, we are again moving forward with our goal of developing a graduate degree. Finally, the

disabilities study faculty have worked closely with other university departments to promote universal design for learning (UDL). Several consultations and talks have been given which has increased the implementation of UDL across the university.

Goal 3 Accomplishments

This funding cycle, we had a strong focus on developing our research and evaluation infrastructure. Therefore, WIND hired several staff to support these goals, including a Director of Research, Research Scientist and support staff. While there has been significant turnover in this staff, partly related to the pandemic, all goals were able to be accomplished. Notably, 45 papers were published over the last five years, and at least two grants proposals were submitted per year. Moreover, several key projects were developed over this time. In particular, we received funding from the Patient Centered Outcomes Research Institute to develop a statewide research network that focuses on Community Based Participatory Research (CBPR). Called the Equality State Research Network (ESRN), this network started to first explore major rural health issues in our state, and later expanded to focus on research on intellectual and developmental disabilities (IDD). Now, with a research assistant with an IDD to help, we are engaging, statewide, to develop a sustainable infrastructure to conduct ongoing research in IDD. Moreover, because we focus on CBPR, we are able to include those from the community at every step of the research process. This has led to a broad range of projects, including several on the impact of COVID, reasons for vaccine hesitancy in those with IDD, and ways to increase participation of those with IDD in the research process. This network also awards small community engagement and pilot awards to increase the amount of research conducted on topics of interest to the IDD community. For instance, this has led to work on how to increase the capacity of pharmacists to work with the deaf and hard of hearing community, a natural history of residents at our state's care facility for those with IDD, inclusive music education and others. The ESRN will continue to be an important research program into our next five-year project period. One outcome that we were not able to successfully complete was the development of a policy center within WIND. This was due to several factors, including the pandemic and inappropriate university structures to support its development. Given that a full center would not be possible, we continued to develop activities related to policy in other ways. One method that became very important was using Community Forums around specific areas of concern. For example, there was a state proposal to dramatically cut Medicaid waiver funding for those with IDDs. This policy change would have made it nearly impossible for some individuals to continue living in the state. We convened a statewide meeting, in partnership with the Wyoming Governor's Council, Wyoming Protection and Advocacy and the Wyoming Department of Health. As a result of this meeting, the plans to alter Medicaid payments did not move forward. We have used this model of community engagement to impact state policy subsequently with great success.

Goal 4 Accomplishments

Our goals related to community training and technical assistance exceeded expectations by a wide margin over the last five years. This success was largely driven by our ECHO program. ECHO is a model of professional development that relies on teleconferencing technology to provide short trainings along with case studies. Together, this model creates a virtual community of practice that builds capacity over time. This is a very flexible model that was critical to our ability to respond to the COVID pandemic. While we already had a variety of ECHO networks to address various needs (e.g., Act Early, Assistive Technology, Autism for Educators, Autism for Rural Healthcare Providers, Behavior Supports, Behavioral Health, Career Development, Early Childhood, Educational Leadership, Employers, Families, High Risk Pregnancy, Integrative Care, School Leadership, Secondary Transitions, Student Health, neonatal abstinence syndrome, and Waiver Services), all of our ECHO networks were able to quickly update their content and focus to address needs related to the pandemic. Overall, ECHO trained tens of thousands of individuals on areas of immediate need and this work has led to numerous national and international collaborations. Several networks have led to notable accomplishments. First, our ECHO for Families is the first adaptation of ECHO to be designed for family members, rather than professionals. This

network helps families understand service options and provides natural supports to other families in the network. Also, our ECHO for neonatal abstinence syndrome was a multistate collaborative with the UCEDDs in Ohio. Titled Project SCOPE, its initial pilot led to a national training initiative that allowed us to train 16 other UCEDDs in this model. Through this work we have trained thousands of providers and our estimates suggest that these hundreds of thousands of children will be positively impacted by these trainings. Our NTI work also relates to our Superhub activities. We were one of the first four Superhubs certified to provide training on the ECHO model. To date WIND has trained 46 organizations in three countries (USA and Mexico and Macadeonia) and led to the creation of 72 regional and national projects to include Act Early ECHO, Autism for Rural Health Care Providers (a URLEND project) and Project SCOPE. While we originally intended to increase the capacity of family members to advocate for policy change, it was determined that this work was not feasible. This aligns with the challenges noted under Goal 4.

