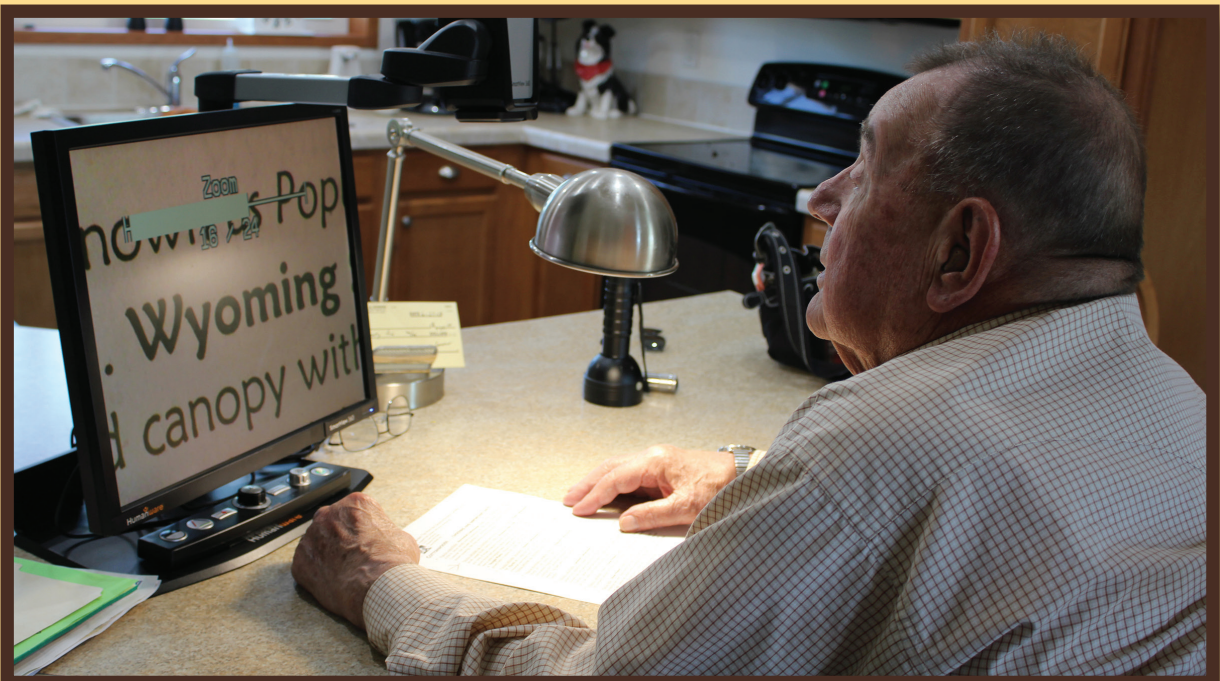




WYOMING  
INSTITUTE FOR  
DISABILITIES



# **WIND Advisory Committee**

## **November 29, 2018**

## **WIND Advisory Committee Function**

1. Connect WIND to key individuals in the university and in the state who can assist in carrying out WIND's education, research and service missions;
2. Help WIND expand its resource base;
3. Increase WIND's visibility within the university and within the state to assist WIND in becoming more integrated in both;
4. Advise WIND on overall annual program goals; and
5. Increase disability awareness on campus and throughout the state.



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## Meeting Details

The WIND Consumer Advisory Council Meeting, WIND Advisory Board Meeting will be in-person on Thursday, November 29, 2018 in the UW Conference Center (connected to the Hilton Garden Inn) at 22nd and Grand in Laramie. These events will also be available through Zoom videoconferencing.

**Distance Connection:** To set up a free Zoom account:

- Go to [www.zoom.us](http://www.zoom.us) and enter your email address in the center of the screen
- Click on "Sign Up Free"
- The application will send you an E-mail to confirm your account set up
- Enter the **Meeting ID: 459396026**

**To join the meetings via an existing Zoom account:**

**Join from PC, Mac, Linux, iOS or Android:** <https://uwyo.zoom.us/j/459396026>

Or iPhone one-tap :

US: +16465588656,459396026# or +16699006833,459396026#

Or Telephone:

Dial (for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 669 900 6833

Meeting ID: 459 396 026

International numbers available: <https://zoom.us/u/aeNL7KNXE>

Or an H.323/SIP room system:

H.323:

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India)

213.19.144.110 (EMEA)

202.177.207.158 (Australia)

209.9.211.110 (Hong Kong)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

Meeting ID: 459 396 026

SIP: 459396026@zoomcrc.com

# **WIND Consumer Advisory Council & WIND Advisory Committee Meeting Agenda**

**November 29, 2018**

**UW Conference Center (Hilton Garden Inn), Salons F & G, Laramie, Wyoming**

**10:00 a.m. WIND Consumer Advisory Council Members**

Welcome and Introductions, Bill McDonald, Chair

Member Roundtable

AUCD Conference, Bill McDonald

Election of Officers Discussion, Sandy Hubert

25th Anniversary Campaign, Betsy Bress

**11:30 a.m. WIND Advisory Committee, all members**

Disability Studies student poster presentations to council and committee members, WIND faculty and staff

**LUNCH**

**1:00 p.m. WIND Advisory Committee Meeting, all members**

Welcome & Introductions, David Jones, Interim Dean,  
College of Health Sciences

Agenda review and vote to approve

Meeting notes from April meeting, review and vote to approve

Director's Report, Sandy Root-Elledge

25th Anniversary Recognition Planning, Sandy with Betsy Bress

New Initiatives, Sandy with Canyon Hardesty and Eric Moody

**3:30 p.m. Adjourn**

**Next meeting: Tuesday, April 9, 2019 - 11:30 a.m. - 3:30 p.m.**

# Approval of Advisory Committee Meeting Notes

## April 10, 2018

### In Attendance

Hannah Ginn

### Committee Members:

Sandy Hubert

Dr. Martin Agran

Corey Jenkins

Julie Andrew

Dr. Michelle Jarman

Dr. Mary Burman, Chair

Sandy Kingsley

Lee Grossman

Gisele Knopf

Stephanie Hines

Kyle Mattinson

Bill McDonald – CAC Chair

Ryan Rausch

Dr. Emily Monago

Dr. Reshmi Singh

Chele Porter

### Guests:

Lori Regnier

Shannon Buller

Sandy Root-Elledge, ex-officio

Taryn Jim

Aleyta Coffey Zimmerman

Micaela Manchester

### WIND Faculty, Affiliated Faculty and Staff:

Eylisch Porter

Betsy Bress

Kylie Porter

Kara Enyeart

Jolie Surber

Meeting was called to order at 1:00 pm (after lunch was served) by Dr. Mary Burman, Dean of the Fay W. Whitney School of Nursing and Interim Department Head of Social Work. Dr. Burman explained that she was excited to fill in for Dr. David Jones, Interim Dean of the College of Health Sciences who was unavailable, especially given her connections with WIND and the Disability Studies program.

Members introduced themselves and provided updates from their respective agencies or organizations.

### Roundtable Discussions

Aleyta Zimmerman announced the upcoming 29<sup>th</sup> annual Developmental Disabilities conference to be held on June 28-29, 2018 in Casper. They are looking for vendors and speakers.

Dr. Monago announced upcoming (July, August) Office of Diversity, Equity and Inclusion Virtual Institutes with Dr. Kathy Obear.

