



UW

College of Health Sciences
Wyoming Institute
for Disabilities

**University Center for Excellence in
Developmental Disabilities (UCEDD)**

Core Grant Proposal

Wyoming Institute for Disabilities/UCEDD
Proposal to: Administration for Community
Living Application for funding: FY 2022 - 2027
Submitted: April 25, 2022



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List of Acronyms

AEM	Accessible Educational Materials
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AUCD	Association of University Centers on Disabilities
AAC	Augmentative & Alternative Communication
BIPOC	Black, Indigenous, People of Color
CAC	Consumer Advisory Council
CEUs	Continuing Education Units
CoP	Community of Practice
CBPRN	Community and Practice Based Research
DD	Developmental Disability
DD Act	Developmental Disabilities Act
DEI	Diversity, Equity, & Inclusion
DS	Disability Studies
DSP	Direct Support Professional
ESRN	Equality State Research Network
ECHO	Extension for Community Health Outcomes
F2F HIC	Family to Family Health Information Center
FDP	Friendship and Dating Program
GWST	Gender & Women's Studies
ICAP	Inventory of Client and Agency Planning
IDD	Intellectual and Developmental Disability
LEND – URLEND	Utah Regional Leadership Education in Neurodevelopmental Disabilities
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Questioning, Queer, Intersex, Asexual, Pansexual, and Allies.
NTI	National Training Initiative
P & A	Wyoming Protection and Advocacy System, Inc.
PCOR	Patient Centered Outcomes Research
PCORI	Patient Centered Outcomes Research Institute
SCGSJ	School or Culture, Gender, and Social Justice
SCOPE	Supporting Children of the Opioid Epidemic
UCEDD	University Center for Excellence in Developmental Disabilities
UW CHS	University of Wyoming College of Health Sciences
WAC	Wyoming Accessibility Center
WATR	Wyoming Assistive Technology Resources
WDE	Wyoming Department of Education
WDH	Wyoming Department of Health
WGCDD	Wyoming Governor's Council on Developmental Disabilities
WIND	Wyoming Institute for Disabilities
WLRC	Wyoming Life Resource Center
WYTAP	Wyoming Technology Access Program
WyTN	Wyoming Telehealth Network

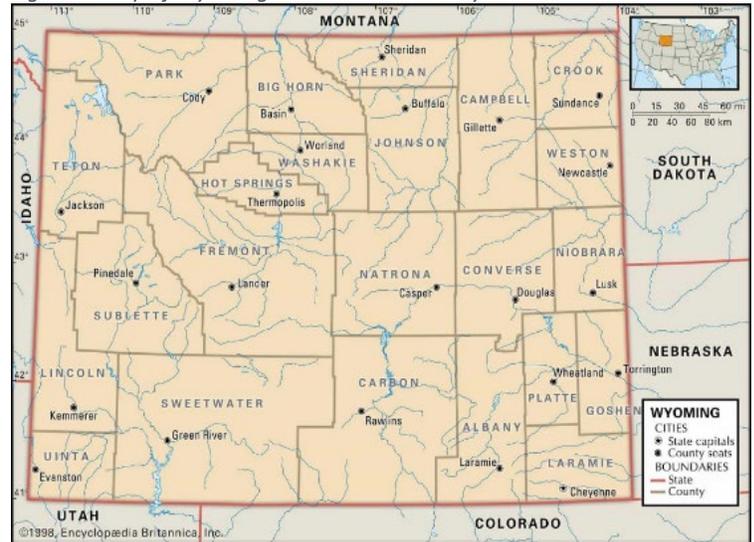
Abstract

The Wyoming Institute for Disabilities at the University of Wyoming will improve the education, early intervention, health and wellness, employment, and assistive technology outcomes of individuals with developmental disabilities and their families throughout the five-year project period, 2022-27. Our **mission** is to assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity and social participation. Project goals include: 1) providing interdisciplinary, family curriculum in leadership; 2) educating undergraduate and graduate students in disability studies; 3) providing training to professionals and communities; 4) providing best-practices based services; 5) conducting basic and applied research, evaluation and/or public policy analysis; 6) disseminating knowledge-based and accessible information; and 7) ensuring our business practices support diversity, equity and inclusion. Anticipated **outcomes** related to the goals include increasing: 1) the percentage of URLEND and Disability Studies students from underrepresented populations; 2) knowledge, attitude, and skills of undergraduate, graduate, post-graduate students; 3) the number of faculty engaged in the disability studies academic program; 4) the number of collaborations in Wyoming, other states and globally; 5) knowledge, skills and use of best-practices among professionals; 6) diversity among trainees; 7) telehealth capacity in Wyoming; 8) the number of topics for which technical assistance is provided; 9) the number research proposals, funding awards and dissemination of findings; 10) engagement of our Consumer Advisory Council with program development, implementation, and evaluation; 11) the number of accessible products produced and disseminated; and 12) procurement and dollars awarded to contractors from underserved populations.

Project Relevance and Current Need

The Wyoming Institute for Disabilities (WIND) was founded in 1994, as a University Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD). WIND is both a UCEDD and an academic unit in the College of Health Sciences at the University of Wyoming (UW), located in Laramie in Albany county in southeast Wyoming (see Figure 1). UW is a public land grant institution and the only four-year institution of higher education in the state. With a population density of 5.8 persons per approximate 97,000 square miles, Wyoming is the least populated and 10th largest state in the United States, which qualifies it as a frontier state (U.S. Census Bureau, 2021).

Figure 1. Map of Wyoming's counties and county seats.

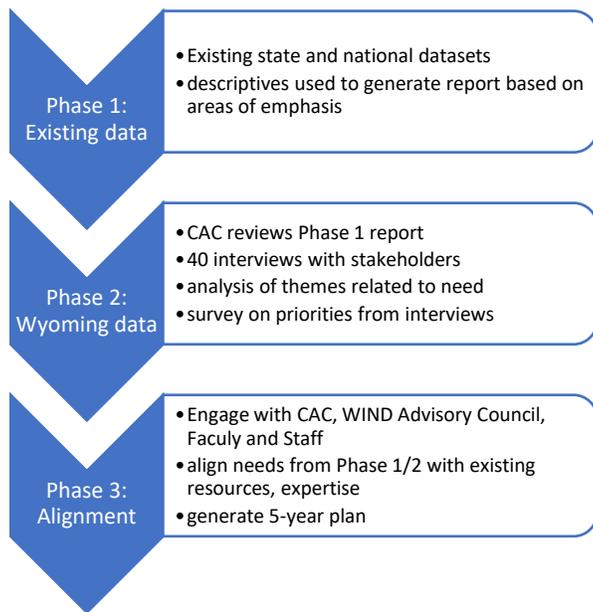


To assess the needs of the residents of Wyoming living with a disability, WIND conducted an in-depth assessment using national, regional, and local data sources. In conjunction with our Consumer Advisory Council (CAC), we developed a three-staged plan to determine the needs of those with disabilities in our state and align the goals of WIND with those needs *and* our capabilities (see Figure 2). This plan included 1) evaluating existing national and state datasets to understand the state of Wyoming in key areas (e.g., education, healthcare, etc.), 2) engage with Wyoming stakeholders through a series of interviews and questionnaires to understand their perspective on key areas of need, and 3) working with our staff, CAC and other key stakeholders to align the needs uncovered in the first two phases with WIND technical capabilities and level of resources to develop our goals for the next five years. This process is described below.

Phase 1: Environmental Scan

Beginning in the summer of 2020, WIND compiled disability-related statistics from publicly available state and national databases. State data came from the Wyoming Governor's

Figure 2. Process diagram of 3-phase approach to determine needs and align with resources.



Council for Developmental Disabilities, Wyoming

Department of Health, Department of Education,

Division of Vocational Rehabilitation, and the

Wyoming Protection and Advocacy Systems, Inc.

See Attachment A for a complete list of national

datasets. We performed descriptive analyses to

explore the state of Wyoming's IDD community at

the broadest level. Descriptive results were

summarized and then grouped by area of emphasis

(quality assurance, education and early intervention,

childcare, healthcare, employment, housing, transportation, recreation, and quality of life

services). An executive summary of the findings was distributed to our CAC, state partners,

faculty and staff. We also presented the findings to the CAC and several other stakeholder

groups to solicit feedback. The overall goal of this phase was to capture as much existing data

that relates to the status of disabilities in Wyoming to frame future discussions and to provide

consistent and accurate background information to all participants.

Phase 1 Findings

Demographics. There are approximately 72,441 Wyoming residents, or 12.78% of the population, who have some form of disability (U.S. Census Bureau, 2018), which is similar to the national average (see Table 1). Disability estimates by sex and racial/ethnic categories are also comparable to national averages; although, Wyoming has a larger proportion of Asians and multi-racial individuals with a disability, fewer Native Americans with a disability, and more multi-race residents with a disability. There are also higher rates of disability among

Wyoming adults 18 – 34 years of age and Wyoming adults 65 – 74 years of age relative to the rest of the United States (U.S. Census Bureau, 2018). Wyoming also has a lower proportion of individuals with a disability below the federal poverty level.

Table 1. Population and demographic characteristics of Wyoming citizens as compared with national averages (U.S. Census Bureau, 2018).

Characteristic	Wyoming with Disabilities	US with Disabilities
% With Disabilities	12.8%	12.6%
% Male	13.5%	12.5%
% Female	12.1%	12.7%
% Under 5 Years of Age	0.5%	0.7%
% 75 Years of Age and Older	47.0%	47.5%
White	12.7%	13.2%
American Indian	11.2%	16.9%
Asian	8.8%	6.9%
Hispanic or Latino origin	10.9%	9.0%
Two or more races	17.3%	10.7%
Below poverty level	13.8%	20.0%
High School graduates	35.0%	33.8%
College graduates	16.6%	17.8%

Education. About 15%, or 15,487 children aged 3-21, enrolled in Wyoming schools are in special education programs (Wyoming Department of Education, 2022). The most prominent disabilities are learning disabilities (32.54%), speech language impairment (27.89%), an unlisted health condition (15.65%), or an autism spectrum disorder (7.28%). Of the 36% of Wyoming students eligible for free or reduced lunch, almost 40% are special education students (Wyoming Department of Education, 2022). Most special education teachers serving these students (98.94%) are fully certified, as are most audiologists (100%), counselors (89.54%), interpreters (72.98%), medical or nursing staff (72.09%), occupational therapists (94.98%), orientation and mobility specialists (100%), physical education teachers and recreation specialists (93.21%), physical therapists (96.30%), psychologists (91.53%), social workers (99.05%), and speech-language pathologists (95.24%) U.S. Department of

Education, 2018). However, only half (50.42%) of special education paraprofessionals in Wyoming are fully certified. Overall, there are only 3,011 specialists equipped to support these students (U.S. Department of Education, 2018), approximately a 1-to-5 ratio.

Healthcare. There are several differences between national and state-level statistics regarding healthcare. In Wyoming, 64.5% of families report adequate insurance coverage, compared to 74% of families nationwide (Child & Adolescent Health Measurement Initiative, 2019). Additionally, 17.4% of Wyoming families paid between \$1,000-\$5,000 out-of-pocket for health care, while only 11.7% of families nationwide paid that amount (Child & Adolescent Health Measurement Initiative, 2019). In terms of direct relationships with providers, families in Wyoming reported significantly less family-centered care, doctors spending less time with their children, doctors not listening carefully to concerns, providers not helping parents to feel like partners in care, and providers not working with children ages 12-17 to understand health care changes relative to families nationwide (Child & Adolescent Health Measurement Initiative, 2019). These issues may be attributable to the fact that there are 25 medically underserved areas, 13 medically underserved populations, and 15 medically underserved counties in Wyoming (Health Resources & Services Administration, 2019). Thus, patient load is much heavier for doctors and providers in underserved areas.

Employment, housing and quality of life. Employment, housing, transportation, recreation, and quality of life remain areas of concern for those with disabilities in Wyoming. There are 338,977 eligible workers in the state of Wyoming and 270,537 are employed. An estimated 21,477 individuals with a disability are currently working, suggesting that only about 29.60% of the disabled Wyoming population is active in the labor force. Additionally, 4.82% of disabled workers in Wyoming were unemployed at the time of the survey. While this a lower unemployment rate than the national average for unemployed individuals with disabilities (10.41%), it is higher than the unemployment rate for individuals without disabilities in the state of Wyoming (3.55%; national average is 4.09% (U.S. Census Bureau, 2018).

Additionally, most individuals with a disability who completed an assessment for Medicaid waiver eligibility (Inventory for Agency and Client Planning; ICAP) in Wyoming reported living with family (53.9%) or at a group home (22.6%) rather than independently. According to the National Core Indicators (National Core Indicators, 2022), a large majority of adults with disabilities in Wyoming are able to participate in decision-making about their living situation, daily activities, and employment/day programs. The biggest challenges for adults with disabilities in Wyoming who do not have but want a job are transportation and health limitations. These individuals report additional services needed, such as education (26%), social or relationship issues or meeting people (26%), transportation (21%), assistance finding, maintaining or changing jobs (19%), and day services (11%). Importantly, of the 23 counties in Wyoming, there are only 49 transit agencies, and over half are for senior-specific transportation (American Public Transportation Association, 2020).

Several other areas related to quality of life and social determinants of health are of concern. For example, Wyoming Protection and Advocacy Systems, Inc. responded to 510 complaints in 2020, with 116 of these relating to abuse and 91 relating to neglect (personal communication, 2020). Additionally, many individuals face food insecurity. In 2020, there was an average of 0.245 grocery stores per 1,000 people in Wyoming and this rate decreased about 5.09% from 2011. Household food insecurity in Wyoming from 2015-2017 was 13.2%, and in 2015, approximately 48,973 people in Wyoming were low-income and had limited access to grocery stores (U.S. Department of Agriculture, 2020).

Conclusion. It appears that the overall number of individuals with an IDD is relatively unchanged from five years ago. Wyoming continues to have a better rate of employment for those with disabilities than the nation. Healthcare access continues to be an area of severe need in Wyoming, as well as education, housing, transportation, and other social determinants of health. Based on these data, we proceeded to Phase 2, in which we engaged directly with Wyoming residents to learn more about their lived experience and needs.

Phase 2: Community Engagement

In this phase, we collected information directly from Wyoming stakeholders to gather a better sense of the specific needs within our state. This was a multi-step process that began in the summer of 2020. First, the Wyoming Governor's Council on Developmental Disabilities (WGCDD) held community forums across the state in January 2020 and provided WIND with summaries of the responses. Second, we presented the findings of Phase 1 to several partners (e.g., CAC, the WIND Advisory Committee, state agencies and other stakeholder groups) to solicit feedback. At each of these sessions we gave a short summary of the Phase 1 findings and held breakout groups organized by area of emphasis to allow for more targeted feedback. These results were collated, coded, and organized, along with the results of the WGCDD forums, to guide the development of in-depth interviews.

Interviews were conducted with 40 individuals with IDD, parents, and Direct Support Providers (DSPs) who were recruited through several WIND programs, and in partnership with our CAC. In all cases, the individuals interviewed had significant lived experience with IDD in a variety of roles, and therefore had intimate personal knowledge of the systems that support those with IDD in the state. Given the COVID-19 pandemic, these interviews were all conducted by Zoom. All recordings were transcribed and then coded using a general inductive qualitative approach (Thomas, 2006) focusing on eight UCEDD areas of emphasis. An executive summary of this process was generated, and a report given to the CAC who offered additional insight about topics that we should focus on for this application.

Based on the results from the interviews and breakout groups, we then conducted an online survey to prioritize the needs based on area of emphasis. Specifically, a short questionnaire was sent to 108 stakeholders throughout the state that asked them to indicate which of the needs that were identified from the first steps of this phase were the highest priority. There was also an opportunity to add additional needs; however, this questionnaire primarily focused on prioritization of the needs. This allowed our faculty and staff to align the

needs and priorities of our stakeholders with the resources available to our center in Phase three (see Phase 3 below).

Phase 2 Findings

Several themes emerged from the CAC focus groups and interviews. First, many respondents were concerned with *health care in Wyoming*. Many asked for better communication with service providers, especially between providers, parents and self-advocates. Many asked for Increased awareness of local resources, DD training for providers and Medicaid expansion. However, the top need was service expansion in general. Nearly all respondents noted the need for more primary care physicians, specialists and mental health providers with training on disabilities.

Second, there was a clear need for *improved education about IDD*. For instance, many respondents indicated that those who work with children across all systems have insufficient training to identify children with disabilities, and there is severely limited availability of diagnostic services statewide. Likewise, respondents indicated that educators in the state need additional education to teach children with IDD effectively. There was also strong interest in training employers to help increase meaningful employment opportunities for those with IDD. Overall, this suggests that there are tremendous needs in the state for ongoing training and education to support those with developmental disabilities.

Third, there were many calls for *improved connections within the community*. This included expanded employment opportunities for individuals with IDD, additional recreation opportunities, volunteering opportunities in local organizations and inclusion in community public events. Finally, participants often called for local support groups for parents as well as local training groups for clients to help improve independent living and relationship skills.

Fourth, numerous requests for trainings and technical assistance for *legal rights and policy* were made. Many stakeholders acknowledged that there was a general lack of awareness of laws and policies that impacted those with disabilities. Specifically, calls for

waiver provider and case manager trainings on topics such as incident reporting, staff development, documentation standards, and communication with families were frequently called for. Participants also mentioned needs for parent trainings related to conservatorships and waiver system navigation.

Lastly, participants noted concerns related to the COVID-19 pandemic. However, the aforementioned needs that emerged were not fundamentally different due to COVID-19. For instance, the need for increased access to healthcare did not fundamentally change due to COVID-19 but was rather enhanced.

To prioritize these themes, we conducted a state-wide survey, as described above, of 108 respondents to determine the relative priority of each of the subthemes. Participants included service providers (54.1%), family members of an individual with IDD (27.6%), state or local agency affiliates (5.1%), self-advocates (3.1%), or other (10.2%). Most participants were female (84.7%), and White (88.8%). The average age of participants was 51.13 ($SD = 11.99$). The two most endorsed needs from each area of emphasis are outlined in Table 2; although all topics were considered in Phase 3 as we aligned state needs with WIND’s technical capacity.

Table 2. Stakeholder Needs Prioritization Survey Results.

Most Prominent Needs in WY as Indicated by Respondents	N (%)
<i>Quality Assurance Activities</i>	
Easier certification process for waiver providers	48 (44.4%)
Improved training for waiver providers/case managers	30 (27.8%)
<i>Education and Early Intervention Activities</i>	
Having advocates for parents of children with IDD present at meetings	28 (25.9%)
Expanding school services for IDD	22 (20.4%)
<i>Childcare-related Activities</i>	
Better respite care services	55 (50.9%)
Increased afterschool care	21 (47.2%)
<i>Health-related Activities</i>	
More specialists/mental health providers	28 (35.2%)
Waiver service expansion	37 (34.3%)
<i>Employment-related Activities</i>	

More community awareness about hiring individuals with IDD	37 (34.3%)
Training for employers on IDD	26 (24.1%)
<i>Housing-related Activities</i>	
More living supports funded by the waiver	43 (39.8%)
More accessible low-income housing	19 (17.6%)
<i>Transportation-related Activities</i>	
Safe transportation for people with IDD	30 (27.8%)
Better public transportation for entire community	29 (26.9%)
<i>Recreation-related Activities</i>	
Recreation for people of all different abilities and ages	32 (29.6%)
Free community events	20 (18.5%)
<i>Quality of Life Services</i>	
Better communication between waiver providers, teachers, family, medical professionals)	31 (28.7%)
Assistance with transitions to adulthood	24 (22.2%)

Note. Total N = 108. The top two needs based on number of endorsements.

Phase 3 Alignment

The final phase (beginning summer 2021) was to align the needs uncovered from our first two phases with current or projected resources, expertise, and capabilities. This was an iterative process that included both our CAC and the WIND Advisory Committee, state partners, and WIND faculty and staff. The overall process began with presentations to these groups regarding our findings from the first two phases. In all cases, we presented the findings as they are, without editorialization or conclusion. This was to allow feedback to emerge independently and promote open discussion. Initial comments were collected, and then each team was given time to discuss the needs assessment internally.

For the CAC, the Executive Director of WIND presented an overview of the process for the plan development in the summer of 2020 and gave a brief background of WIND and UCEDD core functions. Members then engaged in a discussion with the executive director about their charge. They participated in focus groups and community conversations, as noted above, and were presented with findings from the needs assessment in December of 2021. In WIND faculty and staff discussions, they were charged with determining how their programs and activities currently align with state needs, what areas of state needs are not being served,

how the areas that are not covered could be incorporated into existing programs, and if they could not, what resources would be needed to meet those additional needs.

Relationship between Needs and Goals. From the information gathered through this extremely robust needs-assessment and alignment process, the WIND leadership team developed the current proposal (i.e., goals and objectives, logic model and work plan). These documents were presented to the CAC, members of the state developmental disabilities network, state agency administrators and family members for their review, along with rationale for the alignment with WIND's current and projected resources. Aside from clarification questions and suggestions for specific activities, the feedback was fully supportive of the plan for addressing the most pressing needs in Wyoming.

As a result, our proposed plan for the next five years is extremely responsive to current statewide needs and will be attainable based on our fiscal and human resources. Moreover, these goals have been crafted to ensure maximal long-term impact for all individuals with developmental disabilities in Wyoming and their families. Through our evaluative framework and plan to assess ongoing progress toward these goals, we will be able to determine our progress and assess whether new needs or barriers emerge and whether or how to accommodate for new challenges. Through this ongoing process we will ensure that there is a close connection between the needs of the community and the activities designed to achieve our goals.

Past Project Performance

The Wyoming Institute for Disabilities has had a significant impact on individuals and communities across Wyoming. The following highlights accomplishments, programs, and research. We will build upon these successes in 2022-2027.