Goal 5 Accomplishments

The activities associated with this goal also exceeded expectations. Our assistive technology program, Wyoming Assistive Technology Resources (WATR), continued to provide excellent services to our community through the last five years. Notably, faculty from WATR developed a tiered model of assessment that, along with community technical assistance, has radically increased the number of clients that are able to receive an evaluation for assistive technology per year. Our faculty also successfully advocated to our state legislator to change Medicaid policies related to coverage of speech generating devices, which will relieve the burden faced by those that require such devices. Further, the number of TA activities provided by WATR increased every year. Additionally, we administer the Wyoming Telehealth Network (WyTN), a network that provides critical infrastructure for telehealth throughout the state. While this program was well utilized before the pandemic, demand for the program exponentially increased following the onset of the pandemic. At one point, there was a 16-fold increase in the number of active users of WyTN. Further, over the last 5-year grant cycle, WyTN hosted 210,866 clinical encounters. As a result, we were able to help thousands of Wyoming residents receive healthcare during the pandemic. This increased capacity is a critical component of addressing the healthcare challenges faced by our rural/frontier state.

Goal 6 Accomplishments

The activities related to this goal were also successfully completed. One of the most significant accomplishments of this goal was to improve our main website and associated electronic information dissemination tools. This was a major undertaking that brings our website in line with university standards, as well as improves its usability. Along with this task, we were able to publish an online care planning tool, and many other items that support those with disabilities. Information dissemination became increasingly important during the pandemic. Indeed, we reviewed all materials we disseminated to ensure that they were relevant to COVID. This continues to be an important process as our society returns to more normal levels of activity. Another key activity of this goal was to plan and implement the WIND 25th anniversary celebration in 2019. This event was an enormous success and included 25th Anniversary campaign, including Anniversary Guest Speaker, Gala and Homecoming Open House. Additional events included presentations by WIND faculty and staff, as well as Consumer Advisory Council members, who raised awareness of WIND throughout Wyoming. Finally, we have implemented an accessibility committee to develop accessible document templates, develop policies to increase accessibility of our materials, and provide TA on best practices for accessibility. This has also included diversification of language offerings through translation services.

Optional Attachments

1.	WIND 5-Year Report FY 2018-22 Attachment 1A - Work Plan Accomplishments.docx

Five Year Closeout Report. Part 1B. Final Summary of Evaluation Results

The UCEDD provides an evaluation plan in its 5-year core grant application. This section will be used to provide a summary report of the results of the evaluation for the full 5-year core grant period of performance.

Overview:

WIND's last 5-Year plan included six major goals, along with activities, outputs and evaluative measures that were used to measure progress towards those goals.

Goal 1: Train diverse students through URLEND.

Summary: WIND is part of the Utah Regional LEND program. Participation in this program is critical to increasing the capacity of the health and education systems in our state to serve those with disabilities. Our aim of this goal was to increase overall participation, increase the participation of trainees from diverse backgrounds, and increase the visibility of research produced through URLEND.

Evaluation: We managed to increase participation to about 20 trainees per year, which exceeded our goal of 15. We also increased number of trainees from diverse backgrounds, but the actual number remains low. This is related to the demographics of Wyoming which has limited diversity. New initiatives are in place to continue advertising to these communities. Dissemination of student scholarship has exceeded expectations. For example, students have presented their work at several conferences, and developed their projects into long term programs. For example, a group of URLEND students helped develop an ECHO for rural health providers related to autism. This network has continued for several years and is the focus of at least one paper under review.

Goal 2: Disability Studies Minor

Summary: WIND is an academic unit within the College of Health Sciences and has offered a minor in Disabilities Studies since 2018. The aim of this goal was to ensure the ongoing success of this program, further develop the training opportunities for students in the program, develop a graduate minor to be offered along with the undergraduate minor, and support the implementation of Universal Design for Learning among UW faculty and staff.