Dr. Jarman announced the upcoming (April) on campus Shepard Symposium.

### Review of the minutes from November 30, 2017

A motion was made by Dr. Mary Burman to approve the minutes and seconded by Julie Andrew. The committee voted to approve the minutes, with the motion to pass.

### Meeting and Meeting Booklet Overview – Sandy Root-Elledge

Sandy Root-Elledge gave an overview of the meeting booklet, including current programs and the featured WIND project, UW ECHO in Student Health. She congratulated Dr. Jarman on the 10<sup>th</sup> year of Disability Studies. Sandy went on to discuss the WIND funding chart provided in the booklet.

### **Disability Studies – Dr. Jarman**

Dr. Jarman discussed strategies to grow the Disability Studies program including adding new classes (e.g.: global disabilities), working with the Honors College, encouraging students to study abroad and working with the College of Education, School of Counseling, Leadership, Advocacy and Design - Special Education faculty to combine efforts.

Dr. Agran said that both Special Education and Disability Studies are committed to serving those with disabilities and that the Department is launching an undergraduate program in Fall 2019. He sees a partnership between the two departments as a perfect fit. Dr. Jarman commented that part of the five-year plan is to reach as many people in the state about the program as possible. Sandy Root-Elledge added that particular attention will be paid to policy, potentially in a graduate level class.

### **Student Presentations**

**Eylisch Porter** presented about her experience as a sibling of a disabled person and how the Disabilities Studies Minor has influenced her career path. She intends to pair her degree in English with the Minor to use narrative to share her experiences. Eylisch stated that it's very important to spread the word about the minor and she feels that many students would be interested in it if they knew about it.

**Micaela Manchester** has paired the Minor with her Major in Speech Language Pathology. She shared her experience of her father being diagnosed with Parkinson's disease at 46 years old and how that influenced her career path. She recommended that WIND develop a Disability Studies graduate certificate program.

**Shandra Lazar** is working on her Master's Degree in Social Work. She said that she is shocked at how many people in Social Work have no training or understanding of people with disabilities. Her area of focus is disabilities in mental health. Shandra feels the need to be more coordination between Social Work and Disability Studies.

Drs. Burman and Jarman led discussion with students and committee members about how to get the word out about the Disability Studies Minor:

Dr. Burman suggested embedding the Disability Studies Minor within the Social Work Degree. Sandy Root-Elledge said that UW is moving toward more centralized academic advising which may allow more opportunity to get the word out about Disability Studies. Dr. Agran announced that the College of Education now has a Marketing Director, who can help with collaboration efforts between the two departments. Dr. Burman said that outreach is a huge part of the UW mission and the minor should be addressed at the top levels at the University. There was discussion on how to also get the word out to the community colleges around the state, potentially through the transfer office.

Dr. Jarman said that using UW ECHO could be a clever tool for people to earn credentials, certificates, and a Master's Degree in the future. Kara Enyeart suggested using the monitors that are mounted campus-wide for advertising the minor. Dr. Burman suggested the possibility of engaging with the Office of Service, Leadership and Community Engagement to help spread the word about the Minor in Disability Studies on campus.

A suggestion was offered to consider partnering with the Utah Regional Leadership Education in Neurodevelopment and Related Disabilities program that trains future health care practitioners in disabilities.

The meeting was adjourned by Dr. Burman at 3:30 p.m.

# Consumer Advisory Council

## FY 2018 Report

### Introduction:

In compliance with the Developmental Disabilities Act, all University Centers for Excellence in Developmental Disabilities are mandated to have a Consumer Advisory Council with a majority membership of individuals with disabilities or their family members. The Wyoming Institute for Disabilities Consumer Advisory Council (WIND CAC) members advised the executive director of WIND, programs and strategies to best reach and serve individuals with disabilities, families and professionals in Wyoming. The WIND CAC provides an opportunity for members to voice interests and views on issues related to disability services, training, research and information. They assist the WIND executive director with the development of the five-year plan, participate in an annual review of the plan and make recommendations regarding any proposed revisions.

### Membership:

Members of the Wyoming Institute for Disabilities Consumer Advisory Council include:

Bill McDonald, Advocate and Professional in the field of aging, Chair from Sheridan  
Julie Andrew, Parent Advocate from Casper  
Samantha Andrew, Self-Advocate from Casper  
Caroline Harkin, Sibling Advocate from Laramie  
Bobbie Henry, Parent Advocate and member of Wyoming Family to Family Advisory Committee, from Cody  
Stephanie Hines, Self-Advocate and Parent Advocate from Riverton  
Richard Leslie, Self-Advocate and Director of Wyoming Epilepsy Association and Wyoming Self-Advocates for Independent Living, from Cheyenne  
Chele Porter, Parent Advocate and member of Wyoming Assistive Technology Advisory Council from Burns  
Lori Regnier, Advocate and Senior Program Administrator, Wyoming Protection and Advocacy System, Inc., from Cheyenne  
Calob Taylor, Advocate and Professional, Executive Director of Bridges of Wyoming – a service providing agency, from Cheyenne  
Sandy Thiel, Advocate and Director of Community Engagement for Greater Wyoming Big Brothers Big Sisters, from Cheyenne  
Alyeta Zimmerman, Advocate and Projects Manager/Policy Analyst for Wyoming Governor's Council on Developmental Disabilities, from Cheyenne



**During FY 2018, WIND CAC meetings were held during which they identified concerns and participated in Wyoming Institute for Disabilities research and project planning. Meetings (including April 2017 meeting held after FY 2017 CAC report was filed) with discussion topics were held as follows:**

- April 25, 2017
  - Roles/Responsibilities/Expectations of CAC Members
  - WIND Research and Evaluation Discussion: Evolving program of research and evaluation, including infrastructure building
  - WIND Research Discussion: Appreciative Inquiry process for family engagement
  - WIND Interdisciplinary Pre-Service Education Discussion: Disability Studies enrolled and graduating student presentations/discussions about experiences and interest in program growth
- February 21, 2018 via Zoom
  - Member report from Governor's Council on Disability Advocacy Day
  - Member report on concerns regarding the lack of sign language interpreters in Wyoming
  - WIND Project Discussion: Mission Redefined Wyoming, Veteran's program that provides accessible recreational and competitive sports opportunities for active duty or military members with disabilities
  - WIND Research Discussion: Sexual and reproductive health survey
- November 2, 2017
  - CAC member updates and perspectives
  - WIND Project Discussion: Think College Wyoming
  - WIND Interdisciplinary Pre-Service Education Discussion: Disability Studies - history and future of the program
- September 7, 2017
  - Chairperson report on family engagement meeting held in August
  - WIND Project Discussion: Policy Action Team
  - CAC planning for November reception and Andy Imparato visit

#### **Overview of WIND CAC activities for FY 2018:**

- Bill McDonald, Chairman, participated in the August 1, 2017 Family Engagement meeting. The needs assessment for the WIND Five Year Plan revealed that a focus on policy was very important to families and professionals in the state of Wyoming and a family engagement meeting was convened to gather additional policy input from families and discuss the formation of a policy group.
- Bobbie Henry and Chele Porter, both parents of children with developmental disabilities who also represent other WIND projects, joined the CAC. This stemmed from a

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### Background

The Wyoming Institute for Disabilities is a University Center for Excellence in Developmental Disabilities and an academic unit in the College of Health Sciences, University of Wyoming.

