



**University Centers for Excellence in Developmental Disabilities
Education, Research and Service
HHS-2024-ACL-AOD-DDUC-0007**

RENEWAL APPLICATION
7/1/2024 – 6/30/2029

Department of Health & Human Services Administration for Community Living
Administration on Disabilities

Application Due Date: 2/26/2024

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Abstract

Project Title: University Center for Excellence in Developmental Disabilities

Applicant Name: Board of Regents of the University of Wisconsin

Principal Investigator: Leann DaWalt, PhD

The mission of the Waisman Center, University Center for Excellence in Developmental Disabilities (UCEDD) is to support the full inclusion, self-determination, independence and productivity of people with developmental disabilities (DD) and their families across the lifespan. In partnership with people with developmental disabilities and their families, DD network partners, and key stakeholders we will address the needs of Wisconsinites with DD through a range of programs focused on health, education and early intervention, community supports, and employment. Our goals are guided by the core functions of the DD Act: 1) increase the diversity, knowledge and skills of undergraduate, pre-service, postdoctoral and continuing education trainees in the provision of equitable services, supports and advocacy of people with DD; 2) increase capacity of health, mental health, and community service providers to provide enhanced specialized services, supports and other assistance that are responsive to the needs of individuals with DD and families from diverse backgrounds; 3) strengthen community partnerships to enhance research, dissemination, and outreach practices to address the priorities and needs of individuals with DD and families; 4) conduct applied research and program evaluation activities that positively impact the health, education, and community participation of individuals with DD; and 5) increase access to public awareness materials, research, public policy and other resources that positively impact the lives of individuals with DD and their families. Our goals will be carried out in the context of a UCEDD with numerous community partners, a long history of achievements in the disability field, proven ability to leverage resources to carry out our goals and strong support of our home university.

SECTION 1. PROJECT RELEVANCE AND CURRENT NEED

Portrait of Wisconsin: Demographic Information

Wisconsin (WI) ranks 20th in population¹ (5,892,539) and 25th in total area² (65,479 sq. miles). The population is concentrated in the southern half of the state – primarily in the Milwaukee and Madison metropolitan areas. The northern half of the state is largely rural and relatively distant from the state’s largest cities and the urban influence of Minneapolis and Chicago³. Wisconsin’s population is 86.6% White, 6.6% Black or African-American, 3.2% Asian-American, 1.2% American Indian, 0.1% Native Hawaiian and Other Pacific Islander and 2.2% reporting two or more races⁴. With regard to ethnicity, 7.6% of the population identify as Hispanic or Latino⁴. In comparison with the 2010 census, the state has become more diverse with regard to race and ethnicity, and is ranked 40th out of 51 states/territories in the US Census’s Diversity Index¹. Currently, WI has the third largest Hmong population⁵ and largest Amish population⁶ in the US. Wisconsin has eleven federally recognized American Indian tribes – the majority of which are located in the northern portion of the state⁷.

Wisconsin is above the national average in the population percentage of high school graduates (92.9% vs 88.9%) and just slightly below the national average in the percentage of residents with Bachelor’s degrees or higher (31.5% vs 33.7%)⁴. Unemployment rates are also slightly below the national average (3.8% vs 5.4%)⁴. While the percent of people living in poverty in Wisconsin (10.7%) is lower than the national average (11.5%)⁴, Wisconsin’s recovery from the Great Recession lags behind neighboring states in the Midwest.⁸ Overall, 14% of Wisconsin children live in poverty. However, counties with the highest racial and ethnic diversity have the highest rates of children living in poverty (Menominee County: 41%, Milwaukee County: 24%). Similarly, counties with the most rural designations also have high rates of children living in poverty (Vernon and Sawyer Counties: 23%).⁹

Portrait of the State: Individuals with Developmental Disabilities

Based on a conservative estimate that 1.5% of the population has a developmental disability (DD), the UCEDD estimates that there are 88,000 people with DD living in Wisconsin that need one or more services from the publicly funded service system. As of 2023, approximately 25,500 adults were enrolled in managed care Home and Community Based Services (HCBS) programs¹⁰ and 20,700 children enrolled in the Children's Long-Term Support (CLTS) statewide waiver program.¹¹ At the statewide level, participation in long-term care programs continues to increase as the state works to reduce its wait lists. Wisconsin recently passed legislation to eliminate the children's long-term care wait list, making it one of the only states in the country without wait lists for long-term supports for children. Within adult long-term care, self-direction continues to expand with more than 25,000 participants statewide choosing to fully self-direct their supports, of which nearly 39% are people with DD.¹² Yet true self-determination continues to be challenging for many people with DD in Wisconsin. Based on data from the 2020-21 National Core Indicators state report, 20% of adults with DD in Wisconsin reported living in group residential settings, 49% reported living in a parent or relative's home, and only 20% lived in their own home or apartment.¹³ Twenty-five percent of these respondents indicated that they want to live somewhere else, and that 64% have some type of legal guardian.

The WI employment rate for adults with disabilities was reported to be 43.7% between 2017-2021, but it varies throughout the state with the lowest county rate at 27.1% and highest county rate at 55.6%.¹³ Availability of jobs and job supports such as coaching, transportation options, and employer readiness impact these rates. Growth is needed with 53% of adults participating in the National Core Indicator In-Person Survey indicating that they did not have a paid community job but they wanted one.¹³ Among WI adults with DD who do not currently

have and do not want a paid community job, 47% report "health limitations" as the reason they do not want a community job compared to 11% of the national average. Mental health is a concern, and social isolation and lack of meaningful relationships is challenging for adults with DD. Thirty-six percent of adults reported that they were not able to go out and do the things they like to do in the community as often as they want, and 49% report feeling lonely sometimes or often. According to the 2021 Behavioral Risk Factor Surveillance Survey, 60.6% of WI adults with cognitive disability reported ever having depression¹⁴. Taken together, these findings highlight ongoing needs in the areas of health, mental health, community supports, and employment.