Table 3. WIND Key Accomplishments

	Reach	Disciplines Represented
Disability Studies Minor	161 graduates since 2013 19 between 2008-2012	speech language pathology, education, psychology, early intervention, social work, pre-healthcare, humanities, social sciences, arts, public administration, kinesiology and health
Utah Regional Leadership in Neurodevelopmental Disabilities (URLEND)	36 graduates since 2012 13 between 2017-2022	advance nursing practice (family and psych/mental health), communication disorders, social work, pediatric physical therapy, public administration and social psychology
Community Trainings	3182 individual between 2017-2022 26,000 individuals since 1994	Assistive technology, augmentative and alternative communication, autism, behavior support, employment, family support and mentorship, ICAP assessment, secondary transition
UW ECHO Networks	20,818 individuals (4,500 unique attendees) since January 2014 985 sessions and 1290 hours of professional development credit	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, SCOPE (Supporting Children of the OPIoid Epidemic), and Waiver Services.
ECHO Superhub Trainings	Since 2015 46 organizations in 4 countries (USA, Mexico, Macedonia, Tanzania) 72 regional and national projects	
Technical Assistance and Community Services	Since 2013 WATR has provided technical assistance to over 9,000 professionals Saved \$254,845 through device recycling and secured \$270,974 in financial loans.	
Information Dissemination	History of Wyoming Institute for Disabilities, 1994-2019 Digital Newsletters for Wyoming Telehealth Network, UW ECHO, Assistive Technology Project ECHO Participant Guides and Checklists	
Research and Evaluation	99 Publications between 2017-2022	

II Approach

Overview

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

Diversity, Equity, and Inclusion (DEI) / EDI

In alignment with the UCEDD National Network Equity, Diversity, and Inclusion Action Plan, in December of 2020, we established a WIND committee on Diversity, Equity, and Inclusion (DEI – the acronym used at our institution). The committee’s charge is to support internal efforts for professional development in cultural competence and DEI; to align and coordinate WIND’s work with similar efforts at the University of Wyoming; and to support project leaders and staff to infuse DEI across all our UCEDD projects.

Dr. Michelle Jarman, WIND’s Disability Studies Program Director, leads this initiative. She has been involved in diversity and social justice efforts at the university since her arrival in 2007; she is well positioned to coordinate our work across campus. Dr. Jarman is also currently serving as Director of Gender and Women’s Studies within the School of Culture, Gender, and Social Justice (SCGSJ). In that role, she is working to strengthen the academic alignment

between disability studies and the programs in the SCGSJ. Dr. Jarman also served on the University President's Inclusivity Pillar committee and the university DEI Advisory Council, participation that allows us to develop strategic partnerships with other units. In addition, WIND's involvement in campus-wide initiatives positions us to meaningfully prioritize disability inclusion within the broader DEI goals, and to strategically contribute to the university's growing commitment to recruiting students, staff, and faculty from historically underrepresented groups, including disability communities.

Accessibility

In March 2021, we established the WIND Accessibility Committee to address accessibility standards and to provide subsequent training and guidance for all WIND staff. The committee was tasked with identifying and communicating accessibility standards for WIND print documents (e.g., Word and PDF), website, graphics, presentation materials, and events. Committee accomplishments in just the first year include training in web accessibility for WIND and the larger university, accessible presentations supported by the creation of WIND accessible slide templates with dissemination of best practices for PowerPoint, submission of accessible PDF posters, and accessible documents presentations to undergraduate students.

Goals and Objectives Five Year, 2022 – 2027

WIND at the University of Wyoming is an academic unit in the College of Health Sciences and UCEDD. Our work is guided by values of *service, dignity, collaboration, and innovation*. With a mission to *assist and support individuals with developmental and other disabilities, their families and networks by advancing diversity, equity, full community inclusion, and social participation*, during the next five-year period we will specifically focus on key areas of health, education and early intervention, assistive technology and employment.

Logic Model

WYOMING INSTITUTE FOR DISABILITES

The Wyoming Institute for Disabilities (WIND) at the University of Wyoming is an academic unit in the College of Health Sciences and a University Center for Developmental Disabilities Education, Research and Service (UCEDD).

MISSION

We assist and support individuals with developmental and other disabilities, their families, and their networks by advancing diversity, equity, full community inclusion, independence, and social participation.

PRIORITIES

Health, Education and Early Intervention, Assistive Technology, Employment

INPUTS	OUTPUTS		OUTCOMES	
	Objectives	Activities	Intermediate	Long-term
<p>DD Network Partners Governor’s Council Protection and Advocacy</p> <p>UCEDD Network Resources Association of University on Disability (AUCD) Disability Studies Programs JFK Partners Coleman Institute University of North Dakota Collaborative on Faith and Disabilities</p>	<p>Train Graduate or Post Graduate Students</p> <ul style="list-style-type: none"> Develop content and facilitate Wyoming trainee learning and engagement in the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) program 	<ul style="list-style-type: none"> 15 trainees from culturally and linguistically diverse (CLD) backgrounds to include families and community members representing 3 separate disciplines 4 guided book club discussions 20 evidence-based, best and promising practice didactic trainings 15 project presentations 3 conference presentations 	<ul style="list-style-type: none"> Increased number of students from CLD and under-represented groups Increased knowledge, attitude and skills of trainees Increased research contribution 	<ul style="list-style-type: none"> Improved systems and supports for families with children with special health care needs, including autism and all developmental disabilities Increased number of people, including those from culturally and linguistically diverse backgrounds, working and advocating with people with IDD and their families
	<p>Pre-Service, Interdisciplinary Education</p> <ul style="list-style-type: none"> Provide coursework and practicum experiences for long-term UCEDD trainees, undergraduate and graduate students in disability studies, 	<ul style="list-style-type: none"> 6-8 core set of courses offered annually 3-5 new or cross-listed courses 10-20 DS students per year 50+ graduates from DS minor 	<ul style="list-style-type: none"> Increased course offerings through global studies course(s) and connections to study abroad 	<ul style="list-style-type: none"> Increased capacity and natural supports for individuals and families in Wyoming (long-term outcome)

INPUTS	OUTPUTS		OUTCOMES	
	Objectives	Activities	Intermediate	Long-term
<p>University of Wyoming College of Health Sciences (CHS) Interprofessional Education/Practice Committee (IPE)/IPP) College of Arts and Sciences (CAS) College of Law College of Education (COE) Ellbogen Center for Teaching and Learning Disability Support Services Wyoming Center on Aging</p> <p>State Partners Wyoming Department of Health (WDH) Behavioral Health Division Healthcare Financing Division Public Health Division Wyoming Department of Education (WDE) Workforce Services Vocational Rehabilitation Aging and Disability</p>	<p>to promote social, cultural, and diversity understanding of people with IDD</p> <ul style="list-style-type: none"> • Establish a graduate certificate/minor in disability study (DS) 	<ul style="list-style-type: none"> • 50 UW ECHO sessions attended by DS students • 3 practicum sites available to 3 students • 10% increase in diverse student enrollment • New cross-listed global studies course(s) as DS Minor elective(s) • 5-10 students enrolled in distance DS Minor courses (hybrid and/or asynchronous) 	<ul style="list-style-type: none"> • Increased course attendance through hybrid & distance teaching • Notice of Intent to create DS graduate certificate/minor • Market analysis and established curricular plan and courses • Increased partnerships to recruit and develop pipelines from WY and regional schools 	<ul style="list-style-type: none"> • Increased capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.
	<p>Community Training and Education</p> <ul style="list-style-type: none"> • Increase the capacity of individuals and communities through interprofessional education and training • Provide inter-professional training utilizing the UW ECHO model for capacity building • Increase capacity and natural supports for individuals and families in Wyoming • Increase training and infrastructure for rural health and innovation 	<ul style="list-style-type: none"> • 240 trainings (10-12 annually) • 225 College of Health and College of Education students trained (at least 15 per year) • 10 facilitated ECHO networks (assistive technology, autism and positive behavior supports, early intervention and developmental screening, student health and mental health) (annually) • 7800 participants trained using ECHO (1700 annually) • 60 collaborative (education or project of national significance) calls (monthly) • 3 ECHO Superhub trainings • 10 trainings or TA activities to develop community natural supports 	<ul style="list-style-type: none"> • Improved infrastructure for providing training related to natural supports • Increased knowledge, attitude, skills, and satisfaction of participants who receive TA • Increased diversity of ECHO hubs and content expertise 	<ul style="list-style-type: none"> • Increased life course opportunities for individuals with disabilities and their families • Decreased barriers to care

INPUTS	OUTPUTS		OUTCOMES	
	Objectives	Activities	Intermediate	Long-term
Resource Center Wyoming Children's Law Center <u>University of New Mexico – ECHO Institute</u> <u>Wyoming Institute for Disabilities (WIND)</u> Consumer and Assistive Technology Advisory Committees WIND Faculty and Staff Comprehensive Needs Assessment		<ul style="list-style-type: none"> •Rural Health Innovation Institute 		<ul style="list-style-type: none"> •Positive changes in individual student outcomes, classroom and systems
	Community Services and Technical Assistance <ul style="list-style-type: none"> •Provide TA in order to improve access and participation for individuals with disabilities and their families •Facilitate community forums (online and in-person) to engage, share knowledge and communicate with others on timely and high priority topics •Develop tiered system for training and TA to support emerging needs 	<ul style="list-style-type: none"> •TA to 1,000 individuals, families, agencies, and organizations •TA to 50 agencies •Compiled list and themes of key areas of need/concern 	<ul style="list-style-type: none"> •Increased satisfaction of individuals, families, agencies, providers and organizations that receive TA and training •Increased number of Wyoming providers offering telehealth services to Wyoming clients •Increased integration of competencies in UW-CHS and other workforce initiatives 	
	Research and Evaluation <ul style="list-style-type: none"> •Conduct applied research on strategies, tools and methods to improve outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family supports •Evaluate existing WIND programs (service and educational) •Evaluate impact of programs of significance on individuals as well as larger systems (classrooms, educational systems, policy, etc.) 	<ul style="list-style-type: none"> •10 submitted grant proposals •20 generated manuscripts •10 ESRN meetings (monthly) •4 NAC meetings •Annual ESRN Pilot and Partnership development awards •10 grant/contract applications submitted •5 or more DEI focused projects •Project specific analyses •Annual evaluation reports •ECHO network analyses and reports 	<ul style="list-style-type: none"> •Increased basic and applied research, evaluation and/or public policy analysis •Increased knowledge, attitude and skills and satisfaction of program participants evaluated •Increased number and location of learners/participants (reach) 	

INPUTS	OUTPUTS		OUTCOMES	
	Objectives	Activities	Intermediate	Long-term
	<ul style="list-style-type: none"> Analyze current national/state, local, and proposed disability policies as they apply to Wyoming 			<ul style="list-style-type: none"> health and wellness Improved support across programs
	<p>Information Dissemination</p> <ul style="list-style-type: none"> Disseminate information that supports the health and wellness of people with intellectual and developmental disabilities Ensure the accessibility of all WIND products Increase statewide awareness of WIND and WIND projects Increase information dissemination to traditionally and historically underrepresented audiences 	<ul style="list-style-type: none"> Maintained WIND website Health and wellness materials Accessibility trainings for WIND faculty and staff Accessibility resource guides and standards 5 Keith Miller Award winners WIND 30th Anniversary events Media (print, digital, social media) campaigns Annual strategic plan 	<ul style="list-style-type: none"> Increased satisfaction with WIND website users Increased accessibility across information dissemination products Increased materials to identified underrepresented audiences Increased visibility of WIND and the DS program 	<ul style="list-style-type: none"> Improved maintenance of WIND's commitments to adherence to federal, state and university regulations Establish WIND as a leading research and practice institute in community and practice-based research, rural health and natural supports
	<p>Maximize Resources and Diversify Business Processes</p> <ul style="list-style-type: none"> Adhere to best practices in organizational administration to ensure adherence to state, federal and foundation requirements Prioritize funding and operational procedures to support a diversity of contractors and suppliers Improve business processes for TA to increase small-scale assistance projects 	<ul style="list-style-type: none"> Reports documenting spending and support by targeted category Tools to effectively track spending and partnerships by priority category Baseline of spending by category Annual set goals for spending by targeted category User friendly guide describing partners, vendors and service providers with information about what priority categories they fit and services available 	<ul style="list-style-type: none"> Improvements in reports and templates that allow program managers and administrators to better evaluate program administration and adherence to federal, state and university regulations Increased spending/partnership by category as determined by leadership 	<ul style="list-style-type: none"> Improved quality of life for individuals with disabilities and their families

Interdisciplinary Preservice Education

The first two goals describe WIND's approach to preservice education which includes both undergraduate and graduate courses as well as community and pre-professional learning experiences. Given the rural nature and lack of disability specific education in the state, WIND's interdisciplinary programs provide unique opportunities to students in Wyoming and regional partner institutions. Our two programs include the Maternal Child Health Bureau funded project and the University of Wyoming undergraduate minor and future graduate minor/certificate in disability studies. The disability studies programs provide critical interdisciplinary knowledge from humanities, social sciences, education, and health equity perspectives.

Goal 1: Interdisciplinary Preservice Education: Leadership Education in Neurodevelopmental Disabilities. (See Workplan, Attachment B, Goal 1)

Rural and frontier challenges in Utah, Idaho, Montana, North Dakota and Wyoming affect provisions of high quality, evidence-based, integrated health care to children and youth with neurodevelopmental disabilities. In particular, those with autism spectrum disorders and their families have limited access to interdisciplinary professionals and community supports. Development of leaders in health care and administration is critical to meet the needs of children and youth with neurodevelopmental disabilities and their families. Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND), a multi-state Leadership Education in Neurodevelopmental Disabilities (LEND) program uses an extensive network of experienced faculty, families, and agencies to develop these leaders. Although a strong focus of this program is training in interdisciplinary patient centered care, in recent years the program has expanded to school psychology and special education administration. Wyoming, along with Montana and Idaho, does not have an academic medical school and as a result, students pursuing health care professions have limited opportunity to participate in interdisciplinary training settings. Students have even less access to training settings that provide inclusive and specialty healthcare to people with intellectual/developmental disabilities.

Objective 1.1 Develop content and facilitate Wyoming trainee learning and engagement in the Utah Regional Leadership Education in Neurodevelopmental Disabilities Program (URLEND)

This first objective relates to WIND's twenty-year collaboration with the URLEND program. The program provides leadership in clinical, community and cultural experiences to trainees and specialized tracks in autism and infant/pediatric audiology. Participation in URLEND provides an excellent opportunity to train Wyoming professionals in health, education, policy and advocacy related to developmental disability. During this funding period, WIND will:

- 1) enhance institutional, organizational and programmatic infrastructure of URLEND in partner states to annually prepare 42 leadership trainees (15% culturally diverse) with an emphasis on children and youth with neurodevelopmental disabilities/autism spectrum disorder;
- 2) provide 300-450 hours of interdisciplinary leadership experiences to long-term trainees within the context of integrated instruction, clinical experiences, and leadership/research activities; and
- 3) provide 300 hours of evidenced-based continuing education and 50 consultation and technical assistance opportunities to 750 health care and interprofessional teams in partner states to address current and emerging priorities and concerns in the provision of family-centered, culturally competent, community-based integrated systems of care. Faculty at WIND will facilitate trainee engagement and learning in all areas of the URLEND program. This will include curriculum, clinical experience, and research through regularly scheduled meetings with state specific conversations to reinforce learning concepts. Instructional strategies utilized in the delivery of the core curriculum include the use of distance technology, problem-based learning, panels, interactive large and small group discussions, small group activities, clinical activities, and leadership activities.

Since beginning URLEND in 2002, WIND has hosted 36 long-term trainees and in the past 5 years over 100 short-term trainees (less than 50 hours) have participated in specific didactic topics . In an effort to provide more opportunities for learning, we will *recruit trainees from culturally and linguistically diverse (CLD) backgrounds, to include short- and medium-term*

trainees, mentors, families and community members (1.1.1). Past trainees have represented UW graduate programs in Nursing, Pharmacy, Psychology, Social Work, and Speech Pathology as well as practicing professionals and faculty members from Audiology and Speech Pathology. In future years, trainees will be recruited from the clinical psychology program and community members, specifically from culturally and linguistically diverse backgrounds. In addition, trainees will be recruited through partnerships with Wind River Cares, a healthcare facility and community health provider that delivers holistic services and supports for members of the Northern Arapahoe and Eastern Shoshoni tribes and family organizations serving diverse communities and families.

An essential element of the learning experience is interaction with children, youth, and young adults with developmental disabilities and their families. Each year trainees are matched with a local Wyoming family to spend significant time in education, health, family and community settings chosen by the family to help shape trainee learning. Family trainees provide valuable insight in discussions by sharing their perspectives on the systems of care that serve children with developmental disabilities. In addition to parent input as fellow trainees, families attended many of the seminars 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. One focus of these seminars has been on how trainees can use their future leadership roles to enhance services for children with disabilities and their families. The critical role played by families and consumers in URLEND is emphasized throughout the curriculum.

The URLEND core curriculum is composed of leadership, instruction, clinical, and research components with each of these components offering carefully designed opportunities for trainees to enhance and strengthen their leadership skills. Trainees participate in intensive leadership seminars, engage in collaborative activities with other trainees, and complete comprehensive research / leadership projects with peer trainees across the five states and multiple disciplines. Core faculty at each University facilitate student learning for trainees in their

state through didactic seminars, class discussion, and ongoing feedback. *Due to our faculty expertise, we will develop and deliver core content in public health and social determinants of health and facilitate trainee learning across the entire curriculum including diversity trainee experiences.* (1.1.2) 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. Trainees will participate and assist in weekly educational sessions specific to public health and social determinants of health and disparities. Trainees will be responsive to other curriculum needs, clinical and cultural experiences to ensure relevance and application of learning aligned with patient-centered care and leadership.

Beyond core education and family experiences, trainees will participate in clinics and community experiences, including those which incorporate the Medical Home Model (Palfrey et al., 2004), which has been selected to increase their skill level with specific populations and settings. WIND trainees will participate in interdisciplinary clinics and community programs in Salt Lake City and Logan, Utah, in training sites in Wyoming, and within the Colorado UCEDD, JFK Partners. The research component of the core curriculum involves didactic sessions on evidence-based practice, program evaluation, and the application of research skills. In addition, trainees complete a research / leadership project in collaboration with one of the core faculty members . Each year, a project will be mentored by WIND faculty and *final research presentation will be presented to URLEND program and regional and national audiences as appropriate* (1.1.3), amplifying the reach of learning and leadership expected of trainees in the program .

Trainees have taken leadership positions in neighboring states. Several of our LEND trainees are working in Wyoming healthcare settings and community programs in addition to state and national settings in Connecticut, Colorado, Montana and Oregon. URLEND provides Wyoming professionals a unique opportunity to be trained to move beyond discipline boundaries

to provide optimal services to children and adolescents with special health care needs and to align their practice with core competencies in family-centered care.

Goal 2: Interdisciplinary Preservice Education: UW Disability Studies Program (Undergraduate Minor and Graduate Certificate) (See Workplan, Attachment B, Goal 2)

WIND will provide interdisciplinary education in disability, diversity, and inclusive practice for undergraduate and graduate students to increase the number of people, including those from culturally and linguistically diverse backgrounds, working and advocating with people with intellectual and developmental disabilities (IDD) and their families. Our primary undergraduate interdisciplinary training is provided through the Disability Studies Minor. This program provides students with an understanding of socio-cultural perspectives of disability by focusing on disability rights, policy, social integration, cross-cultural, national and transnational perspectives, and intersectional theoretical approaches to research, especially as they enhance equity, access, and opportunity for people with disabilities. Our undergraduate minor requires six courses (18 credit hours) and the program has been an ideal complement to several programs within the College of Health Sciences and the university. Our objectives for the next five years focus on enhancements to the minor and establishing a graduate program in disability studies.

Objective 2.1: Provide coursework and practicum experiences for long-term UCEDD trainees, undergraduate and graduate students in disability studies, to promote social, cultural, and diversity understanding of people with intellectual and developmental disabilities.

For the last decade, we have maintained a vibrant program, graduating 10-20 students annually from the disability studies minor. We plan to maintain an active enrollment between 40-60 students and grow annual graduation rates toward an average of 15-20 students annually by the end of the grant period (2.1.1). Over the last five years, we have recruited more pre-med and pre-dental students, in addition to pre-professionals in health-related fields (especially in SLP, OT, PT), and successfully placed them in health care service sites. We plan to increase the number of health-related practicum sites (2.1.2), and work with these sites to better tailor student research to site-based needs related to disability inclusion.

Building on a foundational commitment to intersectional and diverse approaches, over the last five years, we have improved the quality and articulation of decolonial, critical ethnic, race, gender, socioeconomic, and transnational theories across the curriculum in disability studies, including embedding diverse disability histories and perspectives across all courses. Building on this and in alignment with our DEI goals, we plan to increase enrollment and engagement from underrepresented individuals and groups, including BIPOC, LGBTQIA+, international, and students with disabilities. This will include specific recruitment efforts directed toward Latino/a/x students, Native students, students affiliated with the programs in the School of Culture, Gender, and Social Justice, as well as Multicultural Affairs. We also intend to work with Wyoming Community Colleges, UW Admissions, and the Disability Services and Support office to develop pipelines into the minor from Wyoming high schools and 2-year colleges (2.1.3). Additionally, we plan to improve our global disability studies curriculum by adding 1-2 cross-listed courses and developing and/or promoting study abroad opportunities related to disability studies (2.1.4). These recruitment and curricular efforts will be supported by our final objective, which is to offer all disability studies courses in hybrid and/or asynchronous formats. These formats maximize access and inclusion, and since the pandemic, we have more technological and instructional support to teach in these modalities without compromising instruction or learning (2.1.5).

Objective 2.2: Establish a graduate certificate / minor in disability studies.

During the current grant period, we have been working toward a graduate minor in two ways: 1) we have consulted with units in multiple colleges at UW to assess potential grad student interest, faculty collaborations, and program alignment with a graduate minor in disability studies; and 2) we have developed two new upper-level undergraduate/graduate courses (Diverse Minds and Global Disability Studies), and drafted a curricular map for both a graduate minor and a graduate certificate. We are now prepared to begin the process of establishing these programs, which will be at least a two-year process (2.2.1). During that time,

we will formalize collaborations with units at UW, with statewide entities, and other stakeholders to establish a program advisory committee, develop recruitment pipelines into the program, and opportunities upon completion (2.2.2). Finally, to serve students on the Laramie campus and in other locations, we will also offer all graduate courses in asynchronous (available at another time) or hybrid formats (2.2.3).

Goal 3: Community Training and Education (see Workplan, Attachment B, Goal 3)

WIND has a strong community education and training program with diverse engagement and significant expertise across key areas of health, education, early intervention, family support, assistive technology, and leadership. The community training and education, technical assistance, and community services programs are led by Canyon Hardesty, one of our Associate Directors and Director of Community Education and Training. This team includes program leads representing health, education and early intervention, assistive technology and employment. During this next 5 years we will increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, and assistive technology. Our activities will equip communities in Wyoming to be accessible and responsive to the needs of individuals with developmental disabilities and their families.

Objective 3.1: Increase the capacity of professionals and communities through interprofessional education and training.

In collaboration with state and local agencies as well as community organizations, WIND will provide interdisciplinary training and education to individuals and communities in the areas of health, education, early intervention, and assistive technology. Trainings will provide opportunities for University of Wyoming students, especially those from the Colleges of Education and Health Sciences, and the Department of Psychology to learn alongside professionals. WIND will provide both synchronous (occurring at the same time) and asynchronous (self-paced) training through Canvas, the University of Wyoming online learning

management system. This platform will allow participants to engage with the training materials at the time and place they choose.