Established in 1994, the Wyoming Institute for Disabilities demonstrates excellence in providing interdisciplinary, pre-service education, continuing education, community training, technical assistance and services as they related to individuals with developmental and other disabilities.

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# Wyoming Institute for Disabilities

## Five Year, 2017-2022 Plan

### Abstract

The Wyoming Institute for Disabilities and key stakeholders will implement a five year (2017-2022) plan to support full community inclusion, community membership, independence, productivity and social participation for individuals with developmental disabilities. Developed with the Consumer Advisory Council, our plan is based upon findings from a comprehensive needs assessment and guided by the values of accessibility, inclusivity, diversity, cultural competency, choice and self-determination. We will conduct activities to improve individuals' opportunities for health and wellness, education, early intervention, employment and assistive technology.

Our objectives include: 1) educating graduate students and practicing professionals to serve and support families of children with special health care needs through the Utah Regional Leadership Education in Neurodevelopmental Disabilities program; 2) providing interdisciplinary pre-service preparation in disability, diversity, and inclusive practice through our Disability Studies program; 3) conducting basic and applied research, evaluation and public policy analysis in areas that affect or could affect individuals with developmental disabilities and their families; 4) increasing the capacity of professionals to implement best practices in their fields; 5) providing services that demonstrate evidence-based and best practices; and 6) disseminating findings and information to individuals, families and professionals throughout Wyoming. Our anticipated outcomes include increases in: 1, 2 & 4) trainees' knowledge, attitude and skills related to developmental disabilities; 3) evidence to inform policies and practices; 5) capacity for professionals to use evidence-based practices; and 6) resources, especially related to health and wellness. Our products will consist of scholarly publications, annual reports, a website, newsletters, social media, and other materials produced using positive approaches, universal design and accessibility principles.

Wyoming Institute for Disabilities  
FY 2018 Annual Report: Accomplishments

*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.

*In 2017-2022), WIND will improve outcomes for individuals in the areas of health and wellness, education, early intervention, employment and assistive technology.*

<b>Goal 1: WIND will train graduate or post graduate students from health, education, and related disciplines through an interdisciplinary family curriculum in leadership skills necessary to impact systems that serve and support families with children with special health care needs, including autism and all developmental disabilities (URLEND).</b>	
<b>Goal 1 Accomplishments, FY 2018:</b>	<ul style="list-style-type: none"><li>• A Disability Studies Minor/Communication Disorders graduate successfully completed URLEND.</li><li>• Disability Studies participated in a Native American Summer Institute to inform and recruit Native students into health sciences and disability related programs.</li><li>• Four long-term trainees, representing Early Childhood Special Education, Doctor of Nursing Practice, Social Work and Communication Disorders, participated as long-term trainees in URLEND.</li><li>• 50% of long-term trainees in URLEND represented cultural, linguistic diversity and underrepresented groups</li><li>• 2017 URLEND student from Social Work presented her leadership/research project poster at November 2017 Association of University Centers on Disability.</li><li>• WIND research Scientist was accepted as a 2018-2019 URLEND long-term trainee.</li></ul>
<b>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.</b>	
<b>Goal 2 Accomplishments, FY 2018:</b>	<ul style="list-style-type: none"><li>• Seventeen students graduated in the 2017-18 academic year with a minor in Disability Studies, surpassing the number of 100 graduates since 2009.</li><li>• Enrollment in the Disability Studies Minor program remains strong with over 50 active students.</li><li>• Six courses were offered this academic year, in addition to practicum placements for 18 students.</li><li>• Five minor students participated in semester-long courses in ECHO networks.</li><li>• One practicum student was placed in a new practicum site, Eppson Center for Seniors in Albany County. This student initiated a Rock Steady Boxing training program for senior residents and community members, especially individuals with Parkinson’s disease.</li><li>• Two new courses were formally established at the 4000/5000 (undergraduate/graduate) level, which gives the program more foundation to develop a graduate minor. We are also building relationships with other programs to discuss potential future contribution to developing this program.</li><li>• Dr. Michelle Jarman was named “Top Prof” by members of the University of Wyoming Cap and Gown Chapter of Mortar Board. This is her third such honor.</li></ul>



<b>Goal 3: Research and Evaluation: WIND will conduct basic and applied research, evaluation and/or public policy analysis in areas that affect or could affect, either positively or negatively, individuals with DD and their families.</b>	
<b>Goal 3 Accomplishments, FY 2018:</b>	<ul style="list-style-type: none"> <li>• Manuscripts were submitted for ECHO, Wyoming Family Mentorship program and voting rights.</li> <li>• Manuscripts in development address voting rights and the comparison of the Supports Intensity Scale (SIS) to the Inventory for Client and Agency Planning (ICAP) measures.</li> <li>• Analyses were conducted on ECHO return on investment.</li> <li>• WIND was invited to present and collaborate with other UCEDDs based on our work in ECHO, family programs, and early childhood development.</li> <li>• Submitted proposal to U.S. Department of Education to explore ECHO model</li> <li>• Ongoing program evaluation was conducted, including ECHO, WATR, F2F, SRH, and all other WIND programs.</li> <li>• To address the policy initiative, WIND conducted monthly policy briefings for state-wide participants.</li> <li>• To develop the research and evaluation infrastructure, a full time research professor/director of research and evaluation, a research scientist assistant, and a research associate were hired.</li> </ul>
<b>Goal 4: Community Training, including technical assistance and/or demonstration and model activities: Increase the capacity of professionals to implement best practices in health and wellness, education, early intervention, assistive technology, and employment.</b>	
<b>Goal 4 Accomplishments, FY 2018:</b>	<ul style="list-style-type: none"> <li>• In collaboration with the Wyoming Departments of Education, Health, and Workforce Services WIND/WATR developed 4 asynchronous, professional development courses. Content UW Learning Management system (WyoLearn) to 109 participants. Courses included: <ul style="list-style-type: none"> <li>◦ Foundations of Assistive Technology (18 students)</li> <li>◦ Accessible Educational Materials to Support Student Transition (19 students)</li> <li>◦ How to Obtain an Accurate ICAP Score (12 students)</li> <li>◦ Early Childhood Vision Training (60 students)</li> </ul> </li> <li>• 122 undergraduate/graduate students from UW College of Education, Early Childhood Special Education programs, the UW College of Health Sciences Speech and Language (Communication Disorders) program and the Casper College-Occupational Therapy Assistant program participated in UW ECHO in Education and Health Networks for course credit.</li> <li>• Developed and delivered interdisciplinary UW ECHO Networks targeting areas of need/improvement in health during FY 2018. Network topics included Wyoming Medicaid waiver services and behavioral health/opioid use (integrated care for prevention, treatment and recovery).</li> <li>• WIND provided inter-professional training, using UW ECHO to 3,926 participants representing families, education and health administrators, including directors of special education and curriculum, related services providers (SLP, OT, and PT), case managers, paraprofessionals and special and general education teams. UW ECHO networks targeted areas of need/improvement in assistive technology, career development, educational leadership, secondary transitions, autism, behavior supports, school leadership, early childhood and student health.</li> <li>• UW ECHO participants represented 35 states, Washington D.C., the Province of Ontario and the country of India.</li> <li>• WIND developed ECHO hubs to address critical statewide needs of school nurses, families that have a child with autism, and to address opioid addiction and treatment.</li> </ul>

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

**Goal 5 Accomplishments, FY 2018:**

- As an ECHO Superhub, WIND provided training and technical assistance for replicating the ECHO model to the Alaska Center for Human Development, the North Dakota Center for Persons with Disabilities, Connecticut Family to Family, Denver University Morgridge College of Education, the Minnesota Department of Education, and the Oregon Technology Access Program.
- Provided technical assistance to the South Dakota UCEDD-*Project Innovate*. Developed 2 courses for Project Innovate using UW ECHO network content
  - Project Innovate-Families (13 participants)
  - Project Innovate-Autism, Behavior Supports, School Health, and Early Childhood (33 participants)
- Wyoming Telehealth network provided 126 videoconference (zoom) licenses to Wyoming providers. Telehealth was delivered to 13,150 participants for more than 687,843 minutes during FY 2018. This included:
  - 629 education/training meetings with 2,834 participants
  - 995 clinical/clinical services meetings
  - 33 technical assistance visits to Wyoming healthcare providers.