Planning Process

The UCEDD utilized a variety of methods to identify the critical need areas it proposes to address over the next five-year period drawing on the living experience of individuals with DD. (1) We relied on the members of our Constituent Advisory Committee (which is the name of the Waisman Center's Consumer Advisory Committee) to identify critical needs based on their unique perspectives (Appendix B lists CAC membership). (2) As a member of Wisconsin's DD Council, the Wisconsin Board for People with Developmental Disabilities (BPDD), the UCEDD participated in the five-year renewal of that organization and had access to a variety of data sources (focus groups, interviews, and community conversations) and reports. (3) The UCEDD draws from reports written by various community agencies and organizations (e.g., Family Voices of Wisconsin¹⁵, Survival Coalition of Wisconsin Disability Organizations¹⁶) to gain a snapshot from the consumer perspective about the accessibility and quality of state services. Of note, the Waisman Center, in collaboration with our DD Network partners, (BPDD and Disability Rights Wisconsin (DRW, our State Protection and Advocacy System)), is currently conducting a five-year longitudinal study on the quality and availability of long-term care

services in Wisconsin which provides data for all three partners regarding emergent needs. A specific focus of this study is the level of self-direction reported by participants. (4) As shown in Table 1, UCEDD staff serve on many in-state committees related to developmental disabilities. The needs of individuals with DD emerge during the deliberations of these committees and this information feeds into the annual and five-year UCEDD planning process. (5) UCEDD staff and faculty routinely document the needs that individuals with DD and their families report during the course of their involvement with UCEDD programs. UCEDD staff also are updated on current DD concerns while attending statewide events and conferences such as Disability Advocacy Day, Circles of Life, Day with the Experts and the Self Determination Conference as participants, presenters and with staffed outreach tables. Given that the UCEDD has contact with more than 10,000 people with disabilities, their families, and members of their caregiving communities each year, we have ready access to a rich source of information based on the lived experience which informs our work.

Table 1: UCEDD Faculty and Staff Participation on State Agency and Organization Boards, Councils and Committees Relevant to the Renewal Application	
Name of Agency or Organization	Nature of UCEDD Involvement
Autism Society of South-Central Wisconsin	Board of Directors
Dane County Dept. of Human Services	Member, Developmental Disabilities Coalition
Dane County Family Support and Resource Center	Vice-President
Mental Health and IDD START Team	Member
Survival Coalition of Wisconsin Disability Organizations	Member
Responsive Solutions Inc	Board of Directors
Nourishing Special Needs Nutrition Network	Member
Wisconsin Augmentative and Alternative Communication (AAC) Network	Member
Wisconsin Board for People with Developmental Disabilities	Member
Wisconsin Children with Medical Complexity Collaborative Workgroup	Member
Wisconsin Collaborative for Healthcare Quality Adolescent & Child Health Steering Team	Member
Wisconsin Community of Practice on Autism and other Developmental Disabilities	Member
Wisconsin Department of Health Services	• Division of Public Health, Members of: -Behavioral Treatment Stakeholder group -Newborn Screening Metabolic Subcommittee -Council on Birth Defect Prevention and Surveillance -Newborn Screening Advisory Group -CSHCN Regional Center Directors Council
WI Community of Practice on Autism and other Developmental Disabilities	Member
Wisconsin Community on Transition (WiCoT)	Member
Wisconsin MCH Advisory Community of Practice	Member
WisTech Assistive Technology Council, Statewide Assistive Technology Program	Member
Wisconsin State Disaster Medical Advisory Committee	Member

Stakeholder Involvement

The planning process for the five-year renewal began during the spring 2023 UCEDD CAC meeting. The CAC, under the leadership of co-chairs Erin Miller and Abby Tessmann, held a brainstorming session to generate an initial list of statewide needs (see support letter in Appendix H). The CAC reviewed the initial list, continued to comment via emails, and discussed these issues further at the summer CAC meeting, with additional opportunities for asynchronous review and comments. Aggregated priorities were discussed at the fall CAC meeting. Simultaneously, UCEDD staff reviewed survey results (Family Voices of Wisconsin, National Core Indicators, and Wisconsin Long Term Care Survey) and reports from state agencies (e.g., Department of Health Services), state organizations (e.g., Survival Coalition) and foundations (e.g., United Way of Wisconsin) as well as the strategic plans of our DD Network partners (BPDD¹⁷ and DRW¹⁸).

Drawing on UCEDD staff's project level experience as well as participation on various state agency boards, councils and committees, the UCEDD further conducted a series of synchronous and asynchronous strategic planning meetings to determine highest areas of needs as well as the strengths of individuals with DD and their families in Wisconsin. The resulting list of aggregated priority needs was presented to the CAC, UCEDD, and DD Network Partner leadership for comment and final ranking. The highest priority needs clustered into the health, education and early intervention, formal/informal community supports, and employment, and are presented in Table 2.

Table 2 High Priority Needs Identified for Individuals with Developmental Disabilities in Wisconsin through the UCEDD Planning Process

Health	
✓	Increase access to mental health services and positive behavior supports across the lifespan
✓	Increase access to culturally-responsive diagnostic, intervention, and other health services, including in rural and urban areas
✓	Training and support for direct care workers, including family caregivers
✓	Improve care coordination and dissemination of accurate, plain language information to individuals with DD and their families in culturally responsive ways
✓	Diversify the workforce through training for healthcare professionals
Education and Early Intervention	
✓	Increase access to early childhood education, intervention, and inclusion in schools
✓	Improve coordination and partnership between schools and other systems
✓	Training of education workforce, including diversifying the workforce
✓	Training and mentoring for individuals with DD in self-determination, rights, and ways to stay safe and connected
Formal and Informal Supports	
✓	Increase opportunities for individuals with DD and their families to build connections, social networks, and peer supports in their communities across the lifespan
✓	Increase social and recreational opportunities throughout the lifespan
Employment	
✓	Increase opportunities for integrated transition planning beginning at or before age 14
✓	Increase training and awareness for employers and community members to support individuals with DD in the workplace and community
✓	Research ways to increase meaningful daytime activities, including pathways to employment

Goals and Objectives for the Five-Year Plan are Directly Related to Identified Needs

Given the extensive process undertaken in this planning effort, we are confident that our goals, objectives, and activities delineated in the five-year plan will address the urgent needs that currently exist within Wisconsin. Table 3 identifies the goals and objectives that were developed from the planning process. The goals reflect the core functions described in the DD Act while the objectives relate to the needs identified in the planning process. Over the next five years, our efforts address the emphasis areas of health, education and early intervention, informal and formal supports and employment. Our primary area of emphasis will be health. Waisman Center CAC, staff and faculty will review and revise the goals and objectives annually to address the emerging needs of our state.