Each year, we will develop and deliver at least 10 - 12 trainings, targeting core areas of emphasis, including health and wellness, early intervention, employment, education, and assistive technology. Content will be co-developed and as appropriate co-taught with communities to include self-advocates and families, early childhood professionals, educators, healthcare providers and other experts. Certificates of completion or appropriate professional credits will be offered. Content will be developed through collaborations with state and national experts including the Centers for Disease Control, Learn the Signs Act Early Program (Centers for Disease Control, 2022) the Department of Labor, Workforce Innovation and Opportunity Act (U.S. Department of Labor, 2017), Family Voices (Family Voices, 2022), Quality Indicators for Assistive Technology (QIAT, 2017). In addition to creating new content, we will leverage existing courses in early childhood development, sexual and reproductive health, and trainings for communities and researchers on applied and community engagement principles of research in collaboration with the Equality State Research Network. WIND will also build upon courses in assistive technology to include development of district teams in assistive technology (AT) and the assessment and implementation of augmentative and alternative communication (AAC) .

Family expertise will be essential to the development and delivery of all trainings at WIND; however, stand-alone programs for families will be created in collaboration with the Wyoming Family to Family Health Information Center and the Wyoming Telehealth Network. Both programs directly provide support to individuals and families with special health care needs to improve access to primary and specialty care and enhance patient centered and shared decision making. Given the increasing need for localized family support and culturally responsive care, we will prioritize support for family navigators and cultural brokers to guide family support and inform cultural approaches to training. We will continue to work closely with the Wind River Family Cares clinics and outreach centers that provide health care and social

services to the native populations in Wyoming. Additionally, we will provide disability expertise to a new statewide initiative to develop multigenerational family resources and trainings.

Lastly, and aligned with national efforts and local needs to improve the quality of services provided to individuals with disabilities and their families, we will develop and deliver a certification course for case managers. This course and certificate are in direct response to community forums conducted in the fall of 2020. Needs assessment results indicated a lack of awareness of laws and policies impacting individuals with disabilities, including incident reporting, guardianship and documentation standards. A statewide advisory committee will be created to guide training development and evaluation. Case managers who participate in the training program will increase their individual knowledge and skills to provide quality and person-centered support toward the goal of full community inclusion, community membership, independence, productivity, and social participation for individuals and their families.

Additionally, to address an identified need for workforce retention and professionalization, WIND will deliver a series of direct support professional supervisor and leadership courses. Over the next five years, we will work to diversify and broaden the scope of trainings available using this system, based upon community need.

Objective 3.3: Providing inter-professional training utilizing the UW ECHO model for capacity building.

In 2014, and as a result of long-standing and productive relationships with the Wyoming Department of Education WIND launched several virtual professional learning communities, known as the University of Wyoming ECHO project (Hardesty et al., 2020; Root-Elledge et al., 2016). The UW ECHO networks in education are a adaptation of the successful Project ECHO® model for building professional capacity to meet underserved health care needs and provide best-practice treatment to reduce disparities of care(Arora et al., 2016). UW ECHO networks in education deliver lifelong learning and guided practice support that exponentially increases workforce capacity to provide all students, classrooms, schools and districts with practices and

shared learning experiences from colleagues so students can achieve their highest potential. UW ECHO networks' hub-and-spoke knowledge-sharing community links a "hub" of interprofessional specialists with educator, administrator, and service provider "spokes" for regularly scheduled video conference training and mentoring based upon didactic content and case discussions. Currently WIND facilitates six networks in education, health, and disability services. These networks include topics such as autism and rural health, autism and behavior support, assistive technology, developmental screening, pediatric mental health and student health. Core areas of professional learning and collaboration are tied to professional competencies and best practices and will include a focus on advocacy, rights, choice, and opportunity for individuals and their families (UW ECHO, 2022).

UW ECHO networks represent collaborations with the Wyoming Department of Health, Office of Rural Health and Medicaid, College of Education, Early Education, and the University of Wyoming School of Nursing. External partners include the Nisonger Center, Cincinnati Children's, West Virginia University – University Center for Excellence in Disability, and led by AUCD Act Early Ambassadors. This modality for training is increasingly in demand as organizations try to identify mechanisms to provide high-quality, responsive, and timely professional development and learning in a time of ever shrinking budgets. During this funding period, *we will facilitate the development of UW ECHO networks to provide ongoing training for current priorities and emergent needs (3.3.1)*. All networks work to identify and train on best practices and facilitate opportunities for participants to share perspectives and approaches. Since 2017, 17,179 individuals (4055 individual attendees) have attended 802 ECHO sessions in which 1,020 hours of professional development credits were offered. Networks have been developed in the areas of assistive technology, autism and positive behavior supports education, early childhood, employment, secondary transition and student health. We also support families through the use of ECHO and have supported 12 states and organizations

across the nation WIND anticipates training at least this many professionals during the next five years (UW ECHO, 2022).

Beyond delivery of ECHO networks to Wyoming communities, WIND will *provide training on the ECHO model through UW ECHO superhub to include projects of national significance* (3.3.2). In August 2015, WIND was selected along with the three other ECHO projects in Northern Ireland, India, and at the Academy of Pediatrics to be trained as a Superhub. This superhub designation provides WIND with the authority and responsibility to train and support other organizations considering the ECHO model for capacity building. To date, WIND has trained 46 organizations in 2 countries (USA and Mexico) and led the creation of 72 regional and national projects. Currently, we lead the creation and delivery of three regional projects to include an Act Early ECHO, a URLEND Autism for Rural Health Care Providers ECHO, and Project SCOPE. These collaborations represent over 20 UCEDDs and LENDs and are expected to continue, although curricular focus will evolve to reflect community needs.

Objective 3.4: Increase Training and Infrastructure for Rural Health Training, Research and Innovation.

Building upon our success with the UW ECHO Networks, and to leverage expertise from the College of Health Sciences, WIND established the Wyoming Telehealth Network to increase provider use of telehealth service delivery. This project was funded in July 2016 by the Wyoming Department of Health, Wyoming Medicaid and the Office of Rural Health units. The COVID pandemic accelerated the use of telehealth for the delivery of services and revealed significant inequities for individuals with disabilities. Telehealth is not a medical specialty but rather the mechanisms by which providers and patients are brought together for consultation and treatment. The Wyoming Telehealth Network facilitates the connectivity between provider/specialist and patient, and provides training in telehealth best practices. Activities of the telehealth network will include marketing, outreach, education and technical assistance, and safety net services offered by the Wyoming Department of Health, especially programs serving

children and youth with special health care needs. Between March 2020 and August 2020, the Telehealth Network provided Zoom videoconference lines, as a mechanism to provide virtual care to an additional 1800 members, growing the reach from 400 to over 2200. We do not expect a significant increase in members of the network; however, we will focus efforts on increasing access and quality of services for primary care and specialty services to support individuals and families with disabilities, including mental health services. Increasing the capacity of Wyoming professionals to utilize this delivery method is essential for moving healthcare closer to patients and expanding health care availability.

Building upon the significant accomplishments over the last five years in the areas of rural health and community engaged research, we will leverage our expertise in ECHO, Wyoming Telehealth Network and the Equality State Research Network (described below) to formalize a college approach to healthcare innovation, entrepreneurship, and research through the development of the Rural Health Innovation Institute (3.4.1) The Institute will coordinate these programs to create a stable infrastructure and provide incentives for faculty and a diverse set of stakeholders. The Institute will support faculty and communities to engage in collaborative research and commercialization of intellectual property to meet rural health grand challenges in our digital age. The Institute will more fully integrate WIND into the infrastructure at the University of Wyoming and within the rural health community across Wyoming. This work aligns well with the WIND needs assessment findings that individuals and families need better access to primary caregivers, specialists, and mental health providers with training on disabilities.

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

residents and are designed to address state needs, demonstrate evidence-based approaches, and yield evaluation data that facilitates replication.

Goal 4: Community Services and Technical Assistance (see Workplan, Attachment B, Goal 4)

The primary focus of WIND's *technical assistance* and *community services* are on the capacity building, advocacy, and systems change activities required to implement and sustain an array of desired and effective community supports. These services will *assist others or implement best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course (Ben-Shlomo & Kuh, 2002) opportunities for individuals with disabilities and their families.*

Objective 4.1: Provide technical assistance to improve access and participation for individuals with disabilities and their families.

All technical assistance activities requested from national, state, and local agencies will be provided, on-site, via videoconference technology or telephone. Technical assistance will be provided by UW faculty, core function staff or contracted employees with expertise in the request. Technical assistance activities can be frequently described as community services, which include services that demonstrate evidence-based, best, and promising practices, especially in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course opportunities for individuals with disabilities and their families (Ben-Shlomo & Kuh, 2002).

Similar to our community training and education efforts, our technical assistance activities will respond to state needs. These activities, listed below, include the assessments of supports needed for individuals with disabilities receiving services on the development disability Medicaid waivers, the provision of assistive technology, and the delivery of telehealth services.

In collaboration with the Wyoming Department of Health, Home and Community Based Services Unit and Behavioral Health Division, we will continue to administer the Inventory of

Client and Agency Planning (ICAP). We will provide technical assistance to the division by conducting ICAP, emergency and continuing eligibility assessments, in homes, schools, and service providers' locations throughout the state. The ICAP is a standardized measure of a person's adaptive functioning and is used by the division in determining eligibility for funding within the developmental disabilities service system. We will also investigate the use of the Functional Assessment of Standardized Items (FASI). The FASI is a separate assessment tool specifically designed to measure the level of practical supports required by people with intellectual disabilities to live independently with meaningful lives in their communities.

WIND will support services delivered through the Wyoming Assistive Technology Resources (WATR) program, the state designated Assistive Technology Act program. Launched in 2005 after designation by then Wyoming Governor, Dave Freudenthal, WATR supports state efforts to improve the provision of assistive technology for individuals and families throughout Wyoming. Assistive technology may be a device or solution that enhances an individual's ability to live, play, or work independently, including devices, tools, or adaptations that supports a person when participating in everyday activities and settings. During the next five years, WATR will continue to provide device loans, demonstrations, reutilization and financial loans for consumers. Program staff will provide training, technical assistance and information or assistance about assistive technology to consumers, families and professionals. Specific technical assistance will focus on health and wellness, early intervention, education, employment, and the importance of assistive technology across the lifespan.

WATR will increase assistive technology capacity in the state by providing University of Wyoming students in education, health sciences, and other disciplines with information about assistive technology. Field Practicum students in Occupational Therapy from Colorado State University will also be placed in the WATR program and mentored by the Co-Manager to assist in providing individuals and teams assistive technology information, training and other services as appropriate. During this funding period, faculty and staff will work to increase the reach of

services through regional and local AT Ambassadors. These individuals will be provided ongoing training and support through WIND and WATR programs and will be expected to work within their regional and local communities to support AT education, training, demonstration and assessments. AT Ambassadors will include speech language pathologists and occupational therapists based in education, healthcare and independent living settings as well as special and general educators and professionals providing support to families for early care. The Wyoming Accessibility Center was developed to offer assessments and services not otherwise available through the Assistive Technology Act defined activities. The Wyoming Accessibility Center will continue to offer multi-disciplinary assistive technology assessments so that individuals with developmental and other disabilities will have access to the general curriculum, meaningful employment, and independence.

Through the Wyoming Telehealth Network staff provide regular technical assistance to providers and patients on the use of technology and engagement in service provision. As telehealth continues to grow and new strategies for service delivery are identified this work will continue to provide the necessary infrastructure to deliver quality services and improve access to primary and specialty care specific to the individuals with disabilities in their communities. Improvements in care and response to ongoing priorities in health, education, early intervention and employment will continue throughout the duration of the next five years.

Goal 5: Research and Evaluation (see Workplan, Attachment B, Goal 5)

WIND has developed robust programs for both research and evaluation that build on our overall mission. These activities are Directed by Dr. Eric J. Moody, Associate Director and Director of Research and Evaluation. He leads a team with one Research Scientist Assistant, and three Research Associates, including an advocate with autism and intellectual disability. The overall goal of these programs is to *conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively,*

individuals with developmental disabilities and their families. We developed four objectives with activities to accomplish this goal, described below. These goals are responsive to the statewide needs and have an overarching theme of better understanding how to support those with developmental disabilities and their families in *rural settings*. Moreover, through the use of Community Based Participatory Research principles (Israel et al., 2008), we will include community members with IDD and from diverse cultural and linguistic backgrounds in the design, implementation, analysis and dissemination of these projects.

Objective 5.1: Conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family systems.

This first objective (5.1) is to conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities. This objective includes three sub-goals that focus on development of a robust research enterprise at WIND (5.1.1), creating an infrastructure to conduct community-based participatory research that includes those with IDD at every step of the process (5.1.2), and increasing research that addresses DEI related topics to improve outcomes for traditionally underserved groups (5.1.3). WIND has already laid the groundwork for these objectives in the last five years by successfully meeting our previous research goals. This included submitting at least two proposals a year and submitting four manuscripts per year. We developed projects related to voting rights, the ECHO model for those with disabilities, developmental screening, and other key areas. We also added to our faculty, which will allow us to expand our research into areas such as sociology and leadership.

While our increased research productivity is important to the long-term success of WIND, we also acknowledge that there needs to be substantial progress in *how* research is conducted so that there are more opportunities for those with IDD to participate in all aspects of research, and to address ongoing disparities that have affected marginalized groups. Therefore, in 2018, WIND created the Equality State Research Network (ESRN) in response to the lack of community engaged research in the state. It is a community and practice-based research

network designed to create a sustainable research infrastructure that focuses on rural health issues using community based participatory research principles (CBPR; Israel et al., 2008). This is an extension of the Practice Based Research Networks (PBRNs) movement that is based primarily in primary care practices (Agency for Healthcare Research and Quality, 2018; Green & Hickner, 2006). In particular, the ESRN adds the broader community to the research process, which has been critical for Wyoming considering the profound healthcare shortages in the state. In 2021, we received additional funding from the Patient Centered Outcomes Research Institute (PCORI) to expand the ESRN to focus on and include those with IDD. This expansion allows for the meaningful engagement, inclusion and training of individuals with IDD in research as we focus on rural health issues that are most important to this community.

The overall goal will be to enhance the ESRN by building better partnerships with individuals with IDD to identify and prioritize the unique health issues of this community which will improve health equity for this community. We will use the ESRN and our statewide partnerships, including Wyoming Family to Family Health Information Center (WyF2F), the Wyoming Telehealth Network (WyTN) and our ECHO programs, as the foundation for this work. This network has already hired one research associate with an IDD and begun conducting a community engaged study of vaccine update for the IDD community. Over the next five years, we will continue to develop this network and use its infrastructure to enhance the research done in our state related to IDD and rural health.

The ESRN is a vital resource to increase the number of high-quality research studies completed on topics of importance to the IDD community. Similarly, it is vital to increase the amount of research done on issues related to DEI. To this end, WIND's Research and Evaluation team is developing a program of research that focuses on health disparities related to autism screening. Our group previously discovered that several level 2 autism screeners are not as effective at correctly identifying children who are not white, who come from lower socioeconomic backgrounds, or who have other non-autism behavioral challenges (Moody et

al., 2017; Reyes et al., 2021; Rosenberg et al., 2017). This research will be expanded in the next five years by conducting additional analyses to better understand the psychometric reasons for these disparities. We have already submitted two research grants on this topic and have an additional paper under review.

Objective 5.2: Evaluate existing WIND programs (service and educational).

Our second objective is concerned with evaluating the impact of all current and future programs implemented at WIND. There were repeated calls from the community for programs that enhance their quality of life and access to services. WIND offered 45 unique programs last year, each with its own set of goals, measures and reporting requirements. In the last five-years, we developed a consistent evaluation framework for monitoring all program, while remaining flexible enough to address unique programmatic needs. This framework has been especially effective at creating timely reports that can be used for ongoing program improvements.

In the next five years, we will continue to implement this evaluation framework to ensure that each program is effectively meeting its goals (5.2.1). Additionally, we will continue to work with each program to address its unique needs and changing priorities. Overall program progress will be reported to our staff, faculty, directors, CAC and other stakeholders. We will analyze our findings to identify ongoing trends that may lead to updating, expanding or ending programs to ensure that WIND is able to maximally impact the IDD community. These analyses will be disseminated several formats including our website, social media, reports, white papers, videos, conferences, manuscripts, articles and other venues as appropriate (5.2.2).

Objective 5.3: Evaluate impact of programs of significance on individuals as well as larger systems (classrooms, educational systems, policy, etc.).

Our third objective includes research and evaluation of several programs of significance at WIND. This includes our UW ECHO program (5.3.1), ECHO Superhub, Wyoming Telehealth and Wyoming Assistive Technology (5.3.2). UW ECHO is one of the largest, most successful, and nationally recognized programs. Given the international adoption of the ECHO model,

WIND needs to be at the forefront of the efforts to study ECHO. Therefore, we will continue to study its impact, especially related to the disability community and rural health. We have already published several articles on ECHO, and these efforts will continue in the next five years, especially related to ECHO SCOPE and the national network we have built.

Additionally, we will evaluate the other projects of significance, which include ECHO superhub, Wyoming Telehealth and WATR. Each of these programs are extremely important to WIND and the residents of Wyoming. In particular, the ECHO superhub is charged with training other sites, nationally and internationally, that seek to implement ECHO, support fidelity to the model and track impact. Although preliminary evaluation of these activities has already begun, additional information will be needed to support national efforts. Wyoming Telehealth was vital in the state's ability to serve Wyoming residents during the pandemic and saw a 16-fold increase in usage. This resource is critical to our frontier state, and to those with disabilities. Finally, WATR is crucial to ensuring access to assistive technologies for those with disabilities. One of our faculty members, Teresa Wofford, has been advocating to Wyoming Medicaid to pay for assistive communication devices. She was recently informed that our Medicaid program will, for the first time ever, begin covering assistive communication devices this year.

Because of the importance of these programs, additional attention will be paid to evaluating the impact of these projects. This will ensure that we are able to positively impact as many Wyoming residents with IDD as possible and seek ongoing funding. This work will be coordinated with other state and national partners and will be reported on regularly to our CAC.

Our final objective (5.3.4), *analyze current national/state, local, and proposed disability policies as they apply to Wyoming*, relates to several calls from the community to better understand the policies that impact those with intellectual/developmental disabilities. In particular, many people that we surveyed or interviewed did not understand state and national policies and believe that individuals throughout Wyoming need additional information on how policies apply to their circumstances. Moreover, recent budgetary challenges have led to policy

proposals that would significantly impact those with IDD in our state. Specific issues include reducing the budgets of those supported on our Medicaid waivers and low funding for direct support professionals. In response to these proposals, WIND, in partnership with WGCDD and P&A, held several community meetings to discuss these proposals, disseminate information on the impact of these policies on individuals with IDD, and to coordinate communications with policy makers. This model proved to be particularly impactful and contributed to revisions to these proposals that were more favorable to the IDD community.

Given this success, we plan to continue using this model to keep our community informed of important policy changes, coordinate communications with our policy makers, and support positive systems change for the IDD community. Given that Wyoming's legislature meets every two years for budgetary legislation, these policy changes are difficult to anticipate. Therefore, we will coordinate with the WGCDD, P&A and other stakeholders each legislative season to review bills for relevance to the IDD community. We will also monitor national policy initiatives. For bills that may have an impact, we will hold community meetings to disseminate information about the policy proposals, collect community feedback and support communications with legislators from the IDD community. We will closely monitor the progress of these bills, and report back to our community members. While there are likely to be deeply held opinions of the policy proposals, we will ensure that we provide a forum to collect community feedback, disseminate information on the policies, and facilitate communication with legislators only.

Goal 6: Information Dissemination (see Workplan, Attachment B, Goal 6)

WIND is recognized throughout the state, university, among other UCEDDs and outside organizations as a resource for research and best practices information about developmental disabilities, particularly as it relates to issues of health and wellness. Goal 6 will support dissemination of our work to increase our reach and impact, and to increase the use of best-practices for those with IDD.

Objective 6.1: Disseminate information that supports the health and wellness of people with intellectual and developmental disabilities.

Research-based information, generated through WIND or the UCEDD network, about health and wellness issues for individuals with developmental disabilities will be disseminated through scholarly articles, white papers, speakers, brochures, posters, information guides, website pages, social media, webinars, one-on-one interactions, articles and newsletters. WIND will contribute and disseminate findings to the UCEDD network. We will collaborate with other UCEDDs on peer-reviewed journal publications and conference presentations. WIND will seek input from the CAC to ensure appropriate and effective communication. WIND will provide a hub for community information regarding direct support professional employment work, including an updated webpage providing information on meeting results, action items, and contact information. Responses will include production of accessible summary materials that may include infographic summaries. Contact list and email updates will be provided.

Project Specific Information Dissemination will include the following:

Information Dissemination for Goal 1 (URLEND)

- Outreach to graduate students, undergraduates, and professionals in health care professions from culturally and linguistically diverse backgrounds.
- Produce products (flyers, brochures, professional journal articles, social media, and other web-based communication) to recruit students to the LEND program.
- Present at conferences, graduate research symposia, and other professional venues.

Information Dissemination for Goal 2 (Disability Studies)

- production of web and print materials for recruitment for the Disability Studies minor.
- Outreach to university academic advisors to build their awareness of the minor.
- Participate in recruiting events both within the College of Health Sciences and University.
- Support student research presentations at appropriate forums at WIND, college and university symposia.

Information Dissemination for Goal 3 and 4 (Community Education and Training and Community Services and Technical Assistance)

- Collaborate with the Governor's Council on Developmental Disabilities to focus on those with IDD
- Develop a web-based, health focused information center for healthcare providers, creating resources and information on best practices for working with patients with IDD/DD, including materials on sexual and reproductive health.
- Make materials available in print format and disseminated through partnership opportunities with the Wyoming Medical Society.
- Expand awareness of current UW ECHO networks to educators, health care and service providers and other professionals who serve people with developmental disabilities
- Increase access to information about assistive technology in educational, health and independent living settings, as well as to assistive technology users, their families, and the professionals who work with them.
- Recruit individuals with developmental disabilities to our Friendships and Dating course
- Assist parents, health care professionals, and childcare providers to learn about developmental milestones and the role in early identification of autism spectrum disorders and other developmental disabilities.
- Expand outreach to families for Wyoming Act Early and disseminate materials in English and Spanish.
- Develop a statewide advertising campaign for all programs.
- Conduct Direct outreach to physicians and healthcare providers to support implementation of telehealth via direct communication, partner organizations, social media, direct email communications, magazine articles, and other advertising opportunities.