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

**Goal 6 Accomplishments, FY 2018:**

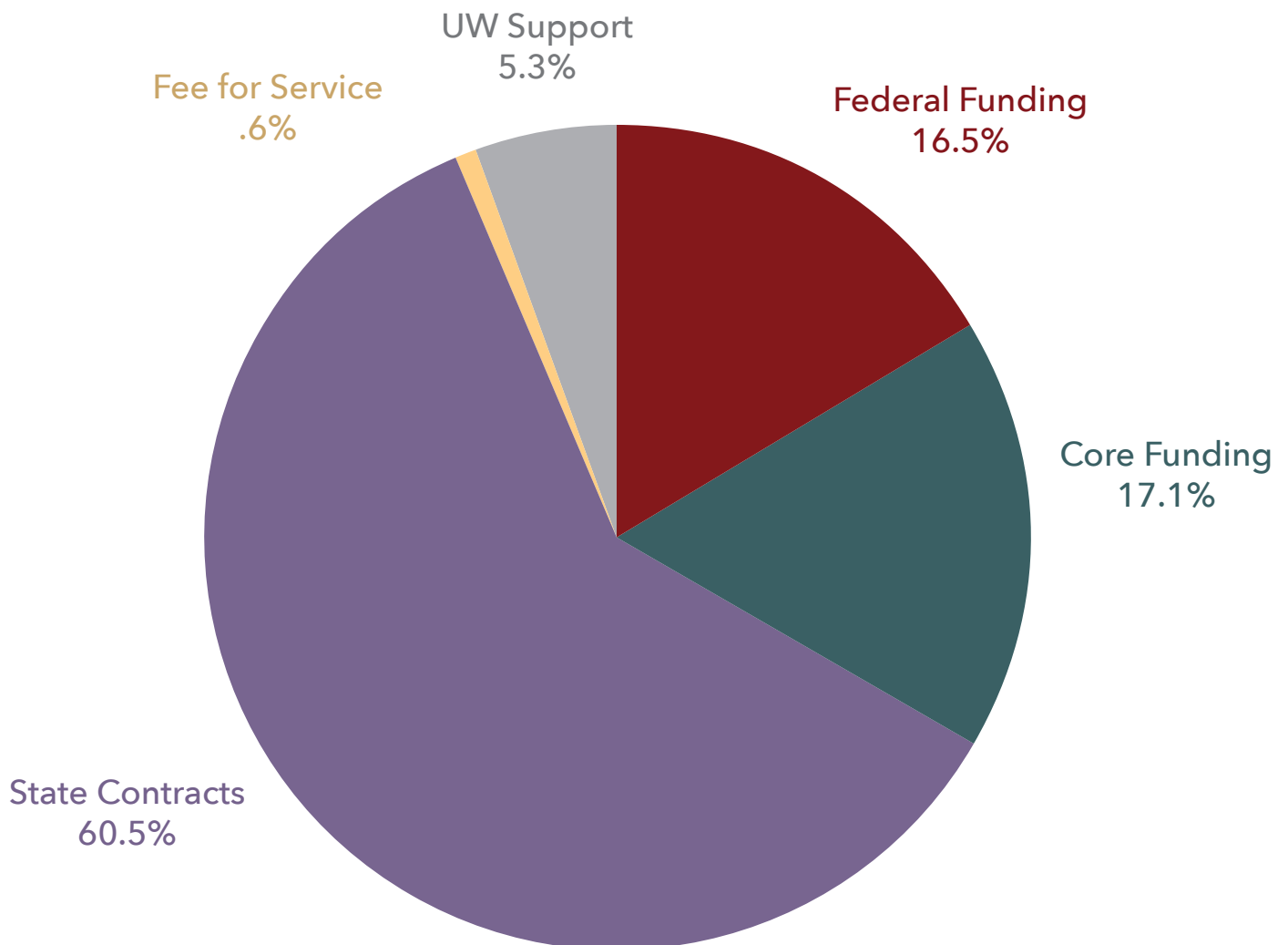
- Improved layout and design of multiple WIND landing pages, including tables on the ECHO pages, Family to Family Health Information Center, Wyoming Accessible Education Materials Clearinghouse, and Wyoming Assistive Technology Resources
- Sponsored conference and event tables to disseminate WIND products and information, including Wyoming After-School Alliance, Wyoming Governor's Council on Developmental Disabilities, and Wyoming Governor's Council Disability Awareness Month event.
- Produced and published on-line interactive Care Planner for families and caregivers of children with special health care needs.



## WIND Funding

Funding Source	Sum of Awards
Core Funding	\$570,000
Federal Funding	\$549,540
State Contracts	\$2,017,223
UW Support	\$176,364
Fee for Service	\$21,244
<b>Grand Total</b>	<b>\$3,334,371</b>

### Wyoming Institute for Disabilities Funding Sources July 1, 2017 - June 30, 2018





# WIND Contributions to Scholarship • FY 2018

## Academic Professional Faculty and Staff Research, Teaching, Research, Service and Awards FY 2018

### Publications

#### Publications, Peer Reviewed

- Agran, M.**, Spooner, F., et al. (2018). Perspectives on the state of the art (and science) of life-span services. *Research and Practices for Persons with Severe Disabilities*, 43, 67-81.
- Thompson-Ebanks, V., **Ginn, H.**, & Valentine, D. (2017). What Factors Affect the Undergraduate Experiences of Student Veterans? *Advances in Social Sciences Research Journal*, 4(18) 117-131.

#### Publications, Non-Peer Reviewed

- Ward, K., Atkinson, J., Watson, E., Evertsbusch, C., Aldebot, G., Hartlieb, K., Atkinson, J., Holden, J., Lamar, R., Cannon, S., Van der Slice, J., Cummings, L., Tafs, P. Donnelly, **K. Lancaster, K., Ginn, H., & Hardesty, C.** (2008-2017). Friendships & Dating Program: Curriculum Manual: I/DD Version. University of Alaska Anchorage (UAA) Center for Human Development.
- Hardesty, C., Warren, W., Arce, F., Bowser, G. (2017)** *Fostering Communities and Professional Learning in Assistive Technology*. Closing the Gap Solutions. June/July

#### Publications, In Press

- Agran, M.**, & Spooner, F. (in press). Ensuring quality secondary education and transition goals. *Inclusion*.
- Jarman, M.** and Thomson-Ebanks, V. (invited chapter, in press, 2017). Pedagogies of disability justice: Cognitive accessibility in college classrooms. In Ware, L. (Ed.), *Critical readings in interdisciplinary disability studies*. New York, NY: Springer.
- Root-Elledge, S., Hardesty, C., Cooley Hidecker, M.J., Bowser, G., Ferguson, E., Wagner, S., & Moody, E.J.** (in press). Enhancing the Implementation of Assistive Technology in Schools: The ECHO Model® for Professional Learning and Capacity Building. *Assistive Technology Outcomes & Benefits*.