Evaluation: The COVID pandemic impacted enrollment in this program, as well as our ability to work with practicum sites; however, overall, our objectives were successfully met. Enrollment in this program has been maintained at a high level of about 75 students over the last five years. This exceeds our goal of 40 to 50 students. Only one year had a relatively low enrollment of 10 students, but all other years were at least 15 students. Moreover, Michelle Jarman, the Director of this program, received UW's Top Prof award, three separate times. This prestigious award is given annually by the University based on student recommendations. We have been able to secure an additional two practicum sites, which is less than our goal of three. However, our ability to secure sites was greatly impacted by the COVID pandemic. Severe restrictions were placed for several years many sites regarding the entry of students at many sites. The pandemic also impacted our ability to develop the graduate minor. While we were able to develop some courses and establish some of the administrative structure for this expansion, the pandemic led to a slowdown of academic development. This was complicated by major administrative changes at the university level that threatened to cut or eliminate some program. In this climate, we focused on maintaining the program that we had, rather than advocating for an expansion. Our initial development is paying off, however, as this work is now accelerating. Finally, numerous collaborations regarding UDL have occurred throughout the university, increasing capacity throughout the institution.

Goal 3: Applied Research, Evaluation and policy analysis

Summary: The aim of this goal is to conduct high quality research, evaluation and policy analysis to improve conditions for those with disabilities in our state, especially as it relates to some of our core programming (e.g., ECHO).

Evaluation: While COVID has impacted the ability of our team to conduct research and evaluation, we were able to successfully complete all planned activities, and outputs. In particular, we have published 45 scientific journal articles, well above our goal of 20 for the five-year grant period. We also adopted research findings in each of the five grant years. This success was due to a consistent push to submit grants, as well as developing an infrastructure to support research. This research was formalized in the Equality State Research Network (ESRN), which is a community-based research network. The ERSN promotes the use of community-based participatory research to increase impact of findings. It is worth noting that the pandemic significantly impacted operations, including limitations in interacting with participants, attrition of staff, and changing research priorities. The pandemic also limited our ability to advance our plans for a policy center. While we were able to conduct some focused policy activities, the development of a formal center became untenable. We are currently working to rebuild our staff, and re-focus on research productivity.

Goal 4: Community Training, Technical Assistance and Demonstration/Model Activities.

Summary: The aim of this goal is to increase the capacity of our state to support those with disabilities. This includes professionals, family members and other agencies.

Evaluation: Despite major disruptions due to COVID, we have been successful in accomplishing our aims for this goal. In particular, we created numerous training opportunities across the state, including our ECHO for Families. This ECHO is one of the first in the nation to be centered on family needs and helps families develop personalized strategies to improve their situations. We have conducted 6,108 hours of TA over the last five years, across several areas (e.g., health, education, employment, AT, quality assurance, and others). We have also collaborated with a very diverse range of organizations to meet these goals, including state agencies, private non-profits, clinical services, educational institutions and many others. A vast majority of those surveyed strongly agreed that they were satisfied with the TA they received. We did plan to increase capacity for family members to engage in policy work; however, due to the pandemic, this became unfeasible. However, our TA provided through our ECHO program increased significantly due to the pandemic. In fact, this increased level of activity related to ECHO has not slowed down, suggesting that we will be able to use this model for the foreseeable future.

Goal 5: Community Services.

Summary: The aim of this goal is to provide community services to ensure that those with disabilities are receiving the best services they can related to health, wellness, education, early intervention, employment, and assistive technology. This is largely provided through the Wyoming Telehealth Network, and the Wyoming Assistive Technology Resources (WATR) program.

Evaluation: Like the rest of WIND, the pandemic was a challenge for these programs as well. However, the programs associated with this goal saw unprecedented growth during the pandemic. Wyoming Telehealth Network, in particular, became a critical service during the pandemic. Within the first few weeks of the pandemic, enrollment in WyTN went from about 400 providers to over 2000. Further, the number of clinical meetings completed using our resources had a 16-fold increase. This increase was due to the tremendous need to provide clinical services during statewide shutdowns. Thankfully, WyTN was able to increase capacity very quickly to meet this need and continues to work closely with the state to provide ongoing support for accessible telehealth services. Services provided by WATR were also critical during the pandemic, and several new services were developed to ensure accessibility, such as a ramp re-use program.