Information Dissemination for Goal 5 (Research and Evaluation)

- Disseminate research findings to local, statewide, and national conferences.

- Publish journals articles, white papers, and other publications
- Report findings in plain language and other accessible forms of communication.

Objective 6.2: WIND will ensure the accessibility of all WIND products.

Appropriate Approaches for Dissemination. Based on 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, as well as other languages as needed. WIND will create plain language materials as appropriate. WIND will ensure the website meets Section 508 of the Rehabilitation Act (Rehabilitation Act) web standard, and that all videos, webinars, recorded presentations have a closed-caption option. WIND will provide print and website accessibility information to the university and to other state agencies and organizations. For live presentations, WIND will provide sign language interpretation and other translators, as necessary. We will utilize inclusive and positive images of individuals with disabilities, as well as both person-centered language and disability-first language in both print and digital materials, identifying and understanding preferences of usage and the importance of individual choice in individual identification, whenever it is possible. WIND will include imagery that features diverse depictions of peoples and communities, representing diversity of ethnic and cultural backgrounds, gender identity, age, family structure, and disability. WIND will utilize a publication review process for both print and web materials to ensure that these guidelines are followed in all WIND developed products.

To meet these goals, we formed the WIND Accessibility Committee to support training and education in producing accessible print and digital documents, as well as accessible web sites (6.2.1). The committee will attend trainings and expand knowledge and capacity, focusing on the on the 5-year plan goals for full accessibility in WIND communication, as well as the development and expansion of culturally and linguistically appropriate materials, including Spanish language and plain language materials. In addition, the committee will continue to work

with larger university groups to support institution-wide accessibility training and awareness. At the end of five years, we expect WIND will be an accessibility resource for state partners, university departments, and organizations statewide.

Objective 6.3: Increase statewide awareness of WIND and WIND projects.

Awareness of WIND and its work is critical to meeting the needs of our community. Therefore, we will increase statewide awareness of WIND and its projects through digital advertising and awareness campaigns, expanded use of social media, the WIND website, and statewide activities that include the annual Keith A. Miller Award. WIND will develop an annual strategic plan to guide expanded awareness activities for the Centers and initiatives.

Objective 6.4: Increase information dissemination to traditionally and historically underrepresented audiences.

WIND will identify communication channels and strategies to reach historically underrepresented groups through strategic communication with community partners and statewide engagement. WIND will identify appropriate formats, languages, and contexts identified to reach underrepresented groups and disseminate materials as appropriate.

Goal 7: Infrastructure Improvement (See Work Plan, Attachment B, Goal 7).

The administrative and financial management team at WIND will utilize its expertise and engage innovative tools to support and leverage the programmatic work of the organization to help achieve strategic goals. Over the course of the next five years, WIND will develop innovative tools and processes for improved management of its financial resources to leverage its business processes for improved support across programs, while maintaining the organization's commitments to adherence to federal, state and university regulations. WIND plans to undertake several initiatives to provide innovative administrative management, including (1) improving the project and financial management tools, (2) ensuring our business and procurement practices support diversity, equity and inclusion and (3) improving the efficiency and accessibility of small-scale technical assistance projects.

Objective 7.1: WIND will develop innovative business management tools to promote best practices in program administration.

WIND will undertake a series of improvements to its business management tools in order to better evaluate the administration of the program, improve the efficiency of its administration and diversify funding. These tools include developing mid to long range budget forecasts, versatile project proposal templates, payroll and effort processing improvements and similar tools. Improvements in these tools will provide better, more timely reports of program finances to the leadership of the organization for program review and evaluation. One intended outcome of these improvements is the development of templates and stream-lined procedures for establishing smaller-scale technical assistance relationships to support UCEDD specific technical assistance requests. (7.1.2)

Objective 7.2: Prioritize WIND funding and operational procedures to support a diversity of partnerships, consultants, and suppliers.

WIND works with a variety of consultants, specialists, experts and suppliers in the grant-funded work that it does. These consultants and vendors represent different communities and geographic areas within the state of Wyoming. For example, WIND hires experts in childhood behavioral health for programming and information; we award research seed funding to community serving non-profit agencies; and contract with agencies and firms who work in communities throughout the state. Over the course of the next five years, WIND will develop tools to measure how it spends funds and develops financial partnerships within and among different communities. With this information in hand, we will set goals and develop partnerships for financial relationships within underrepresented groups within the state of Wyoming. WIND plans to develop the ability to track and allocate spending according to a variety of categories, including business ownership by traditionally underrepresented communities, agencies serving native communities, veteran owned businesses, and state or locally owned firms. Over time and with strategic goal setting, we will be able to allocate resources and document its financial partnerships to promote strategic outreach and development in communities across the state.

With specific spending and contracting goals set by WIND's leadership, program managers and the business administration office will ensure that our business practices promote diversity, equity and inclusion and that our financial partnerships reflect the diversity of the state.

III Budget

The Budget Narrative (Attachment C) includes line-item detail for the five-year request to support this proposal. The budget narrative describes how we arrived at costs per category and details about why the funds requested are necessary, reasonable, and allowable to support our proposed five-year plan. The core funding will be used to directly address the goals and objectives of our plan, sustain our infrastructure, support our CAC, address new and emergent needs, leverage additional funding, and provide the infrastructure to coordinate training, technical assistance, research and information dissemination activities. The funds requested will be used to supplement, not supplant, funding that is otherwise available. Our budget includes the required 25% cost match.

3.2 Funds Used to Supplement, not Supplant for Activities.

WIND has successfully leveraged funding from the Administration for Community Living to perform core function activities across multiple areas of emphases. We have a return on investment ranging from \$5.22 to \$9.44 on every core dollar we received over the last five years. The funds made available through the grant are being used to supplement and not supplant funding for the activities to be delivered by WIND. In cases in which core funding will be used to support personnel also paid from another source, an explanation of duties related specifically to the core funding allocation is provided in the budget narrative. Core dollars allocated to project support reflect new or expanded project development, not ongoing project support. As outlined in the line-item budget and budget narrative (Attachment C), the core funds support key personnel and others needed to perform activities that benefit the entire center. The

operations of WIND will be supported by a variety of national, state and private resources that will be invoked to insure fiscal efficiency and optimal impact.

3.3 Line-Item Budget

We provide a five-year budget with line-item detail and detailed calculations as specified in the funding opportunity and guidance. Personnel costs are described using salary calculations based upon the percentage of effort that will be allocated to the project. Personnel, contractual and other expenses are detailed in the budget narrative (Attachment C).

IV. Project Impact

Logic model

The logic model, page 18, illustrates the relationship between inputs, activities, output measures, initial then intermediate outcomes measures of WIND at the individual, agency or system level. The Work Plan (Attachment B) provides additional details related to objectives, activities, timeframe and outputs.

Reporting methodology

WIND will use the NIRS system to collect and synthesize data for annual reporting. Data will be entered by WIND faculty and staff with coordination, guidance and oversight provided by the WIND Executive Director, Director of Research and Evaluation, and our NIRS Coordinator. Data on our progress will be monitored monthly by our NIRS coordinator and Director of Research and Evaluation to ensure accurate data entry, and completeness of reporting. We will report anomalies immediately to the Director and programmatic staff to allow for corrections. The Director of Research and Evaluation and Research Scientist Assistant will review programmatic data to ascertain progress toward program and WIND goals and objectives annually and will present these findings to the CAC. In particular, we will determine: 1) how the state needs for the program are being address and whether those needs changed from the prior year; 2) the progress being achieved toward programmatic goals as outlined in the workplan; 3)

the progress being achieved toward WIND intermediate and long-term objectives; and 4) whether or not alterations to the plan or activities need to be made, and if so, what changes will be made and how the changes will be implemented. Progress on outputs and outcomes will be used as benchmarks to determine progress towards WIND objectives. WIND leadership, partnering with the CAC, will conduct strategic planning for each upcoming year based upon these annual analyses.

CAC participation in evaluation

The CAC plays a vital role in the progress of WIND. As such, the CAC will regularly review progress toward WIND's goals, and will coordinate and support the evaluation of activities, programs and products. As demonstrated by the growth of the CAC and its ongoing engagement over the past five years, members are eager to be involved in the ongoing evaluation of WIND initiatives. The CAC will receive a project presentation by project directors at meetings every six months. Project details and evaluations will be discussed. Members will receive a draft of each annual report prior to submission for their review and feedback. Moreover, members (Attachment I) will use the report for discussion in the next face-to-face meeting to enable the council to provide specific, focused feedback in the evaluation. The Executive Director or Director of Research and Evaluation will present data from the NIRS database to CAC members to enable them to evaluate center activities annually. Finally, the CAC will review consumer satisfaction data across core functions (excluding Research) for one area of emphasis, health, as we have identified across all core functions. All material shared with the CAC will be made accessible, and we will rely heavily on infographics and other visual means to convey information.

V. Organizational Capacity

A. Mission

In 2021 and in preparation for the submission of this plan, our Consumer Advisory Council then faculty and staff clarified our mission and vision statements and identified values as principles for guiding our work, Table 4 below. These align to ensure that individuals with developmental disabilities achieve outcomes consistent with the DD Act.

Table 4. Wyoming Institute for Disabilities Vision, Mission and Values

We envision a <i>Wyoming where all people can participate in everyday community life as they choose.</i>
The mission of WIND is to <i>assist individuals with developmental and other disabilities and their families by promoting and supporting full community inclusion, community membership, independence, productivity, and social participation.</i>
Our work, faculty, staff and Consumer Advisory Committee are guided by the identified values of <i>service, dignity, collaboration, innovation and equity.</i>

Embedded throughout our plan are two priorities: 1) diversity, equity and inclusion and 2) accessibility. We also integrated family engagement in the preparation of this plan and in activities throughout the five-year grant period. Our diversity, equity and inclusion committee will guide the integration of culturally competent attitudes and practices in all our work. Reaching every county and school district in the state and often weekly, we serve as a bridge between the university and the community with programs, training and services. The University of Wyoming *honors our heritage as the state's flagship and land-grant university by providing accessible and affordable education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural and natural resources.* The university seeks to provide opportunities that value diversity, integrity and respect. Wyoming's only university commits to outreach and service to serve the people in our communities, our state, the nation and the world (UW Land Grant Mission Statement, uwyo.edu.edu).

B. UCEDD Programs

WIND programs reflect a lifespan and interdisciplinary approach. We will conduct early childhood, youth, adult and aging initiatives. We will maintain strong collaborations with the UW Early Childhood Outreach Network and the Wyoming Center on Aging for related work as well as numerous partnerships for initiatives related to youth and adults (Reference: Approach Section, pg.16; Logic Model, pg. 18; Work Plan, Attachment B; and Letters of Support, Attachment D). We plan for interdisciplinary approaches throughout the five years and across all activities. We will be addressing multiple areas of emphasis and collaborating with UW Colleges of Arts & Sciences, Education, Engineering and Law; Schools of Culture, Gender and Social Justice, Pharmacy and Nursing; along with additional divisions within our College of Health Sciences: Communication Disorders, Kinesiology & Health, Social Work, the residencies and community health care clinics.

The theme of meaningful individual and family engagement is one of our top three priorities, along with accessibility and diversity, equity & inclusion. We will partner with our CAC, the Wyoming Family to Family Health Information Center, individuals, family organizations and families, who engaged with us for our needs assessment and to address critical concerns in 2022, to assure our work is guided by individuals and families. These plans are described throughout this 5-year plan (Reference: Approach Section, pg. 16; Logic Model, pg. 18; and Work Plan, Attachment B).

As discussed in the Approach Section (pg. 16), Logic Model (p. 18) and referenced in the Work Plan, (Attachments B), WIND will maintain a Diversity, Equity and Inclusion Committee led by our disability studies academic program director. The activities in our plan include outreach to culturally diverse, unserved and underserved – including those on waiting lists for services - populations throughout the state. We will maintain our partnership with the Wyoming Life Resource Center for research and capacity building activities to continue lowering the

legacy population in residence. We plan to also target rural and frontier communities and the Wind River Indian Reservation (Reference: Work Plan, Attachment B).

C. Charter with University of Wyoming

A signed Memorandum of Agreement between the University of Wyoming and WIND is provided (Attachment E). The agreement outlines the designation of WIND as an independent academic department in the College of Health Sciences, the roles of WIND and the university, and the inclusion of WIND in the university budget and regulatory processes. As an academic unit, the executive director is a member of the College of Health Sciences Administrative Council, reports to the Dean and represents an equal voice with other divisions that include Schools of Nursing and Pharmacy and Divisions of Communication Disorders, Kinesiology and Health with a Public Health track, Social Work, Dental Education and Medical Education with two residency centers and two Federally Qualified Health Centers.

Signed DD Act Assurances are also included (Attachment F). The executive director's signature ensures that WIND will comply with the regulations for UCEDDs, conduct activities aligned with our goals, use core funds to supplement and not supplant leveraged funding, protect the rights of all individuals, maintain a CAC, educate and disseminate information regarding the DD Act, and that the executive director has the credentials, experience, and demonstrated leadership to carry out the proposed activities (Attachment H).

D. Organizational Structure

As illustrated in the Organizational Chart (Attachment G), the executive director reports directly to the Dean of the College of Health Sciences, who in turn, reports to the Vice-President for Academic Affairs. WIND is organized with two associate directors and a director of the academic program who report to the executive director. Faculty and staff, organized by core function and areas of emphasis, report to one or both of the associate directors. An assistant lecturer reports to the director of disability studies.

E. Long-Range Plan to Respond to Emergent Developments

In 2021 and 2022 and in response to two potential crises that were about to impact individuals with developmental disabilities and their families, WIND employed a response model that was successful for addressing the budgetary and direct support workforce issues. Goal 5.4, described above, describe our long-term plan for similarly addressing emergent issues. We will continue to convene key partners and families to define, set objectives to address, then implement a plan to rectify each issue in a timely and effective manner.

F. Employment of People with Developmental Disabilities and from Diverse Backgrounds

WIND has 23 employees. More WIND employees are female (74%) when compared with Wyoming demographics (See Table 1, pg. 8). Our employees are representative of Wyoming diversity with 5% being a person of color and we currently do not have Native American or employees of Hispanic or Latino origin. An overwhelming majority of our employees, 86%, live in or were raised in rural communities which strongly aligns with the rural and frontier nature of our state. Of our 23 employees, 28% have a disability, 86% had a special health care need as a child, 38% have a child or immediate family member and 24% have an extended family member with a developmental disability. WIND is committed to employing a diverse staff. The university and WIND have comprehensive policies and practices in place for recruiting employees with diverse racial and ethnic backgrounds, sexual identities, and disabilities (University of Wyoming Personnel Policies and Processes, Employee Handbook and Human Resources Website (<https://www.uwyo.edu/hr/>)). In 2017, the University of Wyoming established an Office of Diversity, Equity and Inclusion (<https://www.uwyo.edu/diversity/>), administered by a Chief Diversity Officer and Vice President. WIND faculty serve on this Office's Council and WIND partners to ensure diversity, equity and inclusion policies and practices are helping to achieve WIND and University goals.

G. Director

Sandra Root-Elledge, MA (Biosketch, Attachment H) is the executive director of WIND and has overall administrative responsibility for the UCEDD. She provides leadership to WIND, determines strategic directions and oversees the associate directors, the director of the disability studies program, administrative staff and the quality assurance core function. She reports to the College of Health Sciences Dean and represents WIND as an academic unit at the College and University. She serves as the liaison between the Administration on Community Living and WIND, which includes the responsibility for filing all required reports and proposals and responding to other grant requirements. She also represents WIND within the national organization (AUCD) and the Wyoming Developmental Disabilities network.

Ms. Root-Elledge holds a master's degree in sociology with undergraduate minors in statistics and religious studies. Appointed as the executive director in 2016, she served as the interim director for two years, the associate director for six years and the coordinator of community education for four years. She is an experienced grants manager, securing over \$20M in federal, state and foundation funding for research, training, and service, in addition to a \$500,000 endowed scholarship from a private donor for the disability studies program. She also directs the Wyoming Assistive Technology Resources and University of Wyoming ECHO programs. Additionally, she is the mother of two adult-age children with developmental disabilities. Bringing lived experience and a professional perspective, she serves on the Wyoming Governor's Council for Developmental Disabilities, the Wyoming Developmental Disabilities Advisory Committee and several emergent or ad hoc committees addressing systems change. She has the passion, vision and experience to carry out the WIND mission.

H. Qualifications of Key Staff

Bio Sketches are provided for key WIND personnel are provided (Attachment H).

Michelle Jarman, Ph.D. is a tenured Associate Professor and the Director of the Disability Studies Program, one of the key interdisciplinary training areas at WIND. Dr. Jarman

also currently directs the Gender & Women's Studies program at the University of Wyoming. She came to the University of Wyoming in 2007 to launch and grow the undergraduate Minor in Disability Studies. In addition to teaching core courses and electives in disability studies, she oversees a part-time assistant lecturer, curricular enhancement, student advising, and program assessment for the minor. Since 2008, over 160 students have graduated with the minor, and the program maintains an enrollment of 40-50 students from a wide variety of major programs. Building on this success, she is currently working to establish a graduate minor in disability studies. Dr. Jarman received her Ph.D. in English from the University of Illinois at Chicago in 2006, with concentrations in disability and gender studies. Her research broadly examines intersecting representations of disability, gender and race in 20th and 21st century U.S. literature and culture. Her publications have appeared in journals such as the *Review of Disability Studies*, *Disability Studies Quarterly*, *Feminist Formations*, the *Journal of Literary and Cultural Disability Studies*, and several literary and disability studies anthologies. She has also published research in the Scholarship of Teaching and Learning, focusing on accessible and inclusive pedagogy. She co-edited *Barriers and Belongings: Personal Narratives of Disabilities*, an anthology designed as an introductory text in disability studies. Finally, she is working with colleagues in archival research of the Wyoming State Training School and a related community-based research project documenting experiences of community living for people with developmental disabilities.

Canyon Hardesty, M.S. is a co-Associate Director and Director of Community Education, Training and Services. She is also adjunct faculty at the Department of Pediatrics at the University of Utah, serving as public health faculty for the Utah Regional Leadership Education in Neurodevelopmental Disabilities. In her current role, Ms. Hardesty manages the UW ECHO program and directs the Wyoming Telehealth Network, both with significant statewide impact and collaboration. She is the principal investigator on the National Training Initiative focusing on children impacted by opioid, substance use, and related trauma (Project

SCOPE). Additionally, she serves on the Governor's Healthcare Taskforce and is an appointed member of the Telehealth and Broadband Taskforce, a subcommittee of Joint Health and Services Legislative Committee. Ms. Hardesty's research is primarily focused on health services delivery, interdisciplinary care and capacity building through virtual learning communities, and the use of telehealth to address complex health challenges.

Before joining WIND in 2013, Canyon worked for seven years at the Wyoming Department of Health—Public Health Division. she earned a master's degree in Health Care Ethics from Creighton University, a master's degree in Kinesiology and Health from the University of Wyoming and is currently a doctoral student in Public Health Leadership at the University of Illinois at Chicago.

Eric J. Moody, Ph.D. is co-Associate Director and Director of Research and Evaluation at WIND. Dr. Moody came to WIND in 2016 to develop WIND's research and evaluation programs, and to help develop family support programs throughout Wyoming. Dr. Moody received his doctorate in Social Psychology and Developmental Cognitive Neuroscience from the University of Denver in 2007. His research interests include the development of supports for families of those with IDD, development of more equitable developmental screening tools, the epidemiology of autism and parent-based mentoring to improve well-being in families who have children with disabilities. Dr. Moody has over 20 years of experience in research and 16 years of experience with developmental disabilities.

In his current role, Dr. Moody oversees all research and evaluation activities for the department. This includes serving as Principal Investigator for several research grants, such as the PCORI funded ESRN. The ESRN is a community and practice-based research network that addresses some of the most pressing healthcare issues in our state and was recently awarded funds to include individuals with IDD in all aspects of research. Dr. Moody also serves on the Governor's Healthcare Taskforce and works with the WIND leadership team on administration of the institution.

Betsy Lindell Bress, BA is a Project Coordinator Senior for Information Dissemination. Her duties include website and social media updates, graphic design, and project outreach. Ms. Bress has been at WIND since 2016 and is currently in the master's program in Spanish at the University of Wyoming which enhances our capacity for translating materials and information. She is also a member of two key WIND committees; she chairs the Keith A. Miller Award committee and serves on the WIND accessibility committee, guiding staff training and materials review. She also serves on the University of Wyoming accessibility committee.

Thomas 'Abe' Lentner, MUPP is the WIND Business Manager. Mr. Lentner joined WIND in March 2021. His responsibilities include fiscal, office and personnel management, and he oversees two office associate seniors to meet these obligations. Abe has a background in urban planning, economic development and higher education. He holds a Master of Urban Planning and Policy degree from the University of Illinois at Chicago, and a B.A. from the University of Chicago. Prior to joining WIND, he was an urban economic development director, taught courses in city planning, and worked as a diverse learners educational consultant.

I. Consumer Advisory Council

The Wyoming Institute for Disabilities Consumer Advisory Council (CAC) is comprised of twelve individuals (CAC Member List with Map, Attachment I), the majority of whom are parents and people with developmental disabilities. There are two self-advocates, five parents, three advocates, one person who represents the Wyoming Governor's Council on Developmental Disabilities, one person who represents Protection & Advocacy System, Inc., and one person who represents a state parent support system, Parents Helping Parents of WY, Inc. Members will continue to meet monthly from September to May via Zoom with two in-person meetings in November and April each year. All meetings are supported with captioning and members are provided with the support they need to participate. Meeting minutes are taken and distributed afterward to members. CAC members, except for the representatives from the Wyoming Governor's Council and Protection & Advocacy, will continue to receive a stipend for attending

each meeting. Costs for members to attend face-to-face meetings will continue to be paid by WIND. WIND will also continue to offer and pay for CAC members to attend the annual Wyoming Disabilities Conference and for up to two members to attend the annual AUCD Conference. The CAC Chairperson will continue to ensure the meaningful participation of everyone, assuring that each person has an opportunity to have a voice in the proceedings and information is presented in an understandable manner, e.g., accessible materials, plain language materials. The CAC will search for additional members to represent the more rural areas of the state and to increase diversity among its participants.