#### Publications, Under Review

- Agran, M., Ginn, H., Reynolds-Estrada, V., Root-Elledge, S., Lancaster, K., & Moody, E. J.** (2017). Perceptions of Service Providers Regarding the Agency and Capacity of People with Intellectual Disability to Vote. *Research and Practice for Persons with Severe Disabilities*.
- Singh Reshmi, Eric Moody, Bethany Rigles, and Elyssa B Smith**, "What it takes to raise a child with Autism in a rural state: An Appreciative Inquiry." *Journal of Child and Family Studies*. [Under review].

### Presentations

#### Presentations, Refereed International and National

- Arce, F., Rausch R.**, *Assistive Technology Industry Association (ATIA)*, Co-Presenter, Education & Learning Strand Spotlight: Implementing Change through Training, Orlando, Florida, February, 2018
- Arce, F., Rausch R.**, *Assistive Technology Industry Association (ATIA)*, Co-Presenter, Using Distance Technologies to Support AT Act Services, Orlando, Florida, February, 2018
- Ginn, H.**, Martinez, E., **Hardesty, C.**, Atkinson, J., Mullis, L., Moras, R. (April, 2018). Examining the Contexts of Sexual Agency: Using Research to Support the Sexual Self-Determination of those with Intellectual Disability. *Shepard Symposium on Social Justice 2018*. Laramie, WY.

- Hardesty, C., Stainbrook, A., Warren, W., (2017, November)** *Addressing Service Gaps for Families and Providers of Individuals with Autism Spectrum Disorders in Rural Communities: Is Telehealth the Solution.* Association of University Centers on Disabilities (AUCD), Washington D.C.
- Moody, E.J., Hardesty, C. & Root-Elledge, S.** (2017, November). *Improving Capacity in Rural Communities: Adaptations of Project ECHO for Education and Families.* An invited presentation to the annual Coleman Institute Conference, Broomfield CO.
- Moody, E.J., Hardesty, C. & Root-Elledge, S.** (2017, November). *Empowering Families through the ECHO Model: Building Capacity through Parent Training.* An invited presentation to the annual Family to Family Conference, Washington DC.
- Moody, E.J., Hardesty, C. & Root-Elledge, S.** (2017, November). *Improving Capacity in Rural Communities: Adaptations of Project ECHO for Education and Families.* A paper presented at the annual Association of University Centers on Disabilities conference, Washington DC.
- Petres, C., Hidecker, M. J. C., Arce, F., Warren, W., & Hardesty, C.** (2017, November) Effectiveness of Project ECHO case recommendations. Poster presentation at the American Speech-Language-Hearing Association (ASHA) convention, Los Angeles, CA.
- Petres, C., Hidecker, M. J. C., Hardesty, C., & Arce, F.** (2017, October) Effectiveness of Project ECHO case recommendations. Poster presentation, Intermountain Area Speech & Hearing (IMASH) Convention, Boise, ID.
- Rausch, R., & Arce, F.** Using Distance Technologies to Support AT Act Services. Presented at the *Assistive Technology Industry Association Conference*. Orlando, FL, February, 2018
- Rausch, R., Arce, F. & Bowser, G.** Implementing Change Through Training: UW Project ECHO in AT. Presented at the *Assistive Technology Industry Association Conference*. Orlando, FL, February, 2018
- Root-Elledge, S.,** Lead and Facilitator, with Cobo-Lewis, A., Sharp, A. Spitalnik, D. (2018, March). Navigating and informing university policies on legislative education and advocacy. Panel presentation. 2018 University Centers of Excellence in Disabilities Directors Retreat. Washington, D.C.
- Root-Elledge, S., Hardesty, C. & Moody, E.** (2018, June). *An Innovative Approach to Capacity Building in a Rural State: Wyoming's Adaptation of the ECHO model from Health to Education.* 142<sup>nd</sup> American Association of Intellectual and Developmental Disabilities Annual Meeting. Poster Symposia Presentation. St. Louis, MO.
- Root-Elledge, S.,** Hardesty, C. (2017, November). Poster Symposia Presentation. Lifting up voices in education: Wyoming's translation of the ECHO Model™ for use beyond health. 2017 *Association of University Centers on Disability Conference*. Washington, D.C.
- Root-Elledge, S.** (2017, September). Invited panel facilitator. The ECHO Model™ for education: reaching learning communities on a global scale. 2017 *metaECHO Conference*. Albuquerque, NM.
- Hardesty, C. and Root-Elledge, S.** (2017, September). Invited facilitator. ECHO in education international collaborative. 2017 *metaECHO Conference*. Albuquerque, NM.
- Root-Elledge, S.,** Hardesty, C., Rai, A., Middleton, C. (2017, September). Poster presentation. ECHO in education international collaborative. 2017 *metaECHO Conference*. Albuquerque, NM.
- Victor, C., Hidecker, M. J. C., Hardesty, C., & Root-Elledge, S.** (2017, November). Cowboy Up! Improving student success and IPP: UW ECHO Network. Oral presentation, Tennessee Association for Assistive Technology Conference, Franklin, TN.
- Victor, C., Hidecker, M. J. C., Hardesty, C., & Root-Elledge, S.** (2017, October). Using the UW ECHO Network to improve interprofessional practice & education in rural states. Oral presentation, Intermountain Area Speech & Hearing (IMASH) Convention, Boise, ID.
- Warren, W., Hardesty, C.** (2018, February) *UW ECHO in Education Networks.* American Association on Intellectual and Developmental Disabilities (AAIDD) Invited Webinar Presentation.