Goal 6: Information Dissemination.

Summary: Disseminate accessible information to stakeholders statewide as well as to and from the national

network Evaluation: During FY 2017-22, WIND developed 449 products and disseminated 355 products. We delivered 68 presentations despite the impacts of coronavirus on conferences for the last several years. Our website satisfaction average for the five-year period was 98.44%, indicating that an overwhelming majority of survey respondents reported they were satisfied or highly satisfied with our website. A key highlight during the 5-year period was the recognition of the 25th anniversary of WIND. Coordinated by the WIND Consumer Advisory Council, activities were designed to increase statewide awareness of WIND and increase the number of people who donate to WIND. Outreach activities were held on campus during the University of Wyoming Homecoming weekend and throughout the state during October, November and December 2019. A radio campaign was broadcast during the same time period. Additionally, short videos and an updated logo were created, and both continue to be integrated into our products and public awareness activities. Ultimately, we raised close to \$10,000, from 17 new donors, from our \$25 for 25 years campaign; many of these donors continue to contribute to WIND.

Measures of Improvement and Outcomes

CORE FUNCTION: Interdisciplinary Pre-Service Preparation

Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.

It may: (1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.

UCEDD Long-Term Trainees Data	
Trainee data is not unduplicated across years.	
Percent of UCEDD long term trainees who report they applied knowledge and skills one time or more (data collection started in FY2021):	100%
Percent of former UCEDD long-term trainees working in areas of high need - underserved or vulnerable populations.	82%
Percent of individuals with DD receiving services from former UCEDD long-term trainees	53%
Percent of former UCEDD long-term trainees in leadership positions	100%

Output Measures		
Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field		
Discipline	Trainee Type	Trainees #
Education: Early Intervention/Early Childhood	Long-term	3
	Intermediate	0
Education: General Education	Long-term	2
	Intermediate	0
Liberal Arts & Sciences, Humanities, & General Studies	Long-term	6
	Intermediate	0
Occupational Therapy	Long-term	1
	Intermediate	0
Other	Long-term	1
	Intermediate	0
Psychology	Long-term	1
	Intermediate	0

Social Work	Long-term		2		
	Intermediate		0		
Speech-Language Pathology	Long-term		6		
	Intermediate		0		
		Total Long-term	22		
		Total Intermediate	0		
Total number of UCEDD trainees			22		
Number of UCEDD interdisciplinary training programs			0		
Number of UCEDD discipline specific training programs			14		
Diversity of UCEDD trainees (e.g., gender, person w/disability, family member, race/culture/language spoken)			22 total trainees		
Race		Ethnicity		Gender	
White	21	Hispanic	1	Female	19
Black or African American	0	Non Hispanic	20	Male	3
American Indian and Alaska Native	1	Unrecorded	1		
Asian	0				
Native Hawaiian and Other Pacific Islander	0				
More than one race	0				
Unrecorded	0				
Personal Relationship with Disabilities		Primary Language			
Person with a disability	5	Do you speak a language other than English at home?		How well do you speak English? (only trainees who answer YES to the previous question "Do you speak a language other than English at home?" will be answering this question).	
Person with a special health care need	1	Spanish	0	Very well	2
Parent of a person with a disability	0	Another language	2	Well	0
Parent of a person with a special health care need	0	No	20	Not well	0
Family member of a person with a disability	6			Not at all	0

Family member of a person with a special health care need	3			
Unrecorded	7			
None	4			

Regarding pre-service preparation trainings conducted outside the UCEDD:	
Number of training events	1
Total number of hours for training events	6 total hours
Total number of participants/students trained	42

Initial Outcome Measure		
	Total Number surveyed	606
	Total Number responding	580
	Number responding	
	Strongly Agree	503
	Agree	77
	Disagree	0
	Strongly Disagree	0
Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude		100%

Measures of Improvement and Outcomes
CORE FUNCTION: Continuing Education

Seminars or courses of instruction offered by the UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; and (3) offer certificates of completion or CEUs (or their equivalents).