Table 3: Waisman Center Goals and Objectives for 2025-2029

Goal 1 (Interdisciplinary Training and Continuing Education): Increase the diversity, knowledge and skills of undergraduate, pre-service, postdoctoral and continuing education trainees in the provision of equitable services, supports and advocacy for people with developmental disabilities

- 1.1 Annually 75 trainees from multiple disciplines will increase their knowledge and skills in leadership, interdisciplinary practice, research, and public policy related to developmental disabilities
- 1.2 Annually provide discipline specific training and practicum experiences for 75 trainees in the context of ongoing direct service programs and for 500 students in Universities of Wisconsin courses
- 1.3 Increase the number of trainees recruited from underrepresented backgrounds (race, culture, ethnicity and/or disability)
- 1.4 Increase the knowledge and skills of 2000 health and mental health professionals, educators, and community professionals on a variety of disability topics through continuing education

Goal 2 (Community Services: Training and Technical Assistance): Provide community training and technical assistance to people with disabilities and their families and service providers to increase the accessibility and responsiveness of Wisconsin communities to the needs of individuals with developmental disabilities and their families and enable full and active participation in community activities

- 2.1 Increase the knowledge and skills of 5000 professionals, individuals with DD, and families on best practices, policies and resources in health & wellness, early intervention and education, postsecondary education and community living
- 2.2 Modify trainings so that they are available in multiple formats and publicized statewide
- 2.3 Provide 600 hours of direct problem-solving services to assist programs, agencies, or other entities in improving their services, outcomes, and/or policies

Goal 3 (Community Services: Model Services): Provide model services to meet unique community needs, to support training and research and serve as exemplary programs of interdisciplinary, family-centered, and culturally-appropriate services

- 3.1 UCEDD faculty and staff provide specialized clinical services to enhance the well-being and status of 2500 people with developmental disabilities and their families annually
- 3.2 UCEDD faculty and staff provide other direct model services to 1000 individuals to enhance the well-being and status of the recipient annually
- 3.3 UCEDD engages in demonstration services that field test promising or other exemplary practices

Goal 4 (Research): Conduct research activities that impact the health, education, and community participation of individuals with developmental disabilities

- 4.1 Conduct at least 2 research studies on prevalence of and risk factors for various developmental disabilities
- 4.2 Support inclusion of at least 5 people (annually) with developmental disabilities in the development, implementation, and dissemination of research
- 4.3 Conduct at least two research studies on special health care needs, co-occurring conditions, services, employment, and QOL among individuals with developmental disabilities
- 4.4 Develop and evaluate at least two interventions for children, youth, and adults with developmental disabilities
- 4.5 Produce evaluation reports of the impact of each UCEDD project on individuals with disabilities and their families
- 4.6 Evaluate impact of projects on equity and access

Goal 5 (Information Dissemination): Disseminate and increase access to public awareness materials, research, public policy and other resources that positively impacts the lives of individuals with developmental disabilities and their families.

5.1 Promote public awareness and visibility of the Waisman UCEDD

5.2 UCEDD will develop and disseminate information products on the purpose of the DD Act of 2000 to the Wisconsin legislature and to the Wisconsin congressional delegation

5.3 UCEDD will maintain an accessible, current website and utilize social media to provide information and resources to the general public

5.4 Each UCEDD project will disseminate information annually

SECTION 2. APPROACH

Work Plan

The proposed work plan describes a five-year effort with measurable and attainable goals, specific objectives, activities, and timeline for the implementation of five core functions of interdisciplinary training and continuing education; community services training and technical assistance; community model services; research; and information dissemination related to four areas of emphasis (Health; Education and Early Intervention; Formal and Informal Community Supports; and Employment). The Waisman Center work plan is presented in Appendix C. The goals and objectives were developed with the following criteria: 1) each goal is intended to be consistent with the provisions of the DD Act; 2) each objective addresses a need or barrier identified through our comprehensive planning process; 3) the objectives and activities are complementary or build on those of the Wisconsin Developmental Disabilities Network Partners; 4) each goal is built upon the mission, expertise, programs, projects, and services of the Waisman Center UCEDD; 5) each goal is intended to implement innovative approaches to address current and emerging needs; and 6) each goal will be achieved through the implementation of community and state agency partnerships and collaboration with the Wisconsin DD Network to effect systems change, whenever possible. The work plan provides quantitative projections of the accomplishments to be achieved for each core function such as the number of people to be served, the number of activities to be accomplished, or the number of products developed each year. It also provides a chronological order of approach expressed in quarters of years designated by an “x” in the annual columns.

Interagency Collaborations and Strategies to Effect Systems Change

The Waisman Center relies on collaboration to achieve the broad missions of advocacy, capacity building, and systems change. The UCEDD has a history of collaboration with the

BPDD, DRW and virtually all State of Wisconsin departments and divisions that relate to children and adults with DD, with a shared focus on identifying needs and improving outcomes. For example, in Education and Early Intervention, we collaborate with the Department of Public Instruction and the Cooperative Educational Service Agencies. Projects related to Health typically involve the Department of Health Services and the Department of Children and Families. Given the UCEDD's mission of community inclusion, we have had a long-standing relationship with the Dane County Department of Human Services and the Division of Medicaid Services of the Wisconsin Department of Health Services. In addition to our project work, UCEDD staff often serve on councils and advisory committees relevant to developmental disabilities (see Table 1).

Equally essential are collaborative relationships with other disability organizations, such as the Autism Society of Wisconsin, Family Voices of Wisconsin (Appendix H includes a letter of support letter from Barbara Katz and Danielle Tolzmann, co-directors of Family Voices), Down Syndrome Association of Wisconsin, People First Wisconsin, and the Survival Coalition of Wisconsin Disability. A full list of our collaborations with community organizations and state agencies is presented in Appendix F. All of these organizations have been partners in training and educational events, technical assistance activities, model services and disability-related policy initiatives. These relationships help us to remove barriers and improve systems to support the quality of life of people with developmental disabilities.