## **Presentations, State**

- Agran, M., Ginn, H., Root-Elledge, S., Estrada-Reynolds, V., Lancaster, K., Moody, E.** (April, 2018). Perceptions of Service Providers Regarding the Agency and Capacity of People with Intellectual Disability to Vote. College of Health Sciences Research Day. Laramie, WY. Poster Presentation.
- Arce, F., & Rausch, R.,** University of Wyoming. College of Education: The Critical Role of Assistive Technology in Education. Laramie, Wyoming, October, 2017
- Arce, F., Rausch, R., & Slider, T.** Libraries Enhancing Access for Rural Neighbors (LEARN). Presented to Wyoming librarians at the Wyoming Library Association Conference. Sheridan, WY, August, 2017
- Arce, F., & Rausch, R.** Demo Days. Presented to Sheridan community members. Sheridan Community College, Sheridan, WY, July, 2017
- Arce, F., Rausch, R., Wofford, T.** (2017, November) What is Assistive Technology? Invited Speaker. *Laramie High School Living Skills*. Laramie, WY.
- Arce, F., & Wofford, T.,** University of Wyoming, Boy Scouts of America, Laramie, Wyoming, May, 2018
- Ginn, H.,** Martinez, E., **Hardesty, C.,** Atkinson, J., Mullis, L., Moras, R. (April, 2018). Developing Research-Informed Practice: Assessing the Needs to Better Support the Sexual Health of People with Intellectual Disability. College of Health Sciences Research Day. Laramie, WY. Poster Presentation
- Cooley-Hidecker, M., Wofford, T.** (2018, January) Literacy in Individuals with Complex Communication Needs Who Use AAC. Part 1 of a 4 Part Series. Invited Speaker. *University of Wyoming ECHO Network in Assistive Technology*. Laramie, WY.
- Cooley-Hidecker, M., Wofford, T.** (2018, February) Literacy in Individuals with Complex Communication Needs Who Use AAC. Part 2 of a 4 Part Series. Invited Speaker. *University of Wyoming ECHO Network in Assistive Technology*. Laramie, WY.
- Cooley-Hidecker, M., Wofford, T.** (2018, February) Literacy in Individuals with Complex Communication Needs Who Use AAC. Part 3 of a 4 Part Series. Invited Speaker. *University of Wyoming ECHO Network in Assistive Technology*. Laramie, WY.
- Cooley-Hidecker, M., Wofford, T.** (2018, February) Literacy in Individuals with Complex Communication Needs Who Use AAC. Part 4 of a 4 Part Series. Invited Speaker. *University of Wyoming ECHO Network in Assistive Technology*. Laramie, WY.
- Ginn, H., Hardesty, C.,** Goldman, A., Lystad, K. Titus, S., Trice, W., & Ferguson, E. (2017, November). Examining Attitudes Toward the Sexuality of People with Intellectual Disability: An Analysis of Medical, Mental Health, and Developmental Disability Providers. Association of University Centers on Disabilities (AUCD) 2017 Conference: Lift Your Voice! Washington, D.C. Poster Presentation.
- Ginn, H.** (2017, September). Investigating Attitudes toward the Sexuality of Individuals with Intellectual Disabilities: An Analysis of Mental Health, Medical, and Disability Service Providers in the Rocky Mountain Region. 2017 NASW Wyoming Annual Continuing Education Conference. Sheridan, WY.
- Jenkins C. and Smith K.** (2017, October). Telehealth Tool Kit and Work Flow Practices. *Wyoming Telehealth Network Webinar*, University of Wyoming, Laramie, WY.
- Jenkins C.** (2018, February). Wyoming Telehealth Network. *Indian Health Services*. Zoom.
- Jenkins C.** (2018, March). Wyoming Telehealth Network. *Eastern Shoshone Tribal Health*. Zoom.
- Jenkins C.,** Caldwell L., Chesnut L., and Soule C. (2018, May). Applications for Telehealth in Rural and Frontier Environments. *Rural and Frontier Health Conference*. Casper, WY.
- Rausch, R.** Remote iPad App Lending. Presented to *University of Wyoming ECHO* community members, Laramie, WY, April, 2018

**Rausch, R.** Occupational Therapy. Presented to *University of Wyoming WWAMI Medical School* students. University of Wyoming, Laramie, WY, April, 2018

**Rausch, R.** Universal Design and Home Modifications. Presented to *Casper College Occupational Therapy Assistant Program* students. Casper, WY, March, 2018

**Rausch, R.** Assistive Technology for ADLs and IADLs Presented to *Casper College Occupational Therapy Assistant Program* students. Casper, WY, February, 2018

**Rausch, R.** Assistive Technology and Occupational Therapy. Presented to *University of North Dakota Occupational Therapy Program* students. Casper, WY, February, 2018

**Rausch, R.** Assistive Technology for Supporting People with Mental Health Conditions. Presented to Casper College Occupational Therapy Assistant Program students. Casper, WY, October, 2017

**Rausch, R., & Arce, F.** Wyoming State Assistive Technology Resources. Presented to *Project ECHO community members*. Laramie, WY, September, 2017

**Rausch, R.** Assistive Technology for Pediatric Occupations. Presented to *Casper College Occupational Therapy Assistant Program* students. Casper, WY, September, 2017

**Wofford, T.** (2018, June) What is Augmentative Alternative Communication? How can it help me? Invited Speaker. 2018 *Wyoming Developmental Disabilities Conference*. Casper, WY.

**Wofford, T.** (2018, June). Communication Strategies. Invited Speaker. *University of Wyoming ECHO Network in Medicaid Waiver Services*. Laramie, WY.

**Wofford, T., Arce, F., & Rausch, R.** Wyoming Institute for Disabilities (WIND) Supports and Services. Presented to *Wyoming Workforce Service Division of Vocational Rehabilitation* administrators. Cheyenne, WY, May, 2018

## Service

### Direct Clinical and Other Service Activities

**Jenkins, C.** Vets at the Nets Adaptive Tennis Clinic (2017, August), Cheyenne, WY

**Jenkins, C.** Wyoming Telehealth Network Booth and Demonstration (2018, January)

**Jenkins, C.** Wyoming Medical Society Annual Meeting, Jackson, WY.

**Jenkins, C.** ProStart Culinary Competition (2018, March), Judge, Casper, WY

**Jenkins, C.** ECHO Immersion Training with Denver University College of Education (2018, June) Laramie, WY.

**Rausch, R.** Clinical Services for Wyoming Assistive Technology Resources at the Next Steps Clinic hosted by the Wyoming Department of Education. Lander, WY, April, 2018

**Rausch, R.** Clinical Services for Wyoming Assistive Technology Resources at the Next Steps Clinic hosted by the Wyoming Department of Education. Lander, WY, November, 2017

**Rausch, R., & Arce, F.** Wyoming Assistive Technology Resources at the *Week of Academic Vision and Excellence (WAVE) Conference*. Casper, WY, July, 2017

**Wofford, T.** 2018 Clinical Services Consultation for *University of Wyoming ECHO in Assistive Technology*, 15 sessions, 2 cases.

**Wofford, T.** 2018 Clinical Services for *University of Wyoming ECHO in Autism*, 14 sessions, 3 cases.

**Wofford, T.** 2018 Clinical Services for *University of Wyoming ECHO in Behavior Supports*, 3 sessions, 3 cases.

**Wofford, T.** 2017 Clinical Services Consultation for *University of Wyoming ECHO in Assistive Technology*, 11 sessions, 6 cases.

**Wofford, T.** 2017 Clinical Services Consultation for *University of Wyoming ECHO in Autism*, 11 sessions, 5 cases.

**Wofford, T.** 2017 Clinical Services Consultation for *University of Wyoming ECHO in Behavior Supports*, 3 Sessions, 3 cases.