Output Measures	
Number of professionals participating in UCEDD continuing education programs	15630
Number of UCEDD continuing education programs	81
Length (amount of course time) of CE program	1302 total hours

Measures of Improvement and Outcomes
CORE FUNCTION: Community Services: Training

Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community).

Output Measures		
Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members) IN AREA OF EMPHASIS		
Area of Emphasis		
Child Care-Related Activities	6 total	
	Trainees Total	6
	Classroom Students	0
	Professionals & Para-Professionals	0
	Family Members/Caregivers	0
	Adults with Disabilities	0
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policymakers	0
	General Public/Community Members	0
Education & Early Intervention	1568 total	
	Trainees Total	12
	Classroom Students	69
	Professionals & Para-Professionals	1414
	Family Members/Caregivers	43
	Adults with Disabilities	30
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policymakers	0
	General Public/Community Members	0
Employment-Related Activities	223 total	
	Trainees Total	11
	Classroom Students	22

	Professionals & Para-Professionals	45
	Family Members/Caregivers	3
	Adults with Disabilities	3
	Children/Adolescents with Disabilities/SHCN	139
	Legislators/Policy makers	0
	General Public/Community Members	0
Health-Related Activities	1625 total	
	Trainees Total	63
	Classroom Students	50
	Professionals & Para-Professionals	1186
	Family Members/Caregivers	261
	Adults with Disabilities	58
	Children/Adolescents with Disabilities/SHCN	6
	Legislators/Policy makers	0
	General Public/Community Members	1
Other - Assistive Technology	4062 total	
	Trainees Total	378
	Classroom Students	1086
	Professionals & Para-Professionals	1222
	Family Members/Caregivers	72
	Adults with Disabilities	1288
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0
	General Public/Community Members	16
Other - Cultural Diversity	655 total	
	Trainees Total	30
	Classroom Students	307
	Professionals & Para-Professionals	147
	Family Members/Caregivers	33
	Adults with Disabilities	26

	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0
	General Public/Community Members	112
Quality Assurance	624 total	
	Trainees Total	138
	Classroom Students	31
	Professionals & Para-Professionals	298
	Family Members/Caregivers	79
	Adults with Disabilities	41
	Children/Adolescents with Disabilities/SHCN	3
	Legislators/Policy makers	2
	General Public/Community Members	32
Quality of Life	77 total	
	Trainees Total	4
	Classroom Students	2
	Professionals & Para-Professionals	33
	Family Members/Caregivers	15
	Adults with Disabilities	6
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0
	General Public/Community Members	17
Transportation-Related Activities	31 total	
	Trainees Total	14
	Classroom Students	0
	Professionals & Para-Professionals	10
	Family Members/Caregivers	2
	Adults with Disabilities	0
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0

	General Public/Community Members	5
Other	16 total	
	Trainees Total	0
	Classroom Students	16
	Professionals & Para-Professionals	0
	Family Members/Caregivers	0
	Adults with Disabilities	0
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Polycymakers	0
	General Public/Community Members	0
Number of discrete training events and/or training series IN AREA OF EMPHASIS		218
Area of Emphasis		
Child Care-Related Activities		1
Education & Early Intervention		14
Employment-Related Activities		11
Health-Related Activities		37
Other - Assistive Technology		119
Other - Cultural Diversity		9
Quality Assurance		23
Quality of Life		2
Transportation-Related Activities		1
Other		1

Initial Outcome Measures		
For recipients of regular, on-going trainings, percent reporting an increase in knowledge gained IN AREA OF EMPHASIS:		
Area of Emphasis	Initial Outcome Measure	
Education & Early Intervention	88%	
	Total number of activities	4
	Total number surveyed	667