Five-Year Plan Complements/Further DD Council and P&A Goals and Priorities

The UCEDD five-year plan complements and furthers the BPDD five-year plan¹⁷ and the DRW Statement of Goals and Priorities¹⁸. There is intentional overlap in the areas of emphasis as well as the specific needs identified among the three DD Network Partners, in order to align our work and maximize the outcomes. The areas of intersection are Education and Early

Intervention, Formal and Informal Community Supports, Health, and Employment. For example, within the Education and Early Intervention area of emphasis, all of the partners are engaged with youth and young adult transition issues, promoting supported decision making, education and advocacy related to rights. Within the Health area of emphasis, the DRW and the UCEDD seek to improve outcomes for children with DD that require pre-authorization for specialty health services and increased availability of mental health services for people with DD. The UCEDD and DRW similarly share an emphasis on employment. With regard to formal/informal community supports both the UCEDD and BPDD share a goal of increased availability and retention of quality direct care staff for community programs and greater community inclusion and connection of people with DD. As a result of the joint work of the Living Well grant from ACL, the BPDD and UCEDD share goals related to leadership training for self-advocates, through exploring mechanisms for peer mentorship and other informal supports. The three network partners share a commitment to increase the inclusion of people with DD with targeted efforts to reach those from culturally and linguistically diverse backgrounds. Finally, the UCEDD furthers the DD Network efforts for the next five years with a number of related activities – such as supporting families through education, navigation, information and referral, increasing the number of health providers with training and experience in health and mental health issues for DD, and increased access to early intervention services.

AOD Funding is used to Leverage Additional Funding to Achieve Projected Goals

Core funds are used to maintain an infrastructure for leveraging additional public and private funds. The infrastructure includes: UCEDD leadership; core function coordination; administrative support; NIRS data input; and CAC leadership and activities. Over the past four years, we have leveraged over 30 projects and more than \$8.2M per year. These projects fund activities for all core functions. The UCEDD aims to continue its relationships with current

funding partners while seeking funds from new sources. We will leverage our resources and connections on campus to partner with faculty and staff in establishing new areas of work. As an example, the UCEDD recently recruited two outstanding clinician scientists (Drs. Jennifer Seale and Liliana Wagner) who contribute to our work in translational research, capacity building, and information dissemination.

Interdisciplinary Pre-service Preparation and Continuing Education Activities

Consistent with its position at a major university, the Waisman Center UCEDD has provided pre-service and continuing education since its inception as a University Affiliated Facility over 50 years ago.

Knowledge and methods from two or more disciplines:

Since the beginning, the Waisman Center UCEDD has received significant support for interdisciplinary training from the Maternal and Child Health Bureau (MCHB). The Wisconsin Leadership Education in Neurodevelopmental and related Disabilities (WI LEND) program is currently the largest interdisciplinary instructional training program at the UCEDD though there are other instructional programs that integrate knowledge and methods from two or more disciplines (i.e., the Genetic Counseling Master's degree program) as well as other interdisciplinary clinical fieldwork, internships and rotations in partnership with graduate, post- doctoral and resident training programs (Objectives 1.1, 1.2). In WI LEND, trainees from

WI LEND Disciplines

Audiology*
Genetic Counseling*
Human Development & Family Studies*
Medicine*
Nursing*
Nutrition*
Occupational Therapy*
Physical Therapy*
Psychology*
Public Health*
Social Work*
Special Education*
Speech Language Pathology*
Disability Advocacy
Family

**13 academic disciplines*

thirteen academic disciplines (see text box) receive training alongside family members (parents, siblings) and disability advocates (persons with disabilities).

The WI LEND program includes short- and intermediate-term trainees, enabling UCEDD trainees in other instructional programs to participate in training activities organized and taught by LEND faculty. Therefore, almost all UCEDD trainees are also considered LEND trainees at the Waisman Center UCEDD. In addition, UCEDD and LEND faculty provide instruction on developmental disabilities, services, supports and advocacy to undergraduate and graduate students at Universities of Wisconsin campuses in the majority of the disciplines included in the WI LEND program.

Contributions made by people with disabilities and family members: The UCEDD interdisciplinary pre-service preparation programs, particularly the LEND program, depend on the participation of people with disabilities and family members to carry out their training mission. This integration is achieved in several ways. First, the UCEDD's CAC provides input regarding curriculum issues and the participation of people with disabilities and family members in the program. Second, WI LEND faculty include seven parents of children with disabilities and one disability advocate (person with a disability). Three faculty who are family and disability advocacy LEND graduate serve as peer mentors to trainees in these disciplines and help inform program development for the trainees with developmental disabilities. People with disabilities and family members have been included as long-term LEND trainees since 2011 and 2006 respectively. These trainees contribute not only their expertise gained from lived experience, but participate fully in the training program to develop disability advocate leadership in their chosen areas. Finally, people with lived experience as family members or individuals with developmental disability who represent a range of cultural, linguistic, racial, social/economic,

immigrant, and geographic backgrounds serve as educators in WI LEND. The LEND instructional modules (Appendix D) include at least six panel presentations per year of people with lived experience share their perspectives. In addition to these classroom presentations, families educate LEND trainees through the Family Mentor experience, which matches trainees with community families to learn about family value, priorities, and experiences with services and supports through four family visits in community settings. People with lived experience who serve as educators are compensated for their time and expertise.

Examines and advances professional practice, scholarship and policy that impacts the lives of people with disabilities and is designed to advance an individual's

academic/professional credentials: The WI LEND curriculum is designed to increase knowledge and skill of interdisciplinary trainees based on three sets of competencies: 1) MCH Leadership Competencies (v. 4.5); 2) WI LEND–specific competencies addressing best practices in screening and referral, diagnosis and rule out, intervention and care coordination, and family-/person-centered and culturally and linguistically responsive practice for people with developmental disabilities and their families; and 3) discipline-specific competencies for best professional practices.