J. Collaborative Relationships with Wyoming Developmental Disabilities Network

WIND maintains strong relationships with our state Developmental Disabilities Network, the Wyoming Governor's Council on Developmental Disabilities, and Wyoming Protection & Advocacy System, Inc. We also maintain a strong relationship with the Wyoming Developmental Disabilities Section of the Wyoming Department of Health and the Wyoming Service Provider Association. Memorandums of Agreement with the Wyoming Governor's Council on Developmental Disabilities (Attachment J) and Wyoming Protection & Advocacy System, Inc. (Attachment K) are provided. Letters describing commitment, collaboration and support from our key partners are also attached (Attachment D). We meet routinely as a group and individually, more frequently to address emerging issues. In the last two years, WIND convened and facilitated network meetings to address vaccinations and services in response to the Covid-19 pandemic, the need to recruit and retain direct service providers, and a proposed reduction in services reflected in the state budget. Network partners collaborated to address each of the issues, solving some and planning for ongoing approaches for others. Frequent collaborations, as well as the model for public forums to gather stakeholder input, will be used to address arising issues or needs in 2022-27 (Reference Objective 5.3.4 in Workplan, Attachment B).

K. Participation in Community Networks

WIND maintains extraordinary partnerships with state agencies and organizations, a comprehensive listing of partnerships is attached (Attachment L). The Wyoming Departments of Education and Health contract with WIND for research, evaluation, training and services. WIND provides significant leadership for the University of Wyoming, College of Health Sciences on the Governor's Health Task Force. We collaborate with the two independent living centers in the state on training and services. WIND partners with numerous divisions in all University of Wyoming colleges. We also have strong collaborations with Wyoming Community Colleges. WIND projects partner with non-profit organizations. We will collaborate with the Wyoming Parent Information Center, Wyoming Children's Law Center, Wyoming Early Hearing and Detection and Intervention program and state child developmental centers as they seek our guidance to help strengthen their organizations, and assist with planning, training, research and evaluation. Most importantly, parents and family members are engaged with WIND forums, initiatives and provided input into the development of this proposal. WIND has an especially strong reputation for collaborating with agencies, organizations, individuals and families.

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Appendix A: Data Sources

American Public Transportation Association (2020)
Bureau of Labor Statistics (2020)
CDC Disability and Health Data System BRFSS (2018)
Centers for Medicare and Medicaid Services NPPES (2020)
Dartmouth Atlas of Health Care (2017)
Head Start and Early Head Start (2019)
HRSA (2018-2019)
National Center for Education Statistics (2018-2019)
National Core Indicators (2018-2019)
National Survey of Children's Health (2018-2019)
U.S. Census Bureau American Community Survey (2013-2018)
U.S. Census Bureau American Community Survey (2018)
U.S. Census Bureau SAHIE (2018)
U.S. Census Bureau SAIPE (2018)
U.S. Department of Agriculture's Food Environment Index (2018)
U.S. Department of Education IDEA (2017-2018)
U.S. Department of Education IDEA (2018-2019)
Wyoming Department of Education (2018-2019)
Wyoming Department of Education (2019-2020)
Wyoming Department of Health (2020)
Wyoming Division of Vocational Services (2019)
Wyoming Family2Family Provider Survey on CYSHCN (2020)
Wyoming Governor's Council on Developmental Disabilities (2020)
Wyoming ICAP Assessments (2020)
Wyoming Protection and Advocacy, Inc. (2020)

Attachment B
Wyoming Institute for Disabilities
Five Year, 2022-2027 Work Plan

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

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

Over the next five years (2022-2027), WIND will improve outcomes for individuals in the areas of health and wellness, education, early intervention, employment, and assistive technology.

Goal 1: WIND will train graduate or post graduate students from health, education, and related disciplines through an interdisciplinary family curriculum in leadership skills necessary to impact systems that serve and support families with children with special health care needs, including autism and all developmental disabilities. Trainees will participate in Utah Regional Leadership Education and Neurodevelopmental and other Disabilities (URLEND) supported by the Maternal Child Health Bureau										
<i>Approach to Diversity, Equity and Inclusion: WIND will recruit from culturally and linguistically diverse backgrounds and will provide trainees placed-based experiences that intentionally bring students into diverse communities and inclusive settings. Materials and experiences will be accessible to the diverse trainees engaged in the program.</i>										
Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
1.1: Develop content and facilitate Wyoming trainee learning and engagement in the Utah Regional Leadership Education in Neurodevelopmental Disabilities Program.	1.1.1: Annually recruit trainees from culturally and linguistically diverse (CLD) backgrounds to include families and community members - Long-term (LTT) - Medium (MTT) - Short (STT)	Associate Director, Director of Community Education and Training Director of Disabilities Studies	Health Education Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 LLT representing 3 separate disciplines per year-15 total 3 MTT 20 STT demographics of trainees Family mentors	% of students from CDL and under-represented groups (including those with DD and family members) #/background of family mentors
	1.1.2: Develop and deliver core content in public health and social determinants of health and diversity trainee experiences	Associate Director, Director Community Education and Training	Health Education Early Intervention		X Q1 Q2 Q4	X Q1 Q2 Q4	X Q1 Q2 Q4	X Q1 Q2 Q4	5 didactic sessions 1 book club guided discussion	# didactic trainings/guided discussion % of trainees who report increases in knowledge, attitude, skills
	1.1.3: Present final research project at state and national research conference	Associate Director, Director Community Education and Training Associate Director, Director of	Health Education Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	3 project presentations / yr., 15 total; 1 conference / yr.; # at each presentation	% of trainees that report an increase in knowledge, attitude and skills; Increased research contribution

		Research and Evaluation								
<p>Goal 2: Pre-Service, Interdisciplinary Education: WIND will provide interdisciplinary preparation in disability, diversity, and inclusive practice for undergraduate and graduate students in order to increase the number of people, including those from culturally and linguistically diverse backgrounds, working and advocating with people with intellectual and developmental disabilities (IDD) and their families.</p>										
<p>Approach to Diversity, Equity and Inclusion: WIND will recruit from culturally and linguistically diverse backgrounds and will provide trainees placed-based experiences that intentionally bring students into diverse communities and inclusive settings. Materials and experiences will be accessible to the diverse trainees engaged in the program.</p>										
Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
<p>2.1: Provide coursework and practicum experiences for long-term UCEDD trainees, undergraduate and graduate students in disability studies, to promote social, cultural, and diversity understanding of people with IDD</p>	<p>2.1.1: Maintain and support a strong undergraduate minor in disability studies, with at least 40-60 active students and 12 or more graduates annually</p>	<p>Director, Disability Studies</p> <p>DS Program</p> <p>Associate Director, Director of Research and Evaluation</p> <p>UW ECHO Project Coordinators</p> <p><i>School of Culture, Gender, & Social Justice, Colleges of Health Sciences, Education, Arts & Sciences</i></p>	<p>Education</p> <p>Health</p>	<p>X</p> <p>Q1 Q2 Q3 Q4</p>	<p>Core set of 6-8 courses offered annually, with 3-5 new or cross-listed courses offered within duration of grant; 10-20 students/yr. resulting in 50+ graduates from minor; 50 UW ECHO sessions attended by DS students</p>	<p>% reporting increased knowledge, attitude, skills; % reporting satisfaction with experience; % from CDL and/or underrepresented groups (including individuals with DD and family members)</p> <p># courses offered</p> <p># courses developed</p> <p>#/disciplines of students, demographics, lived experiences</p> <p># and topic of ECHO attendance</p>				
	<p>2.1.2: Increase the number of practicum sites within health care service delivery that have patients with IDD</p>	<p>Director, Disability Studies</p> <p>DS Program</p> <p>CHS Programs</p> <p>IPE Committee</p>	<p>Education</p> <p>Health</p>	<p>X</p> <p>Q1 Q2 Q3 Q4</p>	<p>3 sites available to 3 students throughout the duration of the grant</p>	<p>% reporting increased knowledge, attitude, skills; % reporting satisfaction with educational experience</p> <p># and location or area of focus of practicum sites</p>				

											# students/discipline
	2.1.3: Increase students from underrepresented groups, including BIPOC, LGBTQIA+, international, and students with disabilities	Director, Disability Studies <i>DS Program, UDSS, Admissions,</i> <i>School of Culture, Gender, and Social Justice</i> <i>UW Colleges of Health Science, Arts & Sciences, Education, Business, Engineering</i> <i>WY Community Colleges</i>	Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Work with partners to recruit and develop pipelines from WY and regional schools	Increase diverse student enrollment by 10% over grant period; % from underrepresented groups (including individuals with DD and family members) # students/diversity and demographics # partners/diversity	
	2.1.4: Increase transnational / global engagement within curriculum and study abroad opportunities	Director, Disability Studies DS Faculty from UCEDD Partners <i>UW Colleges of Health Science, Arts & Sciences</i> <i>UW Office of Global Engagement</i> <i>Global partner site</i>	Education Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Add cross-listed global studies course(s) as DS Minor elective(s); connect global DS courses to study abroad.	% of students enrolled in DS global and/or in related study abroad courses; % of students that report an increase in knowledge, attitude and skills; % of students who report satisfaction with educational experience.	

	2.1.5: Increase enrollment of distance students into DS Minor by offering all courses in hybrid and/or asynchronous formats		Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Enhance hybrid & distance teaching, increase distance enrollment in minor, 5-10 students by end of grant period.	% of distance students, including completing practicum outside Laramie # of courses # students
2.2: Establish a graduate certificate / minor in disability studies	2.2.1: Pursue formal process through UW to establish and deliver a graduate certificate and minor in disability studies	Executive Director, Director, Disability Studies <i>UW Colleges of Health Sciences, A&S, Education, College of Law</i>	Education Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Submit Notice of Intent; conduct market analysis, and establish curricular plan & courses.	Approval to develop and deliver graduate minor in DS at UW. # courses Learning objectives
	2.2.2: Formalize partnerships with UW faculty, departments, and external entities to support student recruitment and program advisory roles	<i>UW Colleges of Health Sciences, A&S, Education</i> <i>UW Science Initiative</i> <i>DS Faculty from UCEDD Partners</i>	Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Establish a DS Studies Graduate Program working group; recruit 3-4 faculty to cross-list courses	# of faculty engaged in advisory role, student recruitment, curricular contributions; # of external partners
	2.2.2: Develop curriculum & offer courses in distance / hybrid format	Director, Disability Studies <i>Ellbogen Center for Teaching & Learning</i> <i>Colleges of Health Sciences, Arts & Sciences, Education</i>	Education Health	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Enhance hybrid & distance teaching, promote distance enrollment with 5-10 students by end of grant period.	% of students that report an increase in knowledge, attitude and skills; % of students who report satisfaction with educational experience # students, format of delivery

Goal 3: Community Training and Education: Increase the capacity of professionals to implement best practices and identify promising practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course opportunities and outcomes for individuals with disabilities and their families.

Diversity, Equity and Inclusion Approach: Trainings will be codeveloped in collaboration with content experts, individuals, families and diverse community perspectives to ensure representation and relevance. Participants will be recruited from diverse communities and all voices incorporated into training and delivery and evaluation of impact.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
3.1: Increase the capacity of individuals and communities through interprofessional education and training	3.1.1 Develop and deliver training that address areas of known and emergent best-and promising practices in collaboration with state/local agencies, community organizations	Associate Director, Director of Community Education and Training; WIND Program Manager; <i>Local education agencies; WY Depts of Education, Health and Workforce Services; Medicaid Waiver providers; Aging and Disability Resource Center (ADRC)</i>	Health; Education; Early Intervention; Assistive Technology; Employment; Quality Improvement	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Develop and deliver at least 10 -12 trainings per year in each area of emphasis (4); total 240 in project period To include multiple modalities: asynchronous courses delivered via the University Learning Management System (LMS)	# trainings/ # participants Demographics # professionals/disciplines # Individuals and families -types/modalities and deliveries (asynchronous/synchronous/mixed methods) Content areas/learning objectives % of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	3.1.2: Incorporate CHS and COE and Psychology undergraduate and graduate students to participate in interprofessional training opportunities	Associate Director, Director of Community Education and Training; Director, Disability Studies; <i>CHS Interprofessional Committee; UW Faculty</i>	Health Education. Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Recruit at least 15 students per year in a least 3 areas of emphasis for a total of 225 students during the grant period	# students/disciplines # types of training/level of engagement % of students who report an increase in knowledge, attitude and skills & satisfaction with experience
3.2: Providing inter-professional training utilizing the UW ECHO model for capacity building	3.2.1 Facilitate the development of UW ECHO networks to provide ongoing training for current priorities and emergent needs	WIND Team Leads (Education and Early Intervention, Health, Assistive Technology) WIND Project Coordinators and Assistants	Health Education Early Intervention	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide annual training to 1,700 participants utilizing the ECHO model, total 7800 Facilitate 10 networks annually in the areas to include ongoing communities of practice in assistive technology, autism	Participants/demographics/profession Diversity of ECHO hubs and content expertise # Participating states/countries #/topic ECHO implementations	

		Coordinator, Information Dissemination	Mental Health – Pediatric and Adult Assistive Technology						and positive behavior supports early intervention and developmental screening, student health and mental health	% of participants reporting increased knowledge, attitude, skills; & satisfaction with experience; (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
	3.2.2: Provide training on the ECHO model through UW ECHO superhub to include projects of national significance	Associate Directors; Director of Education and Training Director of Research and Evaluation WIND Education and Early Intervention and Health Program Managers Project Coordinator. Senior	Health Education Early Intervention Assistive Technology Quality Improvement	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	-Facilitate monthly Collaboratives (Education – Project National Significance) -Deliver at least three superhub trainings -Provide real-time technical assistance to programs -participate in global education initiative to include strategic planning and international training -reach of Project SCOPE and other projects as developed	# Collaborative meetings (education and projects of national significant (SCOPE) # Immersion trainings Participants/demographics/profes sion # Participating states/countries #/topic ECHO implementations % of participants reporting increased knowledge, attitude and skills & satisfaction with experience (Increase in capacity of professionals to implement best practices in classrooms, educational systems, policy, etc.)
3.3 Increase capacity and natural supports for individuals and families in Wyoming	3.3.1 Develop and demonstrate model services related to natural support practices	Associate Director, Director of Research and Evaluation; Associate Director, Director of Community Education and Training	Health Education	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4				Develop (years 1,2) the infrastructure for providing training related to natural supports.	Infrastructure to operative natural support initiative.
	3.3.2 Provide training and technical assistance to individuals, families and communities	Associate Director, Director of Community Education and Training. Associate Director, Director of Research and Evaluation; <i>State Agencies;</i> <i>Community-based Organizations;</i> <i>Faith communities;</i> <i>Collaborative for Faith and Disability</i>	Health; Education; Early Intervention; Employment; Assistive Technology	X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Deliver 2 trainings or technical assistance activities to develop community natural supports annually, total 10	% of recipients who report satisfaction with training/technical assistance provided (resources, services, networking of public and private entities, awareness of evidence-based practices, capacity to assess current practices in relation to evidence- based approaches, policy changes)

3.4 Increase training and infrastructure for rural health and innovation.	3.4.1 Develop and integrate existing health programs to support the development. Infrastructure to support Rural Health Innovation Institute	College of Health Sciences Administration							Establish a Rural Health Innovation Institute to include project management by rural health programs at WIND including WyTN, ESRN and UW ECHO	# programs/partnerships Type of initiatives Patients/providers engagement # courses development #/students and disciplines Amount of funding secured/diversity of sources # Entrepreneurial activities # research projects
		Associate Directors; Director of Education and Training Director of Research and Evaluation	Health							
		Health Program Manager	Early Intervention							
		Wyoming Telehealth Network	Telehealth							
		Equality State Research Network	Mental Health – Pediatric and Adult	X	X	X	X	X		
		UW ECHO	Quality Improvement	Q1	Q1	Q1	Q1	Q1		
		Wyoming Bioscience Innovation Hub	Research and Evaluation	Q2	Q2	Q2	Q2	Q2		
		Wyoming Innovation Partnership	Innovation	Q3	Q3	Q3	Q3	Q3		
				Q4	Q4	Q4	Q4	Q4		

Goal 4: Community Services and Technical Assistance: Provide services that implement best practices in health and wellness, education, early intervention, assistive technology, and employment in order to increase the life course opportunities for individuals with disabilities and their families.

Approach Diversity, Equity and Inclusion *Technical assistance will be codeveloped in collaboration with content experts, individuals, families and diverse community perspectives to ensure representation and relevance. Participants will be recruited from diverse communities and all voices incorporated into training and delivery and evaluation of impact.*

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
4.1: Provide technical assistance in order to improve access and participation for individuals with disabilities and their families	4.1.1: Provide timely services and supports for individuals, families and agencies	WIND Program Managers. Wyoming Assistive Technology Resource; Wyoming Accessibility Center (WAC); ICAP/SIS; Governor's Council on DD; UW ECHO Networks; Protection & Advocacy, Inc.	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Technical assistance to 200 individuals, families, agencies and organizations annually, total 1,000	% of individuals, families, agencies & organizations reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)
	4.1.2: Respond to requests for technical assistance from national, state and local agencies to include ongoing representation on state and national boards/commission /taskforces	Executive Director; Director, Associate Director of Community Education and Training Associate Director, Director of Research and Evaluation; WIND Program Managers;	Health Education Employment Assistive Technology Quality Assurance	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Respond to ongoing technical assistance from national, state and local agencies. Provide TA to at least 10 agencies per year and 50 over the course of the grant	# Requests Topics of requests # boards/commissions/taskforces Areas of need for TA Disciplines needed to respond % of individuals, families, agencies and organizations reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)

	4.1.3: Enhance the infrastructure of the Wyoming Telehealth Network	<p>Coordinator, Information Dissemination;</p> <p>WIND Health Program Manager</p> <p>University of Wyoming – College of Health Sciences and direct care collaboration to include COE, UW Counseling Center, Psychology and Residency Centers</p> <p><i>WY Dept of Health – Medicaid and Office of Rural Health</i></p> <p><i>WY Workforce Services</i></p>	Health	X	X	X	X	X	<p>Increase the number of Wyoming providers offering telehealth services to Wyoming clients.</p> <p>Evaluate effectiveness, efficiency and return on investment</p> <p>Integration of competencies in UW-CHS and other workforce initiatives</p>	<p># providers/services</p> <p># Patient encounters/minutes services</p> <p>#/type of service</p> <p>Barriers and facilitators to care</p> <p>% of providers reporting satisfaction with training / TA (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes)</p>
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Goal 5: Research and Evaluation: WIND will conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively, individuals with DD and their families.

Diversity, Equity and Inclusion: Across all research and evaluation activities, WIND will increase its focus on DEI by studying areas that are of important to diverse communities and that will address problems of equity, and by increasing opportunities to meaningfully include diverse individuals in every step of the research and evaluation process.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
5.1: Conduct applied research on strategies, tools and methods to improving outcomes in rural/frontier communities, with a focus on improving access to services, natural supports, and family systems	5.1.1: Develop products that provide support and collected pilot data in preparation for grant applications	Associate Directors, Director of Research and Evaluation; WIND Program Manager <i>WY Depts of Health & Education UW and U of CO faculty</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	2 grant proposals submitted per year, 10 total; 4 manuscripts generated, 20 total;	# of citations in literature, # Views on ResearchGate / WIND website. # Conference presentations # grant/contract proposals submitted
	5.1.2: Develop infrastructure to implement community and practice base research for disabilities and health equity through the Equality State Research Network (ESRN)	Associate Directors, Director of Research and Evaluation; WIND Program Manager <i>WY Depts of Health & Education UW and U of CO faculty</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Hold 10 monthly ESRN meetings, 4 NAC meetings Conduct annual ESRN Pilot and Partnership development award competition Submit 2 grant/contract application per year	# of ESRN meetings / attendees # of new partners # MOUs signed # ERSN awards granted # dissemination products # ESRN projects
	5.1.3: increase number of research, evaluation and quality improvement projects that focus on issues of diversity, equity and inclusion	Associate Directors, Director of Research and Evaluation; WIND Program Manager <i>WY Depts of Health & Education UW and U of CO faculty</i>	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Conduct at least 1 DEI focused project per year	# Dissemination products # Citations # Conference presentations

5.2: Evaluate existing WIND programs (service and educational).	5.2.1: Implement evaluation measures for each program and update as needed	Associate Directors, Director of Research and Evaluation Director of Community Education and Training Director, Disability Studies Project Coordinators WIND CAC	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Conduct evaluation of each WIND project (#), and report as needed	Annual feedback from the CAC and other key stakeholder regarding the adequacy of WIND program and achievement/alignment to current goals.
	5.2.2: Analyze and disseminate evaluation findings	Associate Director, Director of Research and Evaluation Associate Director, Director of Community Education and Training Director, Disability Studies	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	project specific analyses; annual report to ED and CAC; disseminate reports to project teams; disseminate findings to community	% of program participants who report an increase in knowledge, attitude and skills and satisfaction experience. Improvement in key outcome measures (e.g., increased knowledge) # reports to implementation teams, CAC and funders
5.3: Evaluate impact of programs of significance on individuals as well as larger systems (classrooms, educational systems, policy, etc.)	5.3.1: Analyze the UW ECHO Network data to determine outcomes and to increase the global impact of ECHO	Executive Director Associate Director, Director of Research and Evaluation Associate Director, Director of Community Education and Training WIND project coordinators <i>University of New Mexico</i>	Health Education Early Intervention Employment Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Conduct analyses and reports of outcomes for all ECHO networks	% reporting increased knowledge, attitude and skills and satisfaction with experience (Increased capacity to implement best practices in classrooms, educational systems, policy, etc.) % Intending to implement newly learned skills Changes in individual student outcomes, classroom and systems changes Number and location of learners/participants (Reach)

	5.3.2: Analyze impact and reach of UW projects of significances including UW ECHO superhub, Wyoming Telehealth and WATR	Executive Director. <i>Associate Directors</i> <i>University of New Mexico;</i> <i>UCEDD Network;</i> <i>Wyoming Center on Aging</i>	Health Education Early Intervention Employment Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Conduct analyses and reports of outcomes for all projects of significance	% reporting satisfaction with training/TA provided to hubs (resources, services, networking of public and private entities, evidence-based practices, capacity to assess current practices in relation to evidence-based approaches, policy changes needed)
5.4: Analyze current national/state, local, and proposed disability policies as they apply to Wyoming	5.4.1: Research impact of current and proposed state systems/policies on access to services.	Executive Director, Associate Directors, Director, of Research and Evaluation; <i>WY Governor's Council;</i> <i>WIND rep to Governor's Council;</i> <i>State/national legislators;</i> <i>WY Children's Law Center;</i> <i>Governor's Council on DD;</i> <i>Protection & Advocacy, Inc.</i>	Health Education Early Intervention Employment Quality Assurance Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Hold community meetings on state and national policies that impact IDD. Reports on impact of current and proposed service delivery systems.	# of community meetings # attendees/demographics % of findings that inform state and local agencies policy and practice. # Policy briefs, white papers or other policy related products

Goal 6: Information Dissemination: WIND will disseminate knowledge-based information using multiple accessible formats, both translating nationally the results of WIND research and practice and sharing UCEDD information in Wyoming.