	Total number responding	667
	Number responding	
	Strongly Agree	127
	Agree	466
	Disagree	60
	Strongly Disagree	14
Employment-Related Activities	100%	
	Total number of activities	1
	Total number surveyed	2
	Total number responding	2
	Number responding	
	Strongly Agree	2
	Agree	0
	Disagree	0
	Strongly Disagree	0
Health-Related Activities	69%	
	Total number of activities	8
	Total number surveyed	721
	Total number responding	721
	Number responding	
	Strongly Agree	226
	Agree	275
	Disagree	181
	Strongly Disagree	39
Other - Assistive Technology	97%	
	Total number of activities	72
	Total number surveyed	1411
	Total number responding	1365
	Number responding	
	Strongly Agree	1053
	Agree	282
	Disagree	9
	Strongly Disagree	21
Quality Assurance	96%	

Total number of activities	1
Total number surveyed	29
Total number responding	27
Number responding	
Strongly Agree	24
Agree	2
Disagree	1
Strongly Disagree	0

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Technical Assistance

Direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes TA provided to self-advocacy organizations, family support groups, and other organizations.

*Impact statement(s) for at least one TA project/activity over the 5 years.

Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.

WIND has far exceeded out TA goals for the last 5 years. For example, through the use of the Wyoming Telehealth Network, and ECHO we have been able to significantly increase the amount of TA WIND provides. Moreover, the TA delivered by our faculty and staff directly respond to the needs of individuals and families in WY and allow is to efficiently provide assistance to a large number of individuals. Quotes: "If it wasn't for WIND, we couldn't do our job!" "God bless WIND! They do such a great job!"

Output Measures

Number of hours of technical assistance provided in the areas of emphasis	6108 Total hours
Area of Emphasis	Hours
Education & Early Intervention	1402
Employment-Related Activities	143
Health-Related Activities	2362
Other - Assistive Technology	508
Other - Leadership	360
Quality Assurance	1161
Quality of Life	83
Recreation-Related Activities	42
Transportation-Related Activities	32
Other	15
Number of hours of technical assistance per type of organization	6108 total hours
Type of Organization	Hours
State Title V Agency	398

Other MCHB Funded or Related Program	50
State Health Dept.	2393
Clinical Programs/Hospitals	1277
State Adolescent Health	217
Health Agency - Public/Private	1231
Health Insurance/Managed Care Organization	422
Medicaid	1765
Developmental Disabilities Council	803
Protection & Advocacy Agency (P&A)	786
Another UCEDD	1346
Childcare/Early Childhood/Part C Infants and Toddlers	469
Head Start/Early Head Start	224
State/Local Special Education (3-21)	1121
State/Local General Education	620
Post Secondary Education (Community College-University)	1032
Employment/Voc Rehab	685
State/Local DD/DD Agency or Provider	961
State/Local Social Services	283
Aging Organization	292
Health Agency - Public/Private	1555
Mental Health/Substance Abuse Agency	982
Recreation Agency	42
Transportation Agency	32
Provider Organization	780
Consumer/Advocacy Organization	335
State/Local Coalition	705
Legislative Body	57
Justice/Legal Organization	67
Community or Faith-Based Organization	248
National Association	101
Independent research or policy organization	260
Foundation	196
Other	886

Initial Outcome Measures		
	Total number of activities	178
	Total number surveyed	9673
	Total number responding	9659
	Number responding	
	Strongly Agree	9548
	Agree	109
	Disagree	2
	Strongly Disagree	0
	For TA recipients with a sustained relationship with the UCEDD, percent reporting an increase in any of the identified or requested item(s):Enhanced resources , Enhanced services, Strengthened networking of public and private entities across communities , Increased awareness of evidence-based practices , Enhanced capacity to assess current practices in relation to evidenced-based approaches, Identification of policy changes needed within the areas of emphasis: (Strongly Agreed + Agreed)	99%

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Model Services

Specialized services delivered with the intention to enhance the well being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions. Includes direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities and their families.