Academic setting for interdisciplinary training: The UCEDD/LEND programs at Waisman Center have relationships with thirteen academic programs, schools or departments at the University of Wisconsin-Madison that are defined through a formal “memorandum of understanding” (MOU) signed by the UCEDD and LEND Directors and department chair or dean. Departmental MOU are reviewed and renewed/signed every five years as part of the LEND program re-application process. Current MOUs were signed in 2021. Other academic partners include the five academic departments at UW-Milwaukee that participate in the WI LEND

Milwaukee-Link cohort (Occupational Therapy, Psychology, Communication Sciences, Nursing, Physical Therapy); and at Edgewood College in Madison with LEND for the Cutting Edge Program (post-secondary certificate program for individuals with DD).

Reflects the diversity of the community: While a large majority of students and faculty at UW-Madison, as well as in the population of Wisconsin, is categorized as “white,” efforts to recruit a diverse trainee cohort and to promote opportunity and inclusion of students and faculty from underrepresented groups are ongoing for the UCEDD training programs. In the 2022-2023 training year, 22% of all intermediate and long-term UCEDD trainees reported race/ethnicity other than White/non-Hispanic alone, which reflects the diversity of the state population. The program continues to assess and improve representativeness of the diversity of the population based on race, ethnicity, language, rurality, socio-economic status, and other factors.

Contributes to discipline-specific and cross-cutting degrees, certificates and professional education: Participation in Waisman Center pre-service training opportunities often fulfills degree requirements—such as fieldwork, medical placement, internship or other pre-service applied practice requirements—through completing LEND learning modules for course credit (listed as a public health elective through the Department of Pediatrics) or through placements in the Waisman Center clinics, WECP, and Center-based research or community program teams. Discipline-specific training coordinators in 13 academic disciplines work with faculty in the affiliated academic programs to assure that the knowledge and skills addressed in UCEDD training programs align with and contribute to the achievement of graduate and undergraduate degrees and professional certificates at the universities. Several WI LEND trainees complete extensive clinical training in advanced traineeships, which has typically included annually a Speech-Language Pathology Clinical Fellow, a Psychology Postdoctoral Fellow, and an Audiology Extern. In 2023-2024, a Physical Therapy Pediatric Residency was

added, with the first PT Resident to begin training in the summer of 2024. Long-term LEND trainees receive a certificate of completion reflecting achievement of core competencies in 1) leadership development, 2) core knowledge of developmental disabilities and systems of care, 3) culturally and linguistically responsive interdisciplinary and person-/family-centered practice, and 4) research, evaluation and dissemination.

The core curriculum for interdisciplinary pre-service instruction is based on the WI LEND program that has a modular structure designed to be completed over two academic semesters. LEND training includes a variety of activities, both didactic and experiential. Instructional methods include five primary groups of activities. Long-term LEND trainees complete all listed training. Intermediate- and short-term UCEDD/LEND trainees participate in one or more selected training activities.

- 1) Orientation: Introduces the AUCD network (UCEDDs, LENDs, IDDRCs) and core content on the four guiding principles for services that are family- and person-centered, evidence-based, interdisciplinary, and promote community inclusion; and the UW-Madison's Disability and Ableism Awareness Training (online or in-person).
- 2) Learning Modules: Six four-week didactic modules use lectures, presentations by people with lived experience of disability as individuals or family members, and case-based learning in interdisciplinary teams to cover developmental disabilities across the life course and systems of care.
- 3) Practicum: Participation in clinical or community project teams depending on trainee's discipline, training needs, and integration with departmental or clinical fieldwork or internship requirements when relevant.

- 4) Other experiential learning activities: Including Family Mentor, educating a policymaker, observations in early childhood and clinical model service settings, providing Healthcare Transition Consultation community members, and research.
- 5) Mentoring and Leadership Development: Long-term trainees develop an individualized leadership training plan and receive ongoing mentoring.

Core curriculum components address the following areas:

Incorporates cultural diversity and demonstrates cultural competence – The UCEDD trainee orientation introduces concepts of cultural diversity and appreciation of differences at the beginning of the training experience. This foundation is built on through a series of activities that include case-based learning based on a diverse set of family experiences; clinical and community observations and practice; and leadership workshops to build competency in a) self-reflection through assessments of learning styles and implicit bias, b) communication, conflict resolution and team participation, and c) understanding of systems that promote and support the inclusion of people from diverse backgrounds as employees, students and populations served.

Prepares trainees to address the needs of individuals with DD and families in a culturally competent manner – The core knowledge and training experiences described always include the perspective of individuals with DD and their families, which makes these experiences unique compared to training in other academic programs). Individuals with DD, parents and siblings all contribute to the development and implementation of the core curriculum and provide feedback that is used to improve the curriculum. Families and individuals with DD from a diversity of racial, ethnic, socio-economic and other backgrounds tell their stories and offer advice to trainees through participating as trainees themselves, or contributing to teaching through presenting on panels or through the Family Mentor community experiences. These are always the most highly

rated activities from UCEDD/LEND trainees, which has led to an increasing proportion of these experiences in the core curriculum. Graduates state that the perspectives gained contribute long-term to the way they choose to practice as professionals.

Prepares trainees to be active participants in research and dissemination - Through their practicum and research experiences, UCEDD/LEND trainees are involved with research and dissemination activities. Long-term LEND trainees work with UCEDD and IDDRC research teams to focus on interdisciplinary research approaches to issues for people with IDD and their families. Examples of projects in which trainees have taken both a significant formative role as well as contributed to wide dissemination of research results include the “Transitioning Together” (TT) program for adolescents/young adults with autism and their families. UCEDD trainees helped to design and implement the original TT intervention, have presented results through presentations and posters at national and international conferences, and have participated in adapting the curriculum for Spanish-speaking families and school-based settings.

Prepares trainees to be consumers of research – UCEDD/LEND trainees gain an appreciation for research methods, how to critically evaluate evidence, and how to discuss and implement evidence-based practices with people they serve through attending the Wiley research seminar series and LEND seminars; through their clinical, community and research placements; and through guided practice in evaluating and communicating evidence for interventions. While the research expertise of UCEDD/LEND trainees is quite varied, ranging from none (initially) to advanced (post-doctoral), the goal is for every UCEDD/LEND trainee to advance their research skills applying an evidence-informed approach to best practices in serving people with disabilities. For trainees who will be practicing in the community, this includes understanding how research informs program and policy development. For trainees who are becoming

researchers, this includes understanding how lived experience should inform the development of relevant research questions and programs, and how research is conducted along with those affected by the issues being researched.