Diversity, Equity and Inclusion: WIND will provide materials and information in multiple modalities, assuring equitable access to all individuals. Accessibility and inclusivity priorities will be addressed throughout all stages of content creation, and existing materials will be reviewed and updated as necessary.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
6.1: Disseminate information that supports the health and wellness of people with intellectual and developmental disabilities	6.1.1: Develop and disseminate new products each year that emphasize health and wellness for people with intellectual/developmental disabilities and their families.	Coordinator, Information Dissemination WIND Project Managers	Health; Education; Early Intervention; Employment; Quality Assurance; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Update and maintain WIND website; Produce products for WIND initiatives; Produce health and wellness materials	% of reporting satisfaction with WIND website; % random sample reporting increased awareness of health and wellness as a result of WIND products
6.2: WIND will ensure the accessibility of all WIND products	6.2.1 Support training for WIND Accessibility Committee members on producing accessible print and digital documents and culturally and linguistically appropriate materials	Coordinator, Information Dissemination WIND Accessibility & DEI Committees	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	WIND will produce accessible products across all areas of emphasis	# Products (print, electronic, Types of products 508 compliance
	6.2.2: WIND Accessibility Committee will provide training and resources to WIND staff on accessible document creation and culturally and linguistically appropriate materials	Coordinator, Information Dissemination WIND Accessibility & DEI Committees	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Provide training to WIND faculty and staff Create resource guides Establish accessibility standards for WIND materials	# Committee members # Meetings # Trained staff, faculty # Training materials created # content of standards
	6.2.3: Review and revise materials as appropriate to enhance accessibility	Coordinator, Information Dissemination WIND Accessibility & DEI Committees	Quality Assurance; Health; Education; Early Intervention; Employment;	X Q1 Q2	X Q1 Q2	X Q1 Q2	X Q1 Q2	X Q1 Q2	WIND will assess accessibility of products across all areas of emphasis	# Products assessed and revised

			Assistive Technology	Q3 Q4	Q3 Q4	Q3 Q4	Q3 Q4	Q3 Q4		
	6.2.4: Provide support to university and other organizations on accessibility	Coordinator, Information Dissemination University of Wyoming Accessibility Committee	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Participate in monthly University Accessibility Committee	#/Accessibility Activities Committee
6.3: Increase statewide awareness of WIND and WIND projects	6.3.1: Recognize annual Keith A. Miller recipient	Coordinator, Information Dissemination	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Solicit applications for Keith Miller Award Adhere to review procedures Select 1 awardee per year	# nominations Discipline of nominations Accomplishments of nominated
	6.3.2 Create a 30 th anniversary campaign for WIND	Coordinator, Information Dissemination Consumer Advisory Council	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4				Plan and execute events recognizing WIND 30 th anniversary	# events # attendees % increase in WIND awareness through survey
	6.3.3: Increase WIND website and social media interest by promoting WIND and WIND projects	Coordinator, Information Dissemination	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Diversify social media presence Increase organization community engagement	# website hits # Social media posts # Social media platforms # Organization collaborations
	6.3.4: Increase interest in WIND, WIND projects and activities by implementing media campaigns that promote awareness of and participation in WIND projects and activities	Coordinator, Information Dissemination WIND Project Managers	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Coordinate and implement media campaigns	# Print, Digital, Social Media Campaigns % of reporting satisfaction with WIND website; % random sample reporting increased awareness of health and wellness as a result of WIND products

	6.3.5 Increased awareness of WIND and WIND projects through the development and implementation of annual strategic outreach plan	Coordinator, Information Dissemination WIND Project Managers	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Produce annual strategic plan	% of reporting satisfaction with WIND website; % random sample reporting increased awareness of health and wellness as a result of WIND products
6.4 Increase information dissemination to traditionally and historically underrepresented audiences	6.4.1 Identify communication channels and strategies to reach underrepresented audiences and expand dissemination strategies to include identified groups and channels.	Coordinator, Information Dissemination WIND Project Managers WIND Accessibility & DEI Committees	Quality Assurance; Health; Education; Early Intervention; Employment; Assistive Technology	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	WIND will disseminate materials to identified underrepresented audiences	# of products # of activities

Goal 7: WIND will develop innovative tools and processes for improved management of its financial resources to leverage its business processes for improved support across programs, while maintaining the organization's commitments to adherence to federal, state and university regulations.

Diversity, Equity and Inclusion: Develop processes that allow WIND's leadership to set and meet strategic goals for spending and financial partnerships among traditionally underrepresented groups in Wyoming.

Objective	Activities	Person/Project Responsible/ Collaborating Partners	Area of Emphasis	Timeline					Outputs	Outcomes Measures
				2023	2024	2025	2026	2027		
7.1 WIND will develop innovative business management tools to promote best practices in program administration	7.1.1 Budget forecasts, leveraged proposal development, account management, evaluation of administrative effectiveness	Business Manager Administrative Team	Quality Assurance	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Improvements in reports and templates that allow program managers and administrators to better evaluate program administration and adherence to federal, state and university regulations	Reports, templates and organizational tools to promote effective and compliant project management
	7.1.2 Increase funds to support UCEDD technical assistance projects		Quality Assurance	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	Increase collaborations with organizations requesting technical assistance in the areas of information dissemination, training and research and evaluation	# contracts for TA activities Content of TA requests Alignment with core function of UCEDD
7.2 Prioritize WIND funding and operational procedures to support a diversity partnerships, consultants, and suppliers	7.2.1 Develop tools that allow WIND to measure and evaluate the types of groups and firms that work with WIND, by targeted category. Categories can include firms owned by traditionally underrepresented groups, agencies serving native groups, Wyoming based businesses, veteran owned firms and others	Business Manager and Leadership Team	Quality Assurance	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	(a) reports documenting spending and support by targeted category (b) tools to effectively track spending and partnerships by priority category (c) identification of categories where funding/partnership opportunities are limited	tools and measures completed, updated and re-evaluated on a regular basis

	7.2.2 Work with project teams and leadership to set goals for spending with firms by targeted category	Business Manager and Leadership Team	Quality Assurance		X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	(a) Baseline of spending by category in FY 2023. (b) annual set goals for spending by targeted category beginning FY24.	(a) annual evaluation of progress toward goals
	7.2.3 produce and maintain a vendor guide that helps program managers source non-profit partners, service providers and suppliers that match goals for DEI and community support.	Business Manager and program managers	Quality Assurance			X Q1	X Q1	X Q1	(a) a user-friendly guide describing partners, vendors and service providers with information about what priority categories they fit (keyword searchable) and services available (b) recruitment of potential vendors partners to fill gaps- assist with registration as university vendor	Guide completed and updated annually
	7.2.4 Distribute spending and financial support in ways that reflect the diversity of the state according to strategic objectives for WIND. Meet objectives for spending by category	Administrative team and program managers	Quality Assurance		X Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	X Q1 Q2 Q3 Q4	(a) increases in spending/partnership by category as determined by leadership, (e.g., 5% increase in spending in Wyoming native communities, or addition of two Latino-owned service providers to vendor/partnership pool)	Funding allocated Dollars spent # Vendors # Diversity of partners



Wyoming Department of Health
Herschler Building
122 W 25th St, 4 West
Cheyenne, WY 82002
(307) 777-7656 • 1-866-571-0944
www.health.wyo.gov



Stefan Johansson
Director

Mark Gordon
Governor

March 25, 2022

Ref.: LG-2022-002

Pamela O'Brien, Ph.D.
Project Officer
Office of Intellectual and Developmental Disabilities
Administration for Community Living
330 C St. SW
Washington, D.C. 20201

Letter of Support

Dr. O'Brien:

It is my pleasure to offer a letter of support for the Wyoming Institute for Disabilities' (WIND) upcoming Five Year Plan. During my tenure as the State of Wyoming's Developmental Disabilities Services Administrator, beginning in January 2017, I have had the privilege to closely collaborate with the talented staff at WIND. In this role, I have observed WIND's commitment to collaboration with stakeholders and future-focused work. WIND is well known across Wyoming for these qualities.

Over the course of the past year, WIND has been engaged in a deliberate, collaborative effort to establish its five year plan. While I support the plan in its entirety, there are a few key elements worth highlighting that underpin the future success of this plan in guiding WIND's efforts. As evident in the development of the plan itself, WIND is committed to family engagement. Having families drive WIND's priorities is a commendable focal point. As the primary funding source of services for people with developmental disabilities in Wyoming, our agency frequently looks to WIND to gain the perspective of this vital stakeholder group. In each instance, WIND is always able to offer valuable insight. Specifically, identifying historically underserved populations with a focus on diversity, equity, and inclusion is a necessary priority. I look forward to collaborating with WIND to identify ways in which we can remove access to service barriers to this and other historically underserved communities in Wyoming.

Lastly, WIND has and will continue to demonstrate leadership in Wyoming on new and emerging issues. A recent example of this include WIND's focus on the direct support professional crisis. In this important work, WIND has worked to bring together stakeholders in

order to understand how we can develop and implement local solutions to this problem. This work is ongoing and WIND has been vital in addressing it. I look forward to working collaboratively with WIND in this space to address new and emerging priorities in Wyoming.

If you should have additional questions, please do not hesitate to contact me at:

Name: Lee Grossman
Address: Division of Healthcare Financing
Wyoming Department of Health
122 W 25th St, 4 West
Cheyenne, WY 82002
Email: lee.grossman1@wyo.gov
Telephone: (307)777-7460

Sincerely,



Lee Grossman
HCBS Section Administrator
Division of Healthcare Financing
Wyoming Department of Health



Wyoming Governor's Council on Developmental Disabilities
320 West 25th Street, Suite 119
Cheyenne, WY 82002

(307) 777-7230
wgccd@wyo.gov

April 5, 2022

Sandy Root-Elledge
Executive Director
Wyoming Institute for Disabilities
College of Health Sciences
University of Wyoming
Department 4298
1000 University Avenue
Laramie, WY 82071

Dear Sandy:

The Wyoming Governor's Council on Developmental Disabilities submits this letter of support regarding the Wyoming Institute for Disabilities (WIND) Five-Year-Plan. The WGCD is made up of people with developmental disabilities, their family members, providers and professionals throughout Wyoming; this letter represents support of multiple stakeholders.

WIND is a strong, forward thinking partner who continually promotes inclusion and empowerment of people with developmental disabilities in Wyoming. From employment to healthcare to education, WIND has been, and continues to be, on the forefront of these and other important disability-related initiatives in the state.

Together we have collaborated on many activities and projects that have impacted so many. We look forward to continuing to do so over the next five years.

Respectfully,

Shannon K. Buller
Executive Director
Wyoming Governor's Council
on Developmental Disabilities





Protection & Advocacy System, Inc.

The Protection and Advocacy System for the state of Wyoming

7344 Stockman Street • Cheyenne, Wyoming 82009

Voice or Relay: (307) 632-3496 • Assistance Requests Only: 1-800-624-7648

FAX: (307) 638-0815

wypanda@wypanda.com www.wypanda.com

Member of the National Disability Rights Network

Protecting the Rights of Persons with Disabilities

February 23, 2022

Sandra Root-Elledge, Executive Director
Wyoming Institute for Disabilities
147C Health Sciences Building
Laramie, WY 82071

Dear Ms. Root-Elledge,

Wyoming's Protection & Advocacy System, Inc. enthusiastically submits this letter of support for the Wyoming Institute for Disabilities ("WIND") 5-year plan application.

The application demonstrates WIND's commitment to address health, education and early intervention, employment and assistive technology, all of which are important areas of focus for individuals with developmental and other disabilities. Your goals and Logic Model are consistent with identified needs and will enhance continued collaboration among the DD partner organizations. Additionally, we commend your focus on inclusion and diversity, along with emergent themes you have identified in your application.

We look forward to our continued work with WIND in addressing areas of mutual concern and interest.

Sincerely,

Jeanne A. Thobro, M.A.
Chief Executive Officer

Pamela O'Brien, Ph.D.
Project Officer
Office of Intellectual and Developmental Disabilities
Administration for Community Living
330 C St. SW
Washington, D.C. 20201

Dear Dr. O'Brien:

On behalf of the Wyoming Assistive Technology Resources (WATR) Advisory Council, I am providing a letter of support for the Wyoming Institute for Disabilities (WIND) 5-year core grant application. The funding will support the amazing work WIND carries out throughout the great state of Wyoming.

Specifically, WIND's training, research, and information dissemination enhances access to and awareness of assistive technology for Wyoming residents. These services and resources are critical in advancing diversity, equity, full community inclusion, independence, and social participation for individuals with developmental and other disabilities.

In addition to the core activities, WIND is highly responsive to the ever-changing assistive technology needs of Wyoming and an esteemed advocate for assistive technology. The WATR Advisory Council and WIND partnered to advocate for changes to the Wyoming Medicaid payment system for Augmentative and Alternative Communication (AAC) devices. Wyoming was the last state to recognize AAC devices as being Durable Medical Equipment, and therefore, AAC was not a covered expense. However, through many years of advocacy work, Wyoming Medicaid now recognizes AAC devices as DME and will cover expenses for such devices. This change will greatly benefit individuals who are on Medicaid and need AAC. This is a true testament to WIND's leadership and advocacy in promoting diversity, equity, and full community inclusion for individuals with disabilities.

In conclusion, the WATR Advisory Council fully support the efforts of WIND as they seek funding to further their incredible work. If you have any questions, please feel free to reach out to Chele Mecomber Porter, at rokoranch@gmail.com.

Sincerely,



Chele Mecomber Porter
Chair of the WATR Advisory Council



Office of Rural Health
Public Health Division
122 West 25th Street, Suite E102
Cheyenne, WY 82002
(307) 777-7293
www.health.wyo.gov



Stefan Johansson
Director

Mark Gordon
Governor

March 14, 2022

Ref: sw-2022.03.14

Pamela O'Brien, Ph.D.
Project Officer
Office of Intellectual and Developmental Disabilities
Administration for Community Living
330 C St. SW
Washington, D.C. 20201

Dear Dr. O'Brien:

The Wyoming Office of Rural Health is writing to provide a letter of support for the WIND 5-year core application. This funding supports our work together on training, research and information dissemination on telehealth, as well their other work with disabilities, rural health and education. WIND's work and long-term goals are in line with the Office of Rural Health mission of enhancing access to healthcare service, supporting the development of an adequate healthcare workforce, and promoting collaboration in expanding comprehensive, community-based healthcare in rural Wyoming.

The collaboration and ongoing work with WIND has been exemplary. The staff is knowledgeable, responsible, and makes every effort to collaborate with their partners. The Office of Rural Health currently has a contract with WIND and is in the process drafting a continuation amendment at this time, continuing our work together on the Wyoming Telehealth Consortium and various other projects. If you have any questions please feel free to reach out to Sharon Weber, at Sharon.Weber@wyo.gov.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sharon Weber".

Sharon Weber
Office of Rural Health Manager
Public Health Division

SW/jcb

c: Stephanie Pyle, MBA, Senior Administrator, Public Health Division





Wyoming Early Childhood
Outreach Network

College of Education
Dept. 3374
1000 E. University Ave., Laramie, WY 82071
Phone: (307) 766-3145

Pamela O'Brien, Ph.D.
Project Officer
Office of Intellectual and Developmental Disabilities
Administration for Community Living
330 C St. SW
Washington, D.C. 20201

April 7, 2022

Dear Pamela,

I am thrilled to write a letter of support for the Wyoming Institute for Disabilities five-year core application. This essential funding will allow WIND to continue to partner with entities at the University of Wyoming and across the state. WIND has been an excellent collaborative partner for many years and the early childhood education workforce continually benefits from access to their resources and expertise. WIND is uniquely suited to provide leadership in our rural state and their long-term goals align with the organizations I lead. These include the Wyoming Early Childhood Outreach Network, the Wyoming Early Childhood Professional Learning Collaborative, and the Early Childhood Special Education Endorsement at the University of Wyoming College of Education. I look forward to many more years of collaborative partnership with the Wyoming Institute for Disabilities.

Sincerely,

Nikki Baldwin, Director
Wyoming Early Childhood Outreach Network
Wyoming Early Childhood Professional Learning Collaborative
University of Wyoming
College of Education



March 25, 2022

Sandy Root-Elledge, M.A.
Executive Director
Wyoming Institute for Disabilities

Dear Sandy,

It is my pleasure to write in support for WIND's 5-year plan! As a longtime member of the WIND Advisory Committee as well as my involvement in other collaborative projects with WIND I have seen firsthand the knowledge and dedication that you and your team provide to people with intellectual and developmental disabilities, their families, and other stakeholders in our state.

The long-term goals of your plan are all perfectly suitable to the needs of people with intellectual and other disabilities in our state. I look forward to working together with you and the WIND team to see them to completion and to witness the impact on people's lives because of WIND's effort. I support all the goals, but I am particularly supportive of your efforts to increase the capacity for advocacy in pre-professionals, your focus on quality of life for people with intellectual and other disabilities, and your continued commitment to collaboration with community leaders and core messengers. I was personally very appreciative of WIND's assistance during last year's general legislative session where people with disabilities were faced with serious reductions to services and supports. Your broad network of people with I/DD, families, providers, and advocates was critical to our ability to get the word out for people to contact legislators regarding the impact of such drastic reductions. It was a very successful effort!

I have also been able to witness and participate with WIND on projects and initiatives regarding our most pressing current issue which is the workforce. WIND took the lead early on in identifying the issues and reasons around the recruitment and retention challenges of Direct Support Professionals. The resulting white paper and infographic from the listening sessions that WIND organized give us a very good starting point to address this very important and far reaching subject.

In addition to the issues surrounding the workforce WIND's leadership, and breadth of knowledge is much needed and appreciated in our state. WIND was very involved during the COVID 19 pandemic in identifying barriers for people with disabilities to receive vaccinations. WIND's commitment to and knowledge of assistive technology and telehealth provide much needed contact and quality of life for people with disabilities in our frontier state. Especially during the pandemic people were better able to contact medical professionals, Direct Support Professionals, and others because of WIND's leadership.

I wish you nothing but well as you embark on the next 5-year plan! I have no doubt that it will be hugely successful and will benefit the thousands of Wyomingites with disabilities, their families, educators, providers, and more!

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Gardner", written in a cursive style.

Jeff Gardner
Executive Director

MEMORANDUM OF AGREEMENT
UNIVERSITY OF WYOMING and the
WYOMING INSTITUTE FOR DISABILITIES

The following agreement constitutes the basic elements of the charter between the University of Wyoming (UW) and the Wyoming Institute for Disabilities (WIND).

WIND is an academic unit in the College of Health Sciences with responsibility to educate students, conduct research, provide services to the state and disseminate information regarding disabilities, particularly developmental disabilities. WIND is also a University Centers for Excellence in Developmental Disabilities Education, Research and Service (UCEDD), member of the national network of similar centers. The primary mission of all UCEDDs is to assist individuals with developmental disabilities and their families achieve full community inclusion, community membership, independence, productivity and social participation. UCEDDs accomplish this mission by carryout out the federally mandated core functions of teaching students and fellows, conducting research, training individuals, families and community members, disseminating information and providing technical assistance to agencies, organizations and communities in the area of developmental disabilities. The activities associated with the UCEDD core functions advance the University's land grant mission regarding teaching, research and service to Wyoming.

To facilitate the accomplishment of this mission, the following goals have been established and agreed upon:

- WIND will teach classes, conduct research, disseminate information and provide technical assistance to communities regarding disabilities, particularly developmental disabilities.
- WIND will integrate its interdisciplinary education and research efforts into the broader academic fabric of the University.
- WIND will respond to disability related teaching, research and service needs at the university, community, state, national and international levels.
- WIND will provide educational and research opportunities for faculty and students from various disciplines, departments, schools and colleges of UW.
- The University will facilitate the joint and/or adjunct appointment of WIND faculty with other UW units when appropriate.
- The University will facilitate the assignment of faculty and academic professionals in other UW units to carry out the teaching and research functions of WIND when appropriate.
- The University will facilitate the assignment of faculty and academic professionals in other UW units to carry out the teaching and research functions of WIND when appropriate.

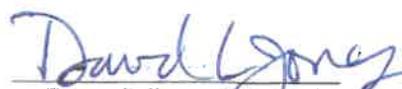
It is therefore witnessed and agreed upon that:

- WIND is an integral part of the academic program of the University of Wyoming;
- WIND, while based on the University campus in Laramie, shares the University's statewide and land grant missions, scope and obligations, carrying out activities in communities with substantial distance delivery of education, training, technical assistance, research and services;
- University financial and other appropriate resource supports for WIND are part of the University's regular budgetary process;
- WIND is administered by an Executive Director who reports directly to the Dean of the College of Health Sciences; and
- Key WIND faculty will hold joint appointments in appropriate academic departments whenever possible.

In conclusion, it is believed that the commitment of the University to the needs of individuals with developmental disabilities will enhance both WIND and UW.

Dated this day of September 16, 2021.


Executive Director, WIND


Dean, College of Health Sciences


Vice President, Academic Affairs

Developmental Disabilities Assistance and Bill of Rights Act of 2000 Assurances

- The entity designated as the UCEDD will meet statutory and regulatory requirements that apply to Centers.
- The entity designated as the UCEDD will address the projected goals and carry out goal-related activities in a manner consistent with the objectives of the DD Act of 2000. The goal-related activities must be:
 - Based on data-driven strategic planning; Developed in collaboration with the CAC;
 - Consistent with, and to the extent feasible, complement and further the State Developmental Disabilities Council goals contained in the State plan, the goals of the State Protection and Advocacy System and the other University Center(s) in the State; and
 - Reviewed and revised annually, as necessary, to address emerging trends and need.
- Funds made available through the grant will be used to supplement, and not supplant, the funds that would otherwise be made available for activities related to interdisciplinary pre-service preparation and continuing education, community services, research and information dissemination.
- The entity designated as the UCEDD will protect the legal and human rights of all individuals with developmental disabilities (especially those individuals under State guardianship) who are involved in activities carried out under programs assisted by the DD Act of 2000.
- The entity designated as the UCEDD will maintain a CAC that:
 - Includes a majority of individuals with developmental disabilities and family members of such individuals;
 - Also includes representatives of: The State Developmental Disabilities Council; State Protection and Advocacy System; and the other UCEDD(s) in the State; a self-advocacy organization described in Section 124(c)(4)(A)(ii)(I) of the DD Act of 2000; and organizations that may include Parent Training and Information Centers assisted under Sections 671 and 672 of the Individuals with Disabilities Education Improvement Act of 2004, entities carrying out activities in assistive technology authorized under Sections 4 or 5 of the Assistive Technology Act of 2004, relevant State agencies, and other community groups concerned with the welfare of individuals with developmental disabilities and their families;
 - Reflects the racial and ethnic diversity of the State;
 - Is consulted regarding the development of the five-year plan, participates in an annual review, and comments on progress in meeting projected goals; and
 - Meets as often as necessary, but at a minimum of twice during each grant year.
- To the extent possible, the infrastructure and resources obtained through funds made available under the grant will be utilized to leverage additional public and private funds to successfully achieve the projected goals developed in the five-year plan.
- The director of the UCEDD will hold appropriate academic credentials, demonstrate leadership, have expertise regarding developmental disabilities, have significant experience in managing grants and contracts, and have the ability to leverage public and private funds; and will allocate adequate staff time to carry out activities related to each of the four core functions.
- The entity designated as the UCEDD will educate and disseminate information related to the purpose of the DD Act of 2000 to the legislature of the State in which the Center is located and to Members of Congress from the State.