### **University Service**

University of Wyoming, College of Health Sciences, Curriculum and Instruction Committee, **Jarman, M.**  
University of Wyoming, College of Health Sciences, Faculty Development Committee, **Wofford, T.**  
University of Wyoming, College of Health Sciences, Interprofessional Committee, **Hardesty, C.**  
University of Wyoming, College of Health Sciences, Research Committee, **Root-Elledge, S.**  
University of Wyoming, College of Health Sciences, Tenure and Promotion Committee, **Jarman, M.**  
University of Wyoming, College of Health Sciences, Social Work Director Search Committee Member,  
**Root-Elledge, S.**  
University of Wyoming, College of Health Sciences, College Dean Search Committee Member,  
**Hardesty, C.**

### **National, State and Community Service**

American Hippotherapy Association Member, **Wofford, T.**  
American Psychological Association Member, **Moody, E.**  
American Speech Language Hearing Association Member, **Wofford, T.**  
Association of University Centers of Excellence, Collaborative on Faith and Disabilities, Treasurer,  
**Moody, E.**  
Association of University Center for Disability, UCEDD Directors Retreat Planning Committee Member,  
**Root-Elledge, S.**  
Association of University Centers for Disability, Sexual Health Special Interest Group Member, **Ginn, H.**  
Association for Clinical Pastoral Education, **Moody, E.**  
Association for Psychological Science Member, **Moody, E.**  
Colorado Division of Professions and Occupations, Occupational Therapist License, **Rausch, R.**  
ECHO Institute, Education Collaborative Leaders, **Root-Elledge, S. Hardesty, C., Warren, W.**  
International Society for Autism Research, **Moody, E.**  
Laramie Lions Club Member, **Ginn, H.**  
National Association of Social Workers Member, **Ginn, H.**  
National Board for Certification in Occupational Therapy, Occupational Therapist Certification,  
**Rausch, R.**  
Rehabilitation Engineering and Assistive Technology Society of North America, Assistive Technology  
Professional (ATP) Certification, **Arce, F., Rausch, R.**  
Occupational Therapy Association Member, **Rausch, R.**  
Wyoming Board of Occupational Therapy, Occupational Therapist License, **Rausch, R.**  
Wyoming Department of Health, Division of Developmental Disabilities Advisory Council Vice  
Chairperson, **Root-Elledge, S.**  
Wyoming Governor's Council on Developmental Disabilities Member, **Root-Elledge, S.**  
Wyoming Help Me Grow Community Outreach Workgroup Member, **Warren, W.**  
Wyoming Early Intervention Council Member, **Ginn, H., Warren, W.**  
Wyoming Speech and Hearing Association Member, **Wofford, T.**

### **Awards**

**Enyeart, K.** 2018 University of Wyoming, College of Health Sciences Outstanding Staff.  
**Jarman, M.** 2017 University of Wyoming, Mortar Board, Top Prof  
**Root-Elledge, S.** Wyoming Governor's Council on Developmental Disabilities 2017 Bright Star Award for  
a Wyoming Professional.





## **Appendices**

- **WIND Interdisciplinary Trainees**
- **WIND Grant and Contract Funding**
- **ACCESS Employment**



# WIND INTERDISCIPLINARY TRAINEES: 2017 – 2018

## (17 PROGRAM GRADUATES— INTERDISCIPLINARY COURSES)

Trainees's Discipline	WIND Interdisciplinary Courses	Credit Hours
Psychology	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Transition Academy) WIND 4050: Independent Study / ECHO WIND 4990: Global Disability Studies PSYC 4320: Intellectual Disability	3 3 3 3 3 3
Social Work	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Cooper Center) WIND 4990: Diverse Minds FCSC 4124: Families of Children with Special Needs EDEX 2484: Introduction to Special Education	3 3 3 3 3 3
Speech/Language	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (IPES) WIND 4050: Independent Study / ECHO SPPA 2110: American Sign Language 1 PSYC 4320: Intellectual Disability	3 3 3 3 4 3
Speech/Language	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4200: Diverse Minds WIND 4500: Practicum (CHC) SPPA 2110/2120: American Sign Language 1&2 FCSC 4124: Families of Children with Special Needs	3 3 3 3 4/4 3
Elem Education	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability EDEX 2484: Introduction to Special Education WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (CHC) SPPA 2110: American Sign Language 1	3 3 3 3 3 4
Elem Education	WIND 2100: Introduction to Disability Studies WIND 2500: Literature & Medicine EDEX 2484: Introduction to Special Education WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (IPES) PSYC 4320: Intellectual Disability	3 3 3 3 3 3
Speech/Language	WIND 2100: Introduction to Disability Studies WIND 4200: Diverse Minds WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Head Start) SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 4/4
Speech/Language	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4200: Diverse Minds WIND 4500: Practicum (CHC) SPPA 2110/2120: American Sign Language 1&2 FCSC 4124: Families of Children with Special Needs	3 3 3 3 4/4 3

English	WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (ECEC) WIND 4990: Diverse Minds WIND 4990: Literature & Medicine WIND 4050: Independent Study	3 3 3 3 3 3
Elem Education	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability EDEX 2484: Introduction to Special Education WIND 4020: Disability Studies Theory & Practice WIND 4990: Global DS WIND 4500: Practicum (IPES) PSYC 4320: Intellectual Disability	3 3 3 3 3 3 3
International Studies Honors	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Lab School) ELEC 3000: Utrecht / Politics of Inequality INST 4380: Utrecht / Advanced Human Rights	3 3 3 3 3 3
Elem Education	WIND 2100: Introduction to Disability Studies EDEX 2484: Introduction to Special Education WIND 4020: Disability Studies Theory & Practice WIND 4990: Global DS WIND 4500: Practicum (ECEC) EDEL 3720: Literacy Difficulties	3 3 3 3 3 3
Kinesiology & Health	WIND 2100: Introduction to Disability Studies WIND 4050: Independent Study (OT Shadow) KIN 4062: Human Aging WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Eppson Center / Rock Steady) FCSC 4124: Families of Children with Special Needs	3 3 3 3 3 3
Geography	WIND 2100: Introduction to Disability Studies WIND 2700: Gender & Disability WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Cooper Center) WIND 2500: Literature & Medicine SPPA 2110: American Sign Language 1	3 3 3 3 4 3
Speech/Language	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (Policy) WIND 4990: Global DS WIND 4050: Independent Study / ECHO WIND 4050: Independent Study / DS Program Research SPPA 2110: American Sign Language 1	3 3 3 3 3 3 4
Speech Language	WIND 2100: Introduction to Disability Studies WIND 4020: Disability Studies Theory & Practice WIND 4500: Practicum (CHC) WIND 4990: Diverse Minds PSYC 4320: Intellectual Disability SPPA 2110/2120: American Sign Language 1&2	3 3 3 3 3 4/4

## **WIND Grant and Contract Funding, July 2017 - October 2018**

*ACCESS Employment.* Sandra Root-Elledge (PI/Director) with Canyon Hardesty and Eric Moody.

Contract from Wyoming Department of Workforce Services, Division of Vocational Rehabilitation to prepare students considered 'at risk' or having a disabilities, ages 14 – 22, to be successful in the workforce. Current funding period, amount: September 21, 2018-August 31, 2019, \$500,000.

*Act Early Ambassador.* Canyon Hardesty (PI). Grant from Association of University Centers on

Disability to help parents, health care professionals, and child care providers learn about developmental milestones and their role in the early identification of autism spectrum disorders and other developmental disabilities. Current funding period, amount: May 1, 2016-April 30, 2018, \$8,000.

*Autism Speaks.* Eric Moody (PI) with Canyon Hardesty. Autism Speaks is dedicated to advancing research and advocacy for autism spectrum disorder and related conditions. Current funding period, amount: May 10, 2018-February 9, 2019, \$5,000.

*Friendships and Dating; Sexual and Reproductive Health Training for Individuals with Developmental*

*Disabilities.* Canyon Hardesty (PI). Contract from Wyoming Department of Health, Maternal and Family

Health, a preventative program that teaches individuals with intellectual and related developmental disabilities how to develop and maintain healthy relationships. Current funding period, amount: January 19, 2018-August 31, 2019, \$50,004.

*Friendships and Dating; Sexual and Reproductive Health Training for Individuals with Developmental*

*Disabilities.* Canyon Hardesty (PI). Contract from Wyoming Governor's Council on Developmental Disabilities, a preventative program that teaches individuals with intellectual and related developmental disabilities how to develop and maintain healthy relationships. Current funding period, amount: November 1, 2017-October 31, 2018, \$30,000.