***Impact statement(s) for at least one Model Service project/activity over the 5 years.**

<p>Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.</p>	<p>WIND has been able to continue to offer high quality community services, despite significant impact of the COVID-19 pandemic. This includes the development of a novel tiered assessment system for speech language pathology assessments. This change has allowed our faculty to offer six times the number of assessments that could be offered prior to this change. While our community services work covers a wide range of topics, a significant portion of this work is related to our Wyoming Assistive Technology Resources (WATR) program. This is our state's AT act program and accounts for about half of the activities in this category. Within WATR, there is a AT device loan service and a device reuse program. There is also a new program that focuses specifically on reusing ramps within the state. These programs are all extremely impactful and have led to greater access for our residents. Quotes: "My child received their own dedicated device last week! WATR and Terri specifically, deserve HUGH kudos for this. Without Terri's expertise and involvement, and WATR providing the loaner and demo information, this would never have happened. You are all truly invaluable in what you provide!" "Thank you so much for this support! This tablet went to a single mother to pursue online school and manage household bills. This helped a family of four greatly!" "WATR is the ONLY reason my client, a child with a severe disability, was able to trial and eventually receive their own communication device. This service is vital in our rural state!" "I had no idea how easy it is to get assistive technology. I've already recommended one product to a coworker for her mother to use! Thank you for the informative session."</p>
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Output Measure

Number of specialized services offered by the UCEDD to enhance the well being and status of the recipient	133
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Initial Outcome Measures

Number of individuals who received specialized services from the UCEDD to enhance the well being and status of the recipient	5852
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Area of Emphasis	Number of Individuals
Employment-Related Activities	312
Other - Assistive Technology	3211
Quality Assurance	2036
Recreation-Related Activities	284
Other - Family Support	9

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Demonstration Services

Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.

***Impact statement(s) for at least one Demonstration service project/activity over the 5 years.**

<p>Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.</p>	<p>We have conducted two major demonstration services in the last five years. First, Project ACCESS was a demonstration service to deliver Pre-Employment Transition Services. This project was conducted in partnership with the Wyoming Division of Workforce Services. Using several remote resources, we were able to deliver individualized employment training services to any student that was at risk for poor employment outcomes. Due to the broad eligibility criteria, we were able to serve a large number of students with a disability. Unfortunately, due to budget limitations, this contract ended after one year. However, the model demonstrates the power of this approach to service delivery. Secondly, WIND has developed the Equality State Research Network (ESRN). This is a novel participatory research model that focuses on including individuals with IDD in every step of the research process. This is a unique approach to conducting research on IDD related topics that empowers participants and focuses on areas that are of most interest to stakeholders. The ESRN now employs a self-advocate as a Research Associate and offers annual financial support to community organizations to conduct research within their community. This has led to community led projects on food sovereignty and security on the Wind River Indian Reservation, an inclusive music education program for students with disabilities, and a historical record of the state's residential facility for those with IDDs. This level of engagement in research is unprecedented in our state's IDD community. Quote: "...I would have never done [this research] if I hadn't started with this group..." "I didn't know what I didn't know three years ago, and it has been an enjoyable experience for me to understand."</p>
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Output Measures

Number of services offered solely by the UCEDD that are being field tested as promising or exemplary/best practices	1
Number of services offered in partnership with others that are being field tested as promising or exemplary/best practices	1

Initial Outcome Measures

UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the UCEDD services being field tested	
Demonstration services provided over 5-year core grant period:	2
Demonstration services resulting in modification to services being tested (total)	2
Demonstration services resulting in modification to services being tested (%)	100%

Measures of Improvement and Outcomes

CORE FUNCTION: Research

Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities

*Impact statement(s) for at least one instance of UCEDD- generated research findings.

<ul style="list-style-type: none"> • Leading to changes in the systems, practice, policy, at any level (e.g., local, state, regional tribal, territorial, national). • Translated into practice and/or policy • Leading to adoption of evidence-based practices <p>Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.</p>	<p>Several research projects conducted by WIND and its partners that have been adopted by our state, and others. One of the most important lines of research relates to a series of studies papers have been published on the power of the ECHO model to improve capacity. These papers have outlined the use of the ECHO model for increasing capacity of educators to serve children with IDD, its use with family members, nurses, and for assistive technology. Through our research, we have also demonstrated that using ECHO for educator professional development is significantly more cost effective than traditional methods, such as conferences. We are also in the process of writing a manuscript describing the impact of ECHO to increase capacity of providers working with children with neonatal opioid withdrawal syndrome. This work will demonstrate that ECHO leads to an exponential increase in the number children who are served by trained providers. Another important line of research relates to our work with the state of Wyoming to implement and study the use of the Inventory for Client and Agency Planning (ICAP), and other tools, to determine eligibility and level of care needs for Medicaid waiver recipients. We partnered with the state to conduct a pilot study of the ICAP and the Supports Intensity Scale (SIS). From this work we determined that; although both tools can be used effectively to determine level of care, they capture slightly different constructs. This, along with a careful examination of the logistics of implementation has led to a partnership with the state to completely overhaul the tools used to determine eligibility and level of care. This work is just beginning and has the potential to greatly reduce the burden on self-advocates, families, provider and the state.</p>
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Output Measure