Recruitment of UCEDD trainees to increase the numbers of racial and ethnic minorities:

As stated earlier, the diversity of LEND trainees is fairly comparable (22% not White only) to that of the UW-Madison student body (graduate and undergraduate), which is 82% White only. Given that the WI LEND program is the largest contributor of trainees to the UCEDD, we focus on the WI LEND strategy in this section of the application. WI LEND's goal is to consistently recruit long- and medium-term trainees that match or exceed the diversity of the graduate student cohorts in affiliated graduate programs. Currently, 23% of all graduate students and 24.9% of domestic clinical doctorate students at UW-Madison are non-white. Diversity in the graduate student population varies by department, and not all WI LEND-affiliated graduate programs match the average level of diversity for their campus.

In Madison, outreach to undergraduate and graduate students from diverse backgrounds is achieved through partnerships with campus multicultural groups: the McBurney Disability Resource Center, Multicultural Student Center and Multicultural Graduate Network. A new partnership has been established with the Disability Cultural Center, which is led by an Autistic IL LEND graduate as a space to celebrate disability identity and challenge ableism on campus. We also benefit from recruitment efforts conducted by the graduate academic departments that partner with our training programs. These methods have allowed us to maintain a steady rate of recruitment of trainees from underrepresented racial/ethnic backgrounds that mirror the UW-Madison student body. Simultaneously, efforts have been made to increase recruitment and retention of trainees from diverse backgrounds. One innovative strategy has been hiring LEND

graduates to provide peer mentoring to incoming trainees. In addition, the WI LEND website now includes videos from LEND graduates from diverse backgrounds, explaining why they personally valued their LEND training.

The “WI LEND Milwaukee-Link” cohort was launched in 2013 to increase racial/ethnic diversity of WI LEND trainees and to attract individuals who will stay and work in the Milwaukee area, where there are large disparities in access to services for children with ASD and DD. Milwaukee-Link includes trainees from UW-Milwaukee and other Milwaukee campuses and the community. Currently, 34.1% of students (undergraduate and graduate) at UW-Milwaukee are non-white. During the first five years of adding UW-Milwaukee as a WI LEND training site, the overall diversity of the WI LEND trainees increased, with about one third of Milwaukee-Link trainees from underrepresented racial/ethnic groups, including African-American and Asian (Hmong, Chinese, East-Indian). Since 2013, 30% of all WI LEND long-term training graduates from racially/ethnically diverse backgrounds participated in WI LEND through the Milwaukee-Link cohort.

Continuing Education

The UCEDD provides a rich environment for continuing education strengthened by similar activities in the WI LEND and IDDRC. Continuing education offerings at the UCEDD utilize a range of methodologies, including Extension for Community Healthcare Outcomes (ECHO). Addressing specific workforce development and training needs identified in the planning process, the UCEDD provides continuing education to support inclusion and access in educational settings and healthcare settings, including training related to alternative and augmentative communication (AAC; Objective 1.4.1), best practices in inclusive early childhood education (Objective 1.4.2), health and mental health for individuals with DD (Objective 1.4.3),

and diagnostic and intervention approaches for autistic individuals (Objective 1.4.4). Similarly, the UCEDD provides education related to supporting people with disabilities in the community and will increase these offerings (Objective 1.4.6). Topics include Managing Threatening Confrontations, Safe Medication Administration, the Self-Directed Health Care Kit and Managing Pain. Attendees include family members, volunteers, direct care providers, special education teachers, transportation providers, para-professionals and professional service providers, addressing a critical workforce shortage challenges in WI. The UCEDD also provides continuing education to clinical practices, educational programs (teachers, parents, counselors, support personnel), and professional organizations on discipline-related or topic-specific training. The Waisman Center UCEDD provides certificates of completion and/or continuing education credits for continuing education events, including CEUs in partnership with the UW-Madison Interprofessional Continuing Education Partnership and the Wisconsin Registry for these training. Moving ahead, the UCEDD will develop and offer continuing education on topics related to the transition to adulthood (Objective 1.4.5), reflecting the need for an improved workforce in this area. We also will continue to monitor for emerging continuing education needs and provide targeted trainings in response (Objective 1.4.7). The participation of individuals with DD and families will be crucial to the development of the curriculum for these new continuing education offerings.

Participation in Broader University Academic Programs

The University of Wisconsin-Madison is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields and providing the highest quality undergraduate and graduate programs. The Waisman UCEDD participates in the broader university academic programs by directly contributing to undergraduate and graduate programs by teaching university courses (Appendix E), practicum

and internship training, and research mentoring. UCEDD affiliated faculty and staff teach courses that will be taken by students from various academic programs and participate in university and college academic committees to set and implement academic policies. The UCEDD also provides training to university academic communities on disability awareness and effective instructional strategies for teaching students with disability. In addition, the UCEDD collaborates with various student organizations on issues related to disability inclusion and with the McBurney Disability Resource Center to broaden the campus focus on diversity to include disability.

Description of Community Training and Technical Assistance Activities

The UCEDD provides training and technical assistance with a focus on the areas of emphasis of health, education and early intervention, formal and informal supports, and employment. On average, the UCEDD annually provides over 70 community training activities reaching over 4000 participants and over 600 hours of technical assistance. The UCEDD addresses both universal and unique needs in the state by providing a core set of repeated community training and technical assistance activities as well as developing new trainings, tailoring existing trainings to specific audiences, and responding to emergent technical assistance needs. Training and technical assistance activities routinely reach professionals and paraprofessionals, family members, individuals with developmental disabilities, students, policymakers, other members of the community, and state and national partners.