Signature, UCEDD Director



Date



April 12, 2022

Kevin Carman, Ph.D.
Provost and Vice President of Academic Affairs

David Jones, Ph.D.
Dean of College of Health Sciences

WIND Advisory Committee (Includes CAC Members)
Consumer Advisory Council (CAC)

Sandy Hubert, M.S.
Coordinator, Consumer Involvement
#725600

Sandy Root-Elledge, M.A.
Executive Director, WIND/UCEDD
#0802

TBH Coordinator, Program Development
#725600

Abe Lentner, M.A.
Business Manager
#4652

Cheryl Chesebro, A.A.S.
Office Associate, Senior Equipment manager
#4609

Kayleigh Schermerhorn
Office Associate, Senior Disability Studies Minor
#3025

Office Aide
#725600

Work Study Lead
#725600

WATR Work Study
#725600

Work Study
#725600

AT Work Study
#725600

Eric Moody, Ph.D.
Associate Director
Director: Research & Evaluation
#4850

Kyle Bares, Ph.D.
Research Associate III
#3619

TBH Research Associate II
#3149

Liberty Hicks
PT Research Associate I
#725600

TBH Research Scientist, Assistant
#3163

TBH Project Coordinator, Senior Community Education DSP Training New Project Development
#4816

Amy Rieser, B.A.
Project Coordinator, Senior UW ECHO Network in Health, ESRN, Friendships & Dating, WRIR Training
#3153

Tara Bumgarner, B.S.
Project Coordinator Family Community Outreach
#4505

URLEND Trainees

Family Mentor Lead

Canyon Hardesty, M.S.,
Associate Director
Director: Community Education, Training and Services
#4792

Tai Baker, M.S.
Program Manager ECHO Health, SCOPE, ESRN
#3162

Andrea Shipley, M.P.A.
Project Coordinator, Senior WY Telehealth
#3093

Cede Angel, B.A.
Project Coordinator, Assistant, UW ECHO, Telehealth, LEND
#5260

Michelle Jarman, Ph.D.
Director, Disability Studies
#1570

Alison Harkin
PT Lecturer, Assistant
#6165

TBH Lecturer, Assistant
#TBD

Wendy Warren, B.A.
Program Manager ECHO WY Education Networks, F2F, Act Early
#3004

Cari Glantz, B.A.
Project Coordinator, Senior ECHO WY, ECHO Superhub
#3134

Vic Pumilio, B.S.
Project Coordinator, Assistant, ECHO WY
#725600

Betsy Bress, B.A.
Coordinator, Information Dissemination
#3078

Writers & Graphic Artists

Ryan Rausch, M.A.
OT, ATP Co-Program Manager Assistive Technology Community Service Employment
#3137

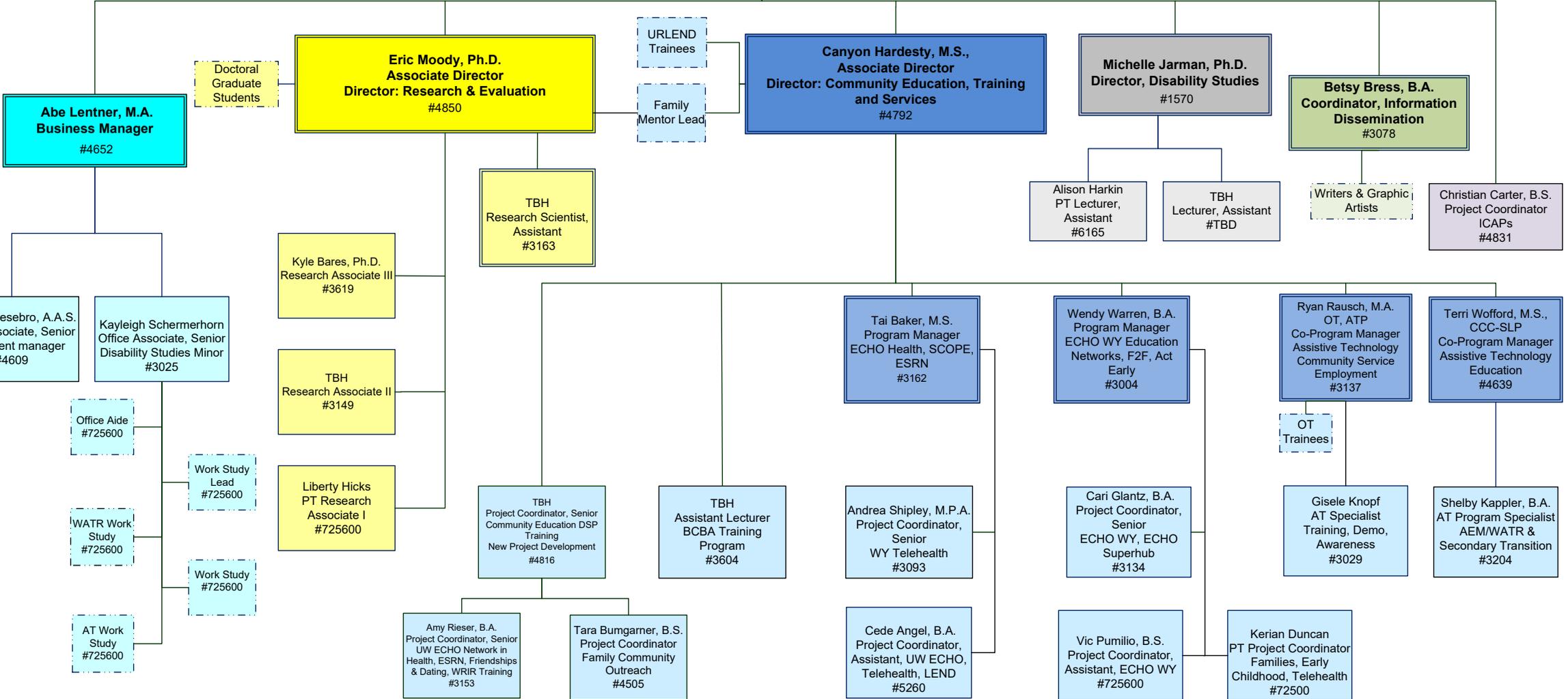
Gisele Knopf
AT Specialist Training, Demo, Awareness
#3029

Kerian Duncan
PT Project Coordinator Families, Early Childhood, Telehealth
#72500

Christian Carter, B.S.
Project Coordinator ICAPs
#4831

Terri Wofford, M.S., CCC-SLP
Co-Program Manager Assistive Technology Education
#4639

Shelby Kappler, B.A.
AT Program Specialist AEM/WATR & Secondary Transition
#3204



BIOGRAPHICAL SKETCH

NAME: Root-Elledge, Sandra L.

POSITION TITLE: Executive Director, Senior Lecturer

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Wyoming	BS	05/2001	Sociology
University of Wyoming	MA	05/2003	Sociology

A. Personal Statement

I am a Senior Lecturer and the Executive Director of the Wyoming Institute of Disabilities. In addition, I am also the Director of the University of Wyoming ECHO, Wyoming Accessibility Center and Wyoming Assistive Technology Resources programs. With a sociological perspective, I use multiple contexts to understand and improve the health, education, independent living and community participation of individuals with developmental and other disabilities and their families. I also bring lived experience, as the mother of two adults with developmental disabilities and significant health care issues, to my teaching, research and service. I have extensive experience managing a department, significant budgets, large grants and the state's University Center for Excellence in Development Disabilities Education, Research and Service.

B. Positions, Scientific Appointments, and Honors**Positions and Scientific Appointments**

2016 – Present Executive Director, Wyoming Institute for Disabilities, University of Wyoming
 2014 – 2016 Interim Director, Wyoming Institute for Disabilities, University of Wyoming
 2008 – 2014 Associate Director, Wyoming Institute for Disabilities, University of Wyoming
 2004 – 2008 Community Education Coordinator, Wyoming Institute for Disabilities, University of Wyoming
 2002 – 2004 Research Associate, Wyoming Survey and Analysis Center, University of Wyoming
 2001 – 2003 Graduate Assistant, Department of Sociology, University of Wyoming
 1989 – 2001 Albany County Lifeline Program Coordinator, Iverson Memorial Hospital, Laramie, Wyoming

Honors

2017 Wyoming Governor's Council on Developmental Disabilities Bright Star Award, Professional
 2011 University of Wyoming, College of Health Sciences, Meritorious Service Award
 2003 University of Wyoming, Graduate School, Outstanding Master's Thesis
 2001 Phi Beta Kappa
 2001 University of Wyoming, College of Arts and Sciences, Top Ten Outstanding Graduates

C. Contributions to Science**Ongoing Support**

National Grant Awards (\$14,282,386 total to date)

2012–2022 Wyoming Assistive Technology Resources (U.S. Department of Health and Human Services [moved from U.S. Department of Education]). Root-Elledge, S. (PI) – Total of

all awards \$3,650,628. Teaching, Service.

2021-2022 Expanding Disabilities Network to Vaccine Access. (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI). \$59,701.

2019-2022 Project SCOPE (Supporting Children of the Opioid Epidemic: National Training Initiative Addressing Neonatal Abstinence Syndrome in sixteen additional states beyond the pilot sites of WY and OH. Office of Intellectual and Developmental Disabilities. Root-Elledge, S. and (Hardesty, C. and Moody, E. Co-PIs). \$1,356,000. Teaching, Research, Service.

2017-2024 University Center for Excellence in Developmental Disabilities (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI) – Total of all Awards \$3,281,919. Research, Teaching, Service.

State Contracts (5,527,901 total funding to date)

2016 – 2022 Inventory for Client and Agency Planning (ICA) and Supports Intensity Scale (SIS) \$5 Assessment and Eligibility tools (Wyoming Department of Health). Heath, D. and Root-Elledge, S. (Co-PIs) – Total all awards: \$2,910,000, Research, Service.

Private Funding (\$578,082 total to date)

2020 – 2022 Interdisciplinary Education in Telehealth and Distance Technology – Heywood Family Foundation – University of Wyoming Foundation, Root-Elledge, S. (Project Director), Hardesty, C. (Co-PI, Project Manager), Moody, E. (Co- PI) - \$116, 872

2015 - Beth Miller Schieck Endowed Scholarship for Disability Studies, \$450,000. Planned Giving.

Recent Citations

Moody, E.J., Sturges, H., Zlatkovic, S., Dahl, E., Root-Elledge, S. and Hardesty, C. (2020) A Public Health Approach to Family Supports: Empowering Families of Children with Autism Through the ECHO Model. International Journal of Research in Developmental Disabilities. March.

Hardesty, C., Moody E.J., Warren, W., Cooley-Hidecker, M.J., Arora, S., and Root-Elledge, S. (2020). Changing the Approach to Professional Learning for Educators: Adapting the ECHO Model for Use in Education. Rural Special Education Quarterly. Summer.

Agran, M., Estrada-Reynolds, V., Moody, E., Ginn, H., Lancaster, K., Root-Elledge, S. (2020). Perceptions of service providers regarding the agency and capacity of people with intellectual disability to vote. Education and Training in Autism and Developmental Disabilities. March.

Hardesty, C., Moody, E., Kern, S., Warren, W., Cooley Hidecker, M. J., Wagner, S., Arora, S., Root-Elledge, S. (2020). Enhancing professional learning and development for educators: Adapting Project ECHO from healthcare to education. Summer.

BIOGRAPHICAL SKETCH

NAME: Jarman, Michelle

POSITION TITLE: Associate Professor of Disability Studies

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of California, Berkeley	BA	05/1989	English
Northern Michigan University	MA	05/2000	English
University of Illinois at Chicago	PHD	10/2006	English

A. Personal Statement

I am Associate Professor of Disability Studies and Director of the Disability Studies Program at the Wyoming Institute for Disabilities (WIND). My broad research trajectories focus on critical, intersectional analyses of literary and cultural representations of disability, gender, and ethnicity. I have also developed a publication record in the scholarship of teaching and learning, and have led initiatives on the University of Wyoming campus to increase faculty engagement in Universal Design for Learning and inclusive pedagogy. I have successfully built and sustained an undergraduate minor in disability studies at the Wyoming Institute for Disabilities, and I have established interdisciplinary partnerships across campus to increase the visibility and impact of our program. I have been active in the Society for Disability Studies, the Association of University Centers on Disabilities, and served on the Editorial Board of a leading journal, *Disability Studies Quarterly*. With my program leadership experience, I was asked to step in to direct the Gender and Women's Studies program. In this role, I am working to expand interdisciplinary opportunities for my students in disability studies and to create sustainable collaborations between WIND and the School of Culture, Gender, and Social Justice.

B. Positions, Appointments, and Honors

Positions and Appointments

2020 – Present	Director, Gender and Women's Studies Program, School of Culture, Gender, and Social Justice, University of Wyoming, Laramie, WY
2014 – Present	Associate Professor, Disability Studies, Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY
2012 – Present	Director, Disability Studies Program, Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY

Honors

2021	Diversity, Equity, and Inclusion Award, College of Health Sciences, University of WY
2019	Mortar Board "Top Prof," University of Wyoming
2019	Leadership in Social Justice Award, Shepard Symposium on Social Justice, University of Wyoming
2014	Bright Star Award for Excellence in Education, Governor's Council on Developmental Disabilities, Wyoming

C. Contributions to Disability Studies

1. Early in my career, my research focused on representations of disability in early 20th century literature, especially as these figures reflected eugenic frameworks of disability in relation to gender, sexuality, and race. More recently, my research has applied intersectional gender and disability studies analyses to contemporary representations of disability in literature, film, and memoir, especially to contribute to a more robust examination of how discourses of race and disability are complexly intertwined. My work in these areas has resulted in invitations to contribute chapters to prominent, international edited

collections and unique special journal issues. Additionally, as I worked to build an undergraduate program in disability studies, I became more interested in publishing works that would be meaningful in introductory level courses. As a teacher, I wanted more narratives by people with a wide range of disabilities, especially non-apparent disabilities and psychiatric conditions. This gap in materials informed our co-edited project, *Barriers and Belonging*, which has become a popular introductory level anthology in disability studies. A sampling of these works follow:

- a. Jarman, M. (2021). Horror as resistance: Reimagining blackness and madness. Special issue edited by Therí Pickens on *Blackness and Disability*. *College Language Association Journal*, 64.1, 62-81.
 - b. **Jarman, M.**, Monaghan, L. and Quaggin Harkin, A., (Eds.), *Barriers and Belonging: Personal Narratives of Disability*. Temple University Press, 2017.
 - c. **Jarman, M.** (2017). Race and disability in U.S. literature. In Barker, C. and Murray, S. (Eds.), *The Cambridge companion to literature and disability* (pp. 155-169). Cambridge, UK: Cambridge University Press.
 - d. **Jarman, M.** (2013). Entanglements of disability, ethnicity, and relations: Orienting toward belonging in George Estreich's *The Shape of the Eye*. *Journal of American Culture*, 36.3, 194-205.
2. In addition to the research described above, I have also been keenly interested in supporting access and inclusion for students with disabilities in higher education. Part of this has been reflected in my leadership at the University of Wyoming of a faculty learning community focused on inclusive pedagogy, which led to a collaborative essay slated for publication later this year. I am continuing to build on this interest through my involvement in both the Learning Actively Mentoring Program (LAMP) and the leadership team of the HHMI Inclusive Excellence 3 grant to enhance diversity, equity, and inclusion in undergraduate STEM instruction. I intend to pursue scholarly activities related to these collaborative initiatives. The following reflect some of my work in the Scholarship of Teaching and Learning (SoTL):
- a. **Jarman, M.**, Thompson-Ebanks, V., Singh, R., Boggs, C., Clement, K., and Peter, S. Disability studies, inclusive pedagogy, and universal design for learning: A faculty pilot experience. Under review at *Disability Studies Quarterly* (in press, expected December 2022).
 - b. **Jarman, M.** and Thomson-Ebanks, V. (2020). Pedagogies of disability justice: Cognitive accessibility in college classrooms. In Ware, L. (Ed.), *Critical Readings in Interdisciplinary Disability Studies: (Dis)Assemblages* (pp. 143-155). Springer.
 - c. Thompson-Ebanks, V. and **Jarman, M.** (2018). Undergraduate students with nonapparent disabilities identify factors that contribute to disclosure decisions. *International Journal of Disability, Development and Education*, 65.3, 286-303.

Ongoing Support & Recent Projects:

1. 2022, Howard Hughes Medical Institute (HHMI) Inclusive Excellence 3 (IE3) Leadership Team Member, (collaborative grant process addressing DEI in STEM)
2. 2022, Continuation Application, Research, Equality State Research Network, Partnership Development Grant, *The Wyoming Disability Oral History Project: Archiving De/institutionalization*, Co-PI: Sandra Leotti, \$9,929, 5/1/22-4/30/23 (Submitted)
3. 2021, Research, Equality State Research Network, Partnership Development Grant, *The Wyoming Disability Oral History Project: Archiving De/institutionalization*, Co-PIs: Sandra Leotti and Erin Bush, \$10,000, 5/1/21-4/30/22 (Funded)
4. 2021, Learning Actively Mentoring Program (LAMP) Fellowship for AY 2021-22, \$5000

BIOGRAPHICAL SKETCH

NAME: Hardesty, Canyon

eRA COMMONS USER NAME (credential, e.g., agency login): CANYONHARDESTY

POSITION TITLE: Director, Community Education and Training

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Wyoming, Zoology and Physiology, Laramie, Wyoming	BS	5/2004	Physiology
University of Wyoming, Kinesiology and Health, Laramie, Wyoming	MS	5/2007	Health Promotion/Public Health
Creighton University-School of Medicine, Omaha Nebraska	MS	5/2011	Health Care Ethics

A. Personal Statement

As the Director of community Education and Training at the Wyoming University Center for Excellence in Developmental Disabilities (UCEDD) I am responsible for all community outreach, education, and professional development offerings to professionals and families in Wyoming and our Rocky Mountain Region. This includes training to over 11,000 professionals each year. In this position I guide the identification of programs and strategies, based on community needs support by state and national data, that can be adapted to the unique landscape of Wyoming to improve outcomes. In this position I have lead the translation of the ECHO model™ from health to education. We currently offer 10 networks that support children and youth with special health care needs, including autism in the education system and I lead a nationwide research collaborative exploring the impact of ECHO on student outcomes.

B. Positions and Honors**University of Wyoming**

2013-present Instructor, College of Health Sciences, University of Wyoming
 2017-present Director, Community Education and Training, Wyoming Institute for Disabilities
 2013-2017 Coordinator, Community Education, Wyoming Institute for Disabilities
 2015-present Director of Operations and Program Development, UW ECHO
 2014-present Deputy Director, Wyoming Assistive Technology Resources

University of Utah

2015-present Adjunct Faculty-Department of Pediatrics-Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND)

Wyoming Department of Health

2012-2013 Communicable Disease Unit Manager-Public Health Division
 2009-2012 Communicable Disease Program Manager (TB/STD and Viral Hepatitis)-Public Health Division
 2006-2009 Field Epidemiologist- Public Health Division

Professional Awards

2016 College of Health Sciences, Interprofessional Education-Faculty Development Award

C. Contributions to Science

My work has largely focused translating health findings into programs that impact community health, especially as it relates to rural and underserved populations, including families and individuals with disabilities. I have primarily focused on the identification and implementation of best-practices through community engagement, program implementation, evaluation and quality improvement strategies. I rely heavily on concepts in social and behavioral science theory as informed by social determinants of health and life course to develop and implement programs to improve health outcomes in Wyoming.

Publications

Burman, M., Proctor, J., Hart, A.M., Moody, E.J. **Hardesty, C.** (2021) *ECHO: A Model for Professional Development in Nursing through Learning Networks*. The Journal of Continuing Education in Nursing

Moody, E.J., Sturges, H., Zlatkovic, S., Dahl, E., Root-Elledge, S. and **Hardesty, C.** (March 2020) *A Public Health Approach to Family Supports: Empowering Families of Children with Autism Through the ECHO Model*. International Journal of Research in Developmental Disabilities.

Hardesty, C., Moody E.J., Warren, W., Cooley-HiDecker, M.J., Arora, S., and Root-Elledge, S. (Summer 2020). *Changing the Approach to Professional Learning for Educators: Adapting the ECHO Model for Use in Education*. Rural Special Education Quarterly.

Elledge, S., **Hardesty, C.**, Cooley Hidecker, M.J. Bowser, G., Ferguson, E., Wagner, S. and Moody E.J. (2018). *The ECHO Model® for Enhancing Assistive Technology Implementation in Schools*. Assistive Technology Outcomes and Benefits. Summer 2018.

Ongoing Support

2021-2022 Expanding Disabilities Network to Vaccine Access. (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI). \$59,701.

2019-2022 Project SCOPE (Supporting Children of the Opioid Epidemic: National Training Initiative Addressing Neonatal Abstinence Syndrome in sixteen additional states beyond the pilot sites of WY and OH. Office of Intellectual and Developmental Disabilities. Root-Elledge, S. (Director) and (Hardesty, C. and Moody, E. Co-PIs). \$1,356,000. Teaching, Research, Service.

2017-2022 University Center for Excellence in Developmental Disabilities (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI) – Total of all Awards \$2,734,919. Research, Teaching, Service.

2021-2023 Meaningful Inclusion of Intellectual & Developmental Disabilities in PCOR & CER: A Rural Approach to Health Outcomes. Patient Centered Outcomes Research Institute, Moody, E (PI) \$249,950.