Number of active research activities	104
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Initial Outcome Measures

Have you adopted research findings from research activities completed in current or prior years by modifying a fiscal year?

	2018	Yes
	2019	Yes

2020	Yes
2021	Yes
2022	Yes

Measures of Improvement and Outcomes
CORE FUNCTION: Information Dissemination

Distribution of knowledge-based information through UCEDD developed products and activities.

***Impact statement**

<p>Discuss how information dissemination plan, as outlined in the 5 year application, was implemented over the 5 years.</p>	<p>Increasing the impact of our dissemination efforts has been a major initiative over the last five years. We have successfully overhauled our website to increase accessibility and align it with university standards. This has made our association within the University of Wyoming more apparent to those we serve. Further, we held our 25th Anniversary celebration. This event allowed us to showcase the projects and services offered by WIND. Moreover, we used this event as an opportunity to increase our donor base. That is, we conducted a 25th Anniversary Giving Campaign, which led to several new donors. Indeed, each year since, we have been able to secure an additional five to 10 donors. Finally, in the last grant period we formed an Accessibility Committee that is working to increase the accessibility of all dissemination materials at WIND. While this work has been instrumental in improving our own work, we have also been able to work with our broader university community to improve the accessibility of materials campus wide.</p>
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Output Measures

<p>Number of products developed in the reporting period</p>	<p>526</p>
<p>Number of products disseminated (regardless of whether they were created in the current or previous Fiscal Years)</p>	<p>355</p>
<p>Number of conferences and conference presentations</p>	<p>68</p>

**Measures of Improvement and Outcomes
Leveraging**

Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development.)

***Total amount of funds leveraged over the course of the 5-year grant**

Source	Funds Leveraged
Federal	\$6,427,563.00
ACL	\$5,804,725.00
HRSA	\$2,174,478.00
NIH	\$13,994.00
CDC	\$192,000.00
Other HHS	\$625,000.00
NSF	\$169,917.00
Other Federal	\$283,630.00
State	\$9,761,701.00
Local	\$55,000.00
Other > Private Sources (Foundation/Donations)	\$492,749.00
Other > Fee-for-Services	\$107,939.00
Other > Service Organization, University, AUCD, Other	\$3,538,615.00
Total	\$20,383,567.00

***Average dollar amount leveraged per core dollar across the 5-year period**

5-year Total \$\$ leveraged/ 5-year Total \$\$ core	\$20,383,567.00 / \$2,836,181.00
	\$7.19

Five Year Closeout Report, Part 3: Measures of Collaboration

Required Reporting Elements

4. Provide a summary of one or more collaborative effort(s) across the five-year period, including a narrative focused on major outcomes resulting from the collaboration(s). *In the narrative, be sure to clarify the impact, or outcomes, of collaborations among the DD Network and other partners.

A key highlight of Wyoming Developmental Disabilities Network collaboration during this five-year period was our work to address training for Wyoming service providers. An initial meeting of state network representatives and stakeholders was convened in June 2019. Given the overwhelming response from the network and from a survey of service providers throughout the state, WIND subsequently reviewed training curriculum and processes in other states then convened an all-day meeting to discuss interests in developing training curriculum for Wyoming service providers. Stakeholders identified service provider training as a top need; they identified key issues to drive curriculum; and they contributed to the curriculum development. As a result of the survey and meetings, in 2020 and 2021, WIND developed and pilot-tested training for service provider supervisors. We are now developing a training course for case managers. Thus, an initial state network discussion led to the identification of needs, contracts from the Wyoming Department of Health, and training that will be offered for the next several years.