The UCEDD will continue to provide training and technical assistance activities that meet ongoing needs, and will develop activities to address new needs. Training will be continued on transition, employment, post-secondary options, positive behavior supports, self-determination and supported decision-making, and community living (Objectives 2.1.2, 2.1.3); on screening and assessment, competency evaluations, and behavior and health management

(Objective 2.1.4); and on current evidence and best practices across multiple developmental disabilities for a range of community members, (Objective 2.1.1). To be responsive, the UCEDD will monitor emerging community learning needs and develop targeted trainings for community members and professionals in response (Objective 2.1.5).

Description of Innovative Designs and Methods in Community Training and Technical Assistance Activities

In order to promote the inclusion and integration, productivity, and human rights of individuals with developmental disabilities and their families in all aspects of community life, community training and technical assistance activities target the knowledge and skills of professionals as well as individuals with developmental disabilities and families; cover lifespan issues; and address health, education, and community living (Objectives 2.1, 2.3). The UCEDD draws on current research, evaluation findings, and stakeholder input to identify best practices in training and technical assistance. Ongoing training and technical assistance on specific conditions and screening, assessment, diagnosis, and intervention in primary care and educational settings that foster early inclusion and integration of individuals with developmental disabilities in their natural community settings will continue (Objectives 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.3.2, 2.3.4). The UCEDD will address the identified need to increase access to early childhood education, intervention, and inclusion in schools by providing technical assistance to early childhood programs (Objective 2.3.1), and providing technical assistance through statewide partnership program to expedite access to evidence-based, high quality augmentative and alternative communication evaluations and treatment (Objective 2.3.5). To be responsive, the UCEDD will monitor emerging community needs and provide targeted technical assistance to programs and agencies in response (Objective 2.1.5).

Our needs assessment process indicated that community members who live in rural or other resource poor areas, are from ethnic and racial minority groups, or speak a primary language other than English experience barriers to access and use of community services for individuals with developmental disabilities and their families. In addition, many community members need information that is easy read, plain language, or presented in alternate formats (e.g., video rather than print). Therefore, innovative training strategies are utilized to improve access to training content by community members in the diversity of populations reflected in Wisconsin.

Co-design is an innovative strategy to improve the acceptability and effectiveness of training for a range of community members. A key example of training activities that involve community members in co-design are the Waisman Center Day with the Experts events, which aim to meet the learning needs of a mixed audience of professionals and other community members (Objective 2.1.1). Each year, Day with the Experts events are offered on four different topics: autism, cerebral palsy, Down syndrome, and cochlear implants. Each event is developed in collaboration with family organizations and individuals with developmental disabilities. Family members and self-advocates participate as expert presenters alongside clinicians and researchers. Day with the Experts events, which accommodate a live audience of over 200 participants, are simultaneously live streamed and recorded for online statewide access. This innovation in training delivery has also enabled local community organizations to host synchronous live group viewing opportunities, as well as viewing by participants outside of Wisconsin. In response to requests from Spanish-speaking communities, these events now also offer live Spanish-language interpretation.

Finally, our community services training events are accessible and responsive to the needs of individuals with DD and their families. Beginning over a decade ago, family support strategies were developed at the UCEDD that implemented the innovation of integrating training into family navigation services. These strategies allow navigators to provide just in time training that is responsively adapted to the local and cultural needs of community members. Currently, this strategy is utilized to provide family navigation support to medically underserved families of children with, or at risk for, ASD/DD. The UCEDD also uses evidence-based processes to complete cultural and linguistic adaptations of trainings. For example, the UCEDD has completed two adaptations of the “Building Your Bridge” transition training. In one adaptation, community members and staff who speak Spanish as their first language participated in reviewing and revising the training to include new culturally relevant content and be delivered in Spanish. The Spanish-language, culturally adapted training is delivered by a staff member who is a native Spanish-speaker and a parent of a young adult with ASD. In another adaptation, a new training—“Dreaming Differently”—was developed to cover youth transition content in a way that met the unique needs and preferences of families of children with medical complexity. Finally, the UCEDD partnered with a WI LEND family fellow and faculty at the University of California-Davis MIND Institute UCEDD to pilot the Sankofa parent peer support network in Wisconsin. Sankofa, which is designed by, led by, and for Black families of children with ASD/DD, provides culturally sensitive education content and space for peer support.

Community Model Services

The Waisman Center provides a variety of clinical and other direct/model services for children, youth and adults that meet unique community needs, to support training and research and serve as exemplary programs of interdisciplinary, family-centered, culturally-appropriate services. Similar to our community training and technical assistance activities, our model

services promote inclusion for individuals with DD from a variety of backgrounds, are integrated into community settings, address needs identified in our needs assessment, are evidence-based, and are community-informed. The goal of these services is to enhance well-being and the status of the individual. The model services include information and referral to families regarding services to enhance well-being (Objective 3.2.4), specialized assessment, diagnostic and genetic treatment services (Objective 3.1.1, 3.1.2), an inclusive early childhood education program (Objective 3.2.3), autism intervention (Objective 3.1.3), behavioral supports for challenging behavior (Objective 3.2.1, 3.2.2), individualized non-clinical services related to post-secondary education, job training and competitive employment (Objective 3.2.6) and community based nursing (Objective 3.2.5). Some of these services are provided within the Waisman Center while others are offered directly in the community. As a demonstration, we will determine feasibility of utilizing Emergency Mental Health Service Programs in supporting individuals with DD and complex behavior needs (Objective 3.3.1). We will also monitor emerging needs and respond with demonstration services as appropriate (Objective 3.3.2).

Our model services, presented in Table 4 are person and family-centered with a focus on promoting skills, self-determination, and learning to increase inclusive participation of persons with DD in their home, school, workforce, and community. These services are informed by collaboration with the CAC as well as project-specific advisory groups so that individuals with DD and family members can provide input regarding the services provided. The UCEDD model services address the Waisman Center's training and research mission through educational opportunities that build professional service delivery capacity in the field of DD while also offering a platform for research. Waisman UCEDD model services are subject to the same continuous quality improvement methods described in Section 4. This system determines project

impact and allows us to be flexible to address new needs as they emerge in our state and ensure alignment with the Developmental Disabilities Assistance and Bill of Rights Act of 2000.