BIOGRAPHICAL SKETCH

NAME: Moody, Eric J.

eRA COMMONS USER NAME (credential, e.g., agency login): emoody

POSITION TITLE: Research Professor

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Pacific Lutheran University, Tacoma, WA	BS	07/1998	Psychology
University of Denver, Denver, CO	MA	05/2004	Experimental Psychology
University of Denver, Denver, CO	PHD	05/2007	Experimental Psychology
University of Colorado Anschutz Medical Campus, Aurora, CO	Postdoctoral Fellow	06/2011	NRSA Clinical Psychology/ Epidemiology/ Public Health

A. Personal Statement

I am a Research Professor and co-Associate Director of the Wyoming Institute for Disabilities (WIND), an academic unit with the College of Health Sciences at the University of Wyoming. I also serve as the Director of Research and Evaluation at WIND and am Director of the Equality State Research Network. I oversee all research and evaluation activities at the institution, and work with the WIND leadership team to manage administration of the UCEDD. I am trained as a social psychologist and am expert in developmental cognitive neuroscience, epidemiology of autism and other developmental disabilities, social systems that affect healthcare access and outcomes for those with disabilities, and family-centered outcomes. I am also interested in developing program to be more inclusive of those with intellectual and developmental disabilities in research, especially as co-researchers at every step of the research process, rather than just as research subjects. As such, I rely on community based participatory research principles, and community engagement.

B. Positions and Honors

Positions and Employment

1998 - 2007 Behavioral Researcher, National Jewish Medical and Research Center, Denver, CO
2002 - 2007 Lab Coordinator, Emotion and Cognition Lab, University of Denver, Dever, CO
2007 - 2009 Data Analyst, National Jewish Medical and Research Center, Denver, CO
2008 - 2011 Post-Doctoral Fellow, JFK Partners, University of Colorado, Aurora, CO
2011 - 2018 Assistant Professor, JFK Partners, University of Colorado, Aurora, CO
2018 - Research Professor, Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY

Honors

1994 - 1998 Presidential Scholarship Award, Pacific Lutheran University
1998 - 1998 Pacific Lutheran University, Department of Psychology Undergraduate Research Award, Pacific Lutheran University
2001 - 2001 Colorado Graduate Fellowship Award, University of Denver
2004 - 2004 Department of Psychology Service Award, University of Denver
2007 - 2007 Harry Gollob Award for Best First Author Publication, University of Denver
2009 - 2009 Association for University Centers on Disability Trainee Travel Award, Association of

University Centers on Disabilities

- 2009 - 2009 National Institute of General Medical Sciences, Postdocs Transitioning to Independent Positions Workshop Award, National Institutes for Health
- 2009 - 2009 Best Poster of the Conference Award, Association for University Centers on Disability

C. Contribution to Science

- a. Beall PM, **Moody** EJ, McIntosh DN, Hepburn SL, Reed CL. Rapid facial reactions to emotional facial expressions in typically developing children and children with autism spectrum disorder. *J Exp Child Psychol.* 2008 Nov;101(3):206-23. PubMed PMID: [18561942](#).
- b. **Moody**, E. J., Reed, C. L., Van Bommel, T., App, B., & McIntosh, D. N. (2018). Emotional mimicry beyond the face? rapid face and body responses to facial expressions. *Social Psychological and Personality Science*, 9(7), 844-852.
- c. **Moody** EJ, Reyes N, Ledbetter C, Wiggins L, DiGuseppi C, Alexander A, Jackson S, Lee LC, Levy SE, Rosenberg SA. Screening for Autism with the SRS and SCQ: Variations across Demographic, Developmental and Behavioral Factors in Preschool Children. *J Autism Dev Disord.* 2017 Nov;47(11):3550-3561. PubMed PMID: [28856480](#); PubMed Central PMCID: [PMC5743015](#).
- d. **Moody**, E. J., Kaiser, K., Sharp, D., Kubicek, L. F., Ricles, B., Davis, J., . . . Rosenberg, C. R. (2019). Improving Family Functioning Following Diagnosis of ASD: A Randomized Trial of a Parent Mentorship Program. *Journal of Child and Family Studies*, 28(2), 424-435.
- e. **Moody**, E.J., Sturges, H., Zlatkovic, S., Dahl, E., Root-Elledge, S. (2020). A Public Health Approach to Family Supports: Empowering Families of Children with Autism Through the ECHO Model, *International Review of Research in Developmental Disabilities: Family-Focused Interventions*, 59.

Ongoing Support

2021-2022 Expanding Disabilities Network to Vaccine Access. (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI). \$59,701.

2019-2022 Project SCOPE (Supporting Children of the Opioid Epidemic: National Training Initiative Addressing Neonatal Abstinence Syndrome in sixteen additional states beyond the pilot sites of WY and OH. Office of Intellectual and Developmental Disabilities. Root-Elledge, S. (Director) and (Hardesty, C. and Moody, E. Co-PIs). \$1,356,000. Teaching, Research, Service.

2017-2022 University Center for Excellence in Developmental Disabilities (U.S. Department of Health and Human Services, Administration on Community Living). Root-Elledge, S. (PI) – Total of all Awards \$2,734,919. Research, Teaching, Service.

2021-2023 *Meaningful Inclusion of Intellectual & Developmental Disabilities in PCOR & CER: A Rural Approach to Health Outcomes*. Patient Centered Outcomes Research Institute, Moody, E (PI) \$249,950.

BIOGRAPHICAL SKETCH

NAME: Bress, Betsy Lindell

POSITION TITLE: Project Coordinator, Senior for Information Dissemination

EDUCATION/TRAINING:

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Scripps College	BA	05/1991	Spanish/Hispanic Studies

A. Personal Statement

I am the Project Coordinator, Senior for Information Dissemination at the Wyoming Institute for Disabilities. I have a background in both writing and editing, as well as experience and proficiency in graphic design for both print and web. I am currently enrolled in the MA program in Spanish at the University of Wyoming. With this knowledge and education, I am currently both leading and supporting initiatives that address and expand accessible design and communications, as well as linguistic and culturally appropriate materials and outreach.

B. Positions, Scientific Appointments, and Honors**Positions and Scientific Appointments**

2016 – Present	Project Coordinator, Sr., Wyoming Institute for Disabilities, Laramie, WY
2007 – 2016	Library Specialist, University of Wyoming Dept. of Art, Laramie, WY
2014 - 2016	Curator, Laramie Plains Museum, Laramie, WY
2001 - 2007	Publicist, University of Wyoming Art Museum, Laramie, WY

B. Contributions

Bress, B. “Friendships and Dating Provides Education about Healthy Relationships”. *Wyability*, Winter 2017

Bress, B. “Root-Elledge Wins Bright Star Award”. *AUCD 360*, September 2017

Bress, B. “Wyoming Institute for Disabilities Launches ECHO Network for Families of Children with Autism”. *AUCD 360*, December 2017

Bress, B. “Wyoming Institute for Disabilities Launches New ECHO Network to Address Opioid Use in Wyoming”. *AUCD 360*, April 2018

Bress, B. “WIND Academic Programs Reach Students Across Campus”. *Vital Signs*, May 2018

Bress, B. “WIND Publishes Care Planner for Families”. *Wyability*, Summer 2018

Wolfe, C., Bress, B. “WIND is Celebrating 25 Years”. *Wyability*, Summer 2019

Bress, B. “WIND Presents First Distinguished Alum Award”. *Wyability*, Winter 2019-2020

Bress, B. “WIND Presents First Distinguished Alum Award”. *AUCD 360*, November 2019

Bress, B. “WIND Celebrates Silver Anniversary”. *AUCD 360*, December 2019

Bress, B. “Project SCOPE National Training Initiative launches Initial Cohort”. *AUCD 360*, March 2020

Bress, B. “Disability Studies Minor Adds Depth to Social Work Student’s Education and Career Goals”. *Wyability*, Summer 2020

Bress, B. “Disability Inclusive Training at the University of Wyoming for Future Healthcare Professionals”. *Wyoming Governor’s Council for DD Newsletter*, March 2021

Bress, B. “University of Wyoming ECHO Collaboration Wins Innovation Award”. *AUCD 360*, January 2022.

Bress, B. “WIND and the Epilepsy Foundation of Colorado and Wyoming Offer Seizure First Aid Training”. *Wyability*, Summer 2022.

Presentations (Other):

- Employment First Summit. Casper, WY – October 2018
- Wyoming Conference on Aging. Laramie, WY – October 2018
- Wyoming Association of Elementary and Middle School Principals Conference. Laramie, WY – January 2019
- Wyoming Governor’s Council DD Awareness Month luncheon. Cheyenne, WY – March 2019
- Wyoming Governor’s Council Developmental Disabilities Conference. Casper, WY – June 2019
- Wyoming Department of Education WAVE Conference. Laramie, WY – July 2019
- College of Health Sciences New Student Orientation. Laramie, WY – August 2019
- Wyoming Dementia Capable Conference. Laramie, WY – October 2019
- WIND 25th Anniversary Gala Celebration – Laramie, WY – November 2019
- Art 321 Health & Wellness virtual conference presentation – Casper, WY – May 2021
- Wyoming Governor’s Council Developmental Disabilities Conference. Cheyenne, WY – June 2021

University Service

UW Alpha Chapter, Phi Beta Kappa – past Member at Large; past Treasurer

University of Wyoming Accessibility Committee Member – 2017 - present

Wyoming Institute for Disabilities

Consumer Advisory Council

2022 Member List

Julie Andrew
Parent
Casper, WY

Sammie Andrew
Self-advocate
Casper, WY

Tammy Aumiller
Advocate
Laramie, WY

Jennifer Figenser
Parent
Parents Helping Parents of WY, Inc.
Green River, WY

Bobbie Henry (term ends 2022)
Parent
Cody, WY

Leo Levensgood
Advocate
Cheyenne, WY

Abe Lentner, ad hoc
Parent
Laramie, WY

Bill McDonald
Advocate
Sheridan, WY

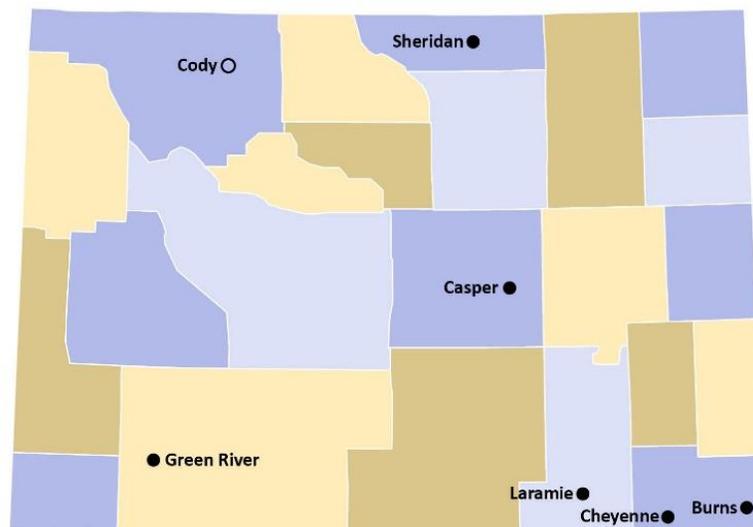
Chele Mecomber Porter
Parent
Burns, WY

Kylie Porter
Self-advocate
Burns, WY

Lori Regnier
Protection & Advocacy System, Inc.
Cheyenne, WY

Sandy Thiel
Parent
Sheridan, WY

Aleyta Zimmerman
Wyoming Governor's Council on Developmental
Disabilities
Cheyenne, WY



**MEMORANDUM OF AGREEMENT BETWEEN
 WYOMING INSTITUTE FOR DISABILITIES
 AND
 WYOMING GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES**

I. PURPOSE OF AGREEMENT

The parties to this agreement, along with the Protection & Advocacy System, Inc. (P&A), are entities created by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402) (hereafter the Act) and therefore are partners in the Wyoming Developmental Disability Network.

The purpose of this agreement is to formalize a collaborative relationship between the Wyoming Institute for Disabilities (WIND) and the Wyoming Governor's Council on Developmental Disabilities (WGCDD) to accomplish the functions mandated by the ACL for University Centers for Excellence in Developmental Disabilities Education, Research and Service (Centers). The mandated core functions of the Centers are specified in the Act. Under Part D of the Act, grants are awarded to support a national network of Centers to provide Interdisciplinary Pre-Service and Continuing Education, Community Service Activities (including technical assistance and direct services where appropriate), Research and Information Dissemination for a wide range of individuals including those with developmental disabilities, families and professionals.

The term "Center" as defined by section 153 of the Act, means an interdisciplinary program operated by a university "In order to provide leadership in, advise Federal, State and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive and be integrated in all facets of community life

- A. Education. The Center must provide" ...interdisciplinary pre-service preparation and continuing education to students and fellows which may include the preparation and continuing education of leadership, direct service, clinical or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of this title."
- B. Community Service Activities. The Center must include training and technical assistance activities for individuals with developmental disabilities, their family members, professionals, paraprofessionals, policymakers, students and other members of the community. Activities may also include direct services, supports and assistance for the persons identified above.
- C. Research or Evaluation Activities. The Center must conduct research which may include basic or applied research, evaluation and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families.
- D. Dissemination Activities. The Center must disseminate knowledge-based information related to activities undertaken to address the purpose of the Act, especially dissemination of information that demonstrates that the network authorized under this subtitle is a national and international resource that includes specific substantive area of expertise that may be accessed and applied in diverse settings and circumstances.

II. WYOMING INSTITUTE FOR DISABILITIES RESPONSIBILITIES:

To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the lifespan, WIND will:

- A. Participate as an active member of the WGCDD and Council committees;

- B. Present information about WIND activities to the WGCDD on a regular basis;
- C. Solicit input and information from the WGCDD concerning state priorities and needs of the developmental disabilities network;
- D. Maintain and nurture open and clear communication lines with the WGCDD; and
- E. For purposes of collaboration and joint planning, participate with both WGCDD and P&A as the founding and active members of the Wyoming Developmental Disability Network.

III. WYOMING GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES RESPONSIBILITIES:

To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the lifespan, WGCDD will:

- A. Participate as an active member of the WIND Consumer Advisory Council (CAC).
- B. Provide WIND with information concerning the state priorities and needs of the developmental disabilities network;
- C. Maintain and nurture open and clear lines of communication with WIND; and
- D. For purposes of collaboration and joint planning participate with both WIND and P&A as the founding and active members of the Wyoming Developmental Disability Network.

IV. JOINT RESPONSIBILITIES:

To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the lifespan, both agencies as members of the Wyoming Developmental Disability Network will meet at least semi-annually to:

- A. Coordinate and collaborate on planning and system change activities to avoid duplication of effort and to maximize resources;
- B. Share information and maintain effective communication lines between the agencies; and
- C. Collaborate wherever and whenever possible in implementing projects or programs which further the mandated functions of either or both agencies.

V. COMPLIANCE RESOLUTION:

The Wyoming Institute for Disabilities and the Wyoming Governor's Council on Developmental Disabilities will designate liaisons with decision-making authority from each agency to facilitate the implementation of this agreement and to mediate the resolution of interagency disputes which may emerge during implementation of this agreement.

This agreement shall become effective upon its signing by authorized representatives of the involved agencies and shall be reviewed from time to time by the respective agencies' advisory or governing Boards. This Interagency Agreement will continue in effect until modified and agreed to by both parties in writing. However, this agreement may be terminated upon a 30-day written notice by either party.

 9/24/2021
 Executive Director Date
 Wyoming
 Governor's Council
 on Developmental
 Disabilities

 9/14/2021
 Executive Director Date
 Wyoming
 Institute for
 Disabilities

**MEMORANDUM OF AGREEMENT
 BETWEEN THE
 WYOMING INSTITUTE FOR DISABILITIES
 AND THE
 PROTECTION & ADVOCACY SYSTEM, INC.**

I. PURPOSE OF AGREEMENT

The parties to this agreement, along with the Wyoming Governor's Council on Developmental Disabilities (WGCDD), are entities created by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402) (hereafter the Act) and therefore are partners in the Wyoming Developmental Disability Network.

The purpose of this agreement is to formalize a collaborative relationship between the Wyoming Institute for Disabilities (WIND) and the Protection & Advocacy System, Inc. (P&A) to accomplish the functions mandated by the ACL for University Centers for Excellence in Developmental Disabilities Education, Research and Service (Centers). The mandated core functions of the Centers are specified herein. Under Part D of the Act, grants are awarded to support a national network of Centers to provide Interdisciplinary Pre-Service and Continuing Education, Community Service Activities (including technical assistance and direct services where appropriate), Research and Information Dissemination for a wide range of individuals including those with developmental disabilities, families and professionals (including those in the allied health fields).

The term "Center" as defined by section 153 of the Act, means an interdisciplinary program operated by a university "In order to provide leadership in, advise Federal, State and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive and be integrated in all facets of community life....."

- A. Education. The Center must provide " ...interdisciplinary pre-service preparation and continuing education to students and fellows which may include the preparation and continuing education of leadership, direct service, clinical or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of this title."
- B. Community Service Activities. The Center must include training and technical assistance activities for individuals with developmental disabilities, their family members, professionals, paraprofessionals, policymakers, students and other members of the community. Activities may also include direct services, supports and assistance for the persons identified above.
- C. Research or Evaluation Activities. The Center must conduct research which may include basic or applied research evaluation and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families.
- D. Dissemination Activities. The Center must disseminate knowledge-based information related to activities undertaken to address the purpose of the Act that may be accessed and applied in diverse settings and circumstances.

II. WYOMING INSTITUTE FOR DISABILITIES RESPONSIBILITIES:

To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the life-span, WIND will:

- A. Maintain an active and on-going liaison with P&A and participate with P&A in advocacy activities as deemed appropriate by both agencies;
- B. Present information about WIND activities to P&A on a regular basis;
- C. Solicit input and information from P&A concerning state priorities and needs of the developmental disabilities network;
- D. Maintain and nurture open and clear communication lines with P&A; and
- E. For purposes of collaboration and joint planning, participate with both WGCDD and P&A as the founding and active members of the Wyoming Developmental Disabilities Network.

III. PROTECTION & ADVOCACY SYSTEM, INC. RESPONSIBILITIES:

To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the life-span, P&A will:

- A. Assist WIND in defining projects and activities appropriate to WIND's core function mandates with special reference to the advocacy needs of the developmental disabilities network;
- B. Participate as an active member of the WIND Consumer Advisory Council (CAC);
- C. Provide WIND with information concerning the state priorities and needs of the developmental disabilities network;
- D. Maintain and nurture open and clear lines of communication with WIND; and
- E. For purposes of collaboration and joint planning, participate with both WIND and WGCDD as the founding and active members of the Wyoming Developmental Disabilities Network.

IV. JOINT RESPONSIBILITIES:

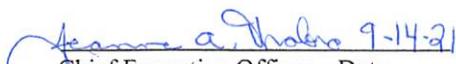
To facilitate collaboration and coordination in developing and implementing consumer-responsive statewide programs of interdisciplinary education, community service activities, research and information dissemination for persons concerned with individuals with developmental disabilities throughout the life-span, both agencies as members of the Wyoming Developmental Disabilities Network will meet at least semi-annually to:

- A. Coordinate and collaborate on planning and system change activities to avoid duplication of effort and to maximize resources;
- B. Share information and maintain effective communication lines between the agencies; and
- C. Collaborate wherever and whenever possible in implementing projects or programs which further the mandated functions of either or both agencies.

V. COMPLIANCE RESOLUTION:

Wyoming Institute for Disabilities and the Wyoming Protection & Advocacy System, Inc. will designate liaisons with decision-making authority from each agency to facilitate the implementation of this agreement and to mediate the resolution of interagency disputes which may emerge during implementation of this agreement.

This agreement shall become effective upon its signing by authorized representatives of the involved agencies and shall be reviewed from time to time by the respective agencies' governing Boards. This Interagency Agreement will continue in effect until modified and agreed to by both parties in writing. However, this agreement may be terminated upon a 30-day written notice by either party.


 Chief Executive Officer Date
 Protection & Advocacy System, Inc.


 Executive Director Date
 Wyoming Institute for Disabilities

**Wyoming Institute for Disabilities
2022 Partnerships**

- Association of University Centers for Disabilities */**
- Georgia State University Center *
- Ohio State University UCEDD**
- Northern Arizona University (UCEDD)
- Patient Centered Outcomes Research Institute*
- University of Alaska UCEDD**
- University of Cincinnati/Cincinnati Children's Hospital UCEDD**
- University of Colorado UCEDD *
- University of Kentucky Human Development Institute UCEDD**
- University of New Hampshire UCEDD/LEND -
- University of New Mexico */**
- University of Maine UCEDD/LEND*
- University of Minnesota UCEED/LEND*
- University of North Dakota UCEDD **
- University of South Dakota UCEDD/LEND*
- University of Wyoming */**
 - College of Arts and Sciences
 - College of Education **
 - College of Engineering * / **
 - College of Health Sciences*/**
 - Disability Support Services
 - Division of Communication Disorders **
 - School of Nursing */**
 - University of Wyoming Foundation
 - Veterans Services Center **
 - Wyoming Center on Aging **
- University of Vermont (UCEED)*
- Utah State University*/**
- West Virginia University (UCEED)
- U. S. Health Resources and Services Administration *
- Maternal and Child Health Bureau *
- Northwest Regional Telehealth Resource Center*
- Substance Abuse and Mental Health Services Administration
- Wyoming Association of Mental Health & Substance Abuse Centers
- Wyoming Community Colleges
 - Casper College **
 - Central Wyoming College
 - Laramie County Community Colleges in Cheyenne and Laramie
 - Sheridan College
 - Gillette College
 - Western Wyoming Community College
- Wyoming Department of Health
 - Chronic Disease and Maternal Child Health Epidemiology *
 - Division of Healthcare Financing, Developmental Disabilities Unit * / **
 - Division of Healthcare Financing, Wyoming Medicaid */**

- Early Intervention and Education Program**
- Maternal and Child Health Bureau */**
- Multicultural Health **
- Public Health Nursing **
- Rural and Frontier Health */**
- Wyoming Life Resource Center */**
- Wyoming Department of Education
 - Special Education Programs- Vision Outreach Services) */**
 - All 48 school districts **
 - Wyoming Project AWARE
- Wyoming Department of Veterans Affairs**
- Wyoming Early Childhood Professional Learning Collaborative
- Wyoming Governor’s Council on Developmental Disabilities */**
- Wyoming Governor’s Task Force on Health **
- Wyoming Hospital Association**
- Wyoming Independent Living, Inc. */**
- Wyoming Medical Society */**
- Wyoming Kids First **
- Wyoming Parent Information Center */**
- Wyoming Parents as Teachers
- Wyoming Primary Care Association
- Wyoming Protection & Advocacy System, Inc. **
- Wyoming Services for Independent Living **
- Wyoming Workforce Services - Division of Vocational Rehabilitation **

*WIND receives funding or in-kind contributions from this organization

**WIND provides funding or in-kind contributions to this organization

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