*iCan Connect, Wyoming Deaf-Blind Equipment Distribution Program.* Sandra Root-Elledge (PI). Grant

(6<sup>th</sup> year) from Federal Communications Commission to provide communication devices to individuals who are deaf-blind. Current funding period, amount: July 1, 2017-June 30, 2019, \$124,314.

*Inventory for Client and Agency Planning and Supports Intensity Scale Assessments.* Sandra Root-

Elledge (PI). Contract from the Wyoming Department of Health, Developmental Disabilities Unit to conduct eligibility for services screenings of individuals with developmental disabilities. Current funding period, amount: July 1, 2016-June 30, 2019, \$936,000.

*Leadership in Neurodevelopmental Disabilities.* Canyon Hardesty (PI and Faculty Coordinator). Contract (14<sup>th</sup> year) from the University of Utah that provides leadership and skill building opportunities for Wyoming graduate-level pre-professionals and professionals from a variety of health related disciplines to increase their knowledge and skills in providing services and supports to children with neurodevelopmental disabilities and their families. Current funding period, amount: July 1, 2017-June 30, 2019, \$22,000.\_

*Next Step Assessment Clinic.* Sandra Root-Elledge (PI). Contract from the Wyoming Department of Education for clinical assistive technology services during comprehensive evaluations of children with developmental and other disabilities. Current funding period, amount: March 1, 2017-November 30, 2018, \$14,900.

*University Center for Excellence in Developmental Disabilities.* Sandra Root-Elledge (PI). Grant (22<sup>nd</sup> year) from the U.S. Department of Health and Human Services for the Wyoming Institute for Disabilities infrastructure to deliver pre-professional and continuing education, community training and services, to conduct research and evaluation, and to disseminate information. Current funding period, amount: June 1, 2017-June 30, 2019, \$1,117,000.

*UW ECHO in Behavioral Health.* Canyon Hardesty (PI). Contract from the Wyoming Department of Health to provide an online professional learning community supporting evidence-based and promising practices in substance use disorder prevention, treatment and recovery services. Current funding period, amount: December 21, 2017-September 30, 2019, \$185,356.

*UW ECHO for Career Services.* Canyon Hardesty (PI). Contract from the Wyoming Department of Education to improve college and career readiness of students graduating from high school. Current funding period, amount: September 30, 2016-June 30, 2018, \$147,505.

*UW ECHO in Education for Individual Learning.* Sandra Root-Elledge and Canyon Hardesty (Co-PIs). Contract from Wyoming Department of Education to build Wyoming educators' capacity for assistive technology, autism, behavior supports, early childhood, and secondary school transition. Current funding, amount: June 12, 2017-June 30, 2020, \$1,149,711.

*UW ECHO in Educational Leadership.* Canyon Hardesty (PI). Contract from UW College of Education, Wyoming Department of Education and Ellbogen Foundation to increase standardized use of best practices among school district leaders. Current funding period, amount: August 25, 2015-June 30, 2018, \$442,744.

*UW ECHO for Waiver Services.* Canyon Hardesty and Sandra Root-Elledge (Co-PIs).

*Long Term Care and Children's Mental Health Services.* Contract from the Wyoming Department of Health, Healthcare Financing – Wyoming Medicaid to build capacity for case managers and service providers. Current funding period, amount: May 30, 2016-June 30, 2018, \$243,791.

*Wyoming Assistive Technology Resources.* Sandra Root-Elledge (PI). Grant (13<sup>th</sup> year) from the U.S. Department of Health and Human Services, Administration on Community Living to operate State Assistive Technology Act Program that provides assistive technology information, access and services to individuals with disabilities. Current funding period, amount: October 1, 2016-September 30, 2019, \$743,805.

*Wyoming Clearinghouse for Accessible Educational Materials.* Canyon Hardesty (PI). Annual (12<sup>th</sup> year) contract from the Wyoming Department of Education to provide Wyoming students who have vision and print disabilities with access to accessible educational materials. Current funding period, amount: February 1, 2017-December 15, 2018, \$198,833.

*Wyoming Consortium for Veterans Activities.* Canyon Hardesty (PI). Grant from Veterans Services Administration to provide recreational and competitive sports opportunities for veterans and members of the U.S. military. Current funding period, amount: October 11, 2016-September 30, 2018, \$272,648.

*Wyoming Family to Family Health Information Center.* Eric Moody and Canyon Hardesty (co-PIs) with Sandra Root-Elledge. Grant (8<sup>th</sup> year) to provide information, training and support for families that have a child with a special health care need. Current funding period, amount: June 1, 2017-May 31, 2019, \$186,000.

*Wyoming Telehealth Network.* Canyon Hardesty (PI). Contract from Wyoming Department of Health, Healthcare Financing, Rural and Frontier Health partnering with Public Health Nursing to increase the use of Telehealth and Telemedicine in Wyoming. Current funding period, amount: July 1, 2016-June 30, 2020, \$439,537.

*Wyoming Vision Collaborative.* Canyon Hardesty (PI). Contract from the Wyoming Department of Health with funding to unite key stakeholders and professionals in an ongoing process to establish a coordinated system of education, training, referral, and family support around childhood vision health. Current funding period, amount: November 10, 2015-August 31, 2018, \$160,000.

## ACCESS Employment

WIND has received funding from the Wyoming Division of Vocational Rehabilitation (DVR) to develop, deliver and evaluate the impacts of statewide training and mentoring to increase the number of students ages 14-22 receiving pre-employment transition services.

As authorized in Section 113 of the Workforce Innovation and Opportunity Act, the Wyoming Division of Vocational Rehabilitation (DVR) addresses the pre-employment transition services (Pre-ETS) for all individuals who are eligible or potentially eligible for services.

### Core services include:

- Job exploration counseling;
- Work-based learning experiences in an integrated environment to the extent possible;
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education;
- Workplace readiness training to develop social skills and independent living and instruction in self-advocacy, which may include peer mentoring.

### Current Activities

**UW ECHO in Secondary Transitions** provides ongoing support for educators and state and local agencies working with students transitioning from the K-12 education systems into postsecondary education, employment and community living settings. Sessions are held every other Tuesdays, 2:00 p.m. to 3:15 p.m. MT

**Wyoming's Assistive Technology Act Resources (WATR)** provides training, technical assistance, device loans and demonstrations assessment and individual support for individuals, schools and employers and a resource for all assistive technology (AT) needs in Wyoming. AT may be a device or solution that enhances an individual's ability to live, play, or work independently. [uwyo.edu/wind/watr/](http://uwyo.edu/wind/watr/)

**VirtualJobShadow.com** empowers individuals to discover, plan and pursue their dreams with a unique video-based career planning platform. Interactive tools help students and job seekers develop career paths based on choice, not chance. Licenses available for individuals at no cost through WIND.

### Future Activities:

- Campus experiences at Wyoming community colleges
- Peer mentor and future Think College programs
- Additional ECHO networks to support families, students and employers.
- Collaborations with existing DVR programs and local education agencies and other employment partners.



# ACCESS Employment Pre-Employment Transition Services (Pre-ETS) September 1, 2018 - September 30, 2023 Logic Model

Purpose: To increase the number and preparedness of participants receiving Pre-ETS including post-secondary education, employment and independent living.