TABLE 4 – Waisman Center Model Services

- Autism and Developmental Disabilities Clinic provides diagnosis and clinical care for children with or at risk for a developmental disability.
- Autism Treatment Programs provide comprehensive and focused behavioral intervention services for children, teens, young adults with autism and their families.
- Biochemical Genetics Clinic is an interdisciplinary clinic for people of all ages who have suspected or known hereditary metabolic disease.
- Cerebral Palsy Clinic addresses the complex needs of children up to 21 years of age with cerebral palsy and other neurological conditions that affect motor development.
- Children’s Resource Center-South provides families with CYSHCN with information, referral and follow up services.
- Communication Aids and Systems Clinic provides highly specialized, cutting-edge augmentative and alternative communication (AAC) for children and adults.
- Communication Development Program provides AAC and computer access services for individuals living in Dane County, Wisconsin.
- Community TIES is a behavioral and psychiatric support program serving children, adolescents and adults with developmental disabilities and challenging behaviors.
- Down Syndrome Clinic provides clinical care of children, youth and young adults with a diagnosis of Down syndrome.
- Medical Genetics Clinic is an interdisciplinary clinic for people of all ages who have suspected or known hereditary conditions, malformation syndromes or birth defects.
- Neuromotor Clinic evaluates the needs of young children with motor disability including early cerebral palsy and other neurological conditions.
- Newborn Follow-Up Clinic provides assessment, diagnostic evaluation, and treatment recommendations for families of high-risk infants and toddlers.
- Pediatric Brain Care Clinic provides services for infants, children, and adolescents with, or at risk for, developmental disabilities associated with an acquired brain injury.
- Undiagnosed Genetic Disease Clinic serves people of all ages who have a suspected genetic condition but remain undiagnosed despite an extensive clinical workup.
- Waisman Early Childhood Program is a center based inclusive early childhood program for a developmentally diverse group of children ages 1 through 6.
- Wellness Inclusion Nursing provides assessment, consultation and training to community agencies and individuals with developmental disabilities.

Research Core Function Activities

The Waisman Center is a long-standing national and international leader in research in developmental disabilities. Investigators come from multiple disciplines, representing over 20 academic departments and utilize a wide range of qualitative (e.g., focus groups, Photovoice), quantitative (e.g., randomized control trials, prospective longitudinal designs), and observational

methods with the ultimate aim to enhance the lives of individuals with DD. We will continue this work as part of our five-year plan. Notably, individuals with DD and their families will be active participants in the research process at all levels including design, application, and interpretation and dissemination of the findings. Project activities reflect our current and future program of research that includes applied research, program evaluation, and analysis of public policy. In all of our research and evaluation activities, we take steps to include individuals from culturally and linguistically diverse backgrounds as well as to recruit from rural, urban, and other underserved regions within our state.

Leveraging our strengths in public health and epidemiology, we will examine prevalence of developmental disabilities and risk factors associated with autism and other developmental disabilities (Objectives 4.1.1, 4.1.2). Importantly, these research activities address the identified need for improved access for those who are underserved by elucidating inequities and areas for policy and system change through population-level research that includes individuals from all racial/ethnic groups in Wisconsin and across socioeconomic strata. Consistent with our larger theme of inclusion, our work plan also involves a focus on the inclusion of individuals with DD in the development, implementation, and dissemination of research (Objectives 4.2.1, 4.2.2). Through this work we will address the identified need for improved health and wellness for individuals with DD as well as engage and train self-advocates in leadership and research.

As noted earlier in the application, our state currently has a need to increase awareness and capacity to address co-occurring mental health conditions, wellness, and community engagement in DD populations. In response, we have a series of research projects to address this need by describing trends and examining associations related to co-occurring conditions, employment, self-determination, quality of life, services, and public policy (Objectives 4.3.1,

4.3.2). As part of this objective, we will also continue to monitor quality of life and quality of long-term care programs in the state (Objective 4.3.2).

We also will conduct studies to develop and test interventions for adolescents and adults with DD (Objective 4.4.1), addressing critical needs for promoting health, addressing co-occurring conditions, and improving access to supports and services, particularly later in the life course. Our past work has documented the benefits of multi-family group psychoeducation for autistic teens and young adults on behavioral outcomes for the autistic individual as well as outcomes for parents. This work has resulted in new treatment programs offered not only at our UCEDD but also at other UCEDDs/LENDs within the network. We will continue this work and use implementation science methods to understand delivery of interventions and services across contexts (Objective 4.4.1), and to consider ways to improve access (e.g., telehealth options, cultural adaptations for Spanish-speaking families) and develop other novel interventions focused on other underserved DD populations (e.g., rural contexts).

In addition to our research studies, the UCEDD actively engages in evaluation and quality improvement activities. As part of the five-year plan, all UCEDD projects will develop an annual evaluation plan (Objective 4.5.1) and will meet with the Steering Committee annually to review progress, outcomes, and timeline (Objective 4.5.2). These efforts will also include an evaluation of each project's impact on equity and access (Objective 4.6.1, Objective 6.6.2). Finally, for all research and evaluation projects, we will give careful consideration to translation of research to practice and potential policy implications of the work.

All UCEDD research and evaluation activities will benefit from the guidance and support of our CAC. The CAC offers feedback to investigators on recruitment and consent documents, surveys, protocols, and other study documents. Investigators also have the opportunity to present

results during CAC meetings and hear consumer input to help contextualize and interpret findings and gather ideas for next steps with the work. CAC members also serve a valuable function of sharing about UCEDD research opportunities and awareness of evidence-based practices within their respective communities. We note that many research projects at the UCEDD include individuals with DD and/or family members as research study team members. For example, for an ongoing project to evaluate the impact COVID-19 had on people with disabilities and the non-profits that serve them in the state, co-researchers (individuals with DD) participated as members of the study team, assisted in data collection using Photovoice and other qualitative methods, helped with interpretation of results, and presented findings back to the community (with support). This work also involved community partners from a variety of state-wide nonprofits that serve individuals with disabilities and their care partners and families. These partners met quarterly to advise and provide feedback on implementation, interpretation, and dissemination of findings. As another example, in past intervention studies for autistic youth, young autistic adults participated as study team members, making suggestions for research questions, collecting and coding data, and assisting with the creation of products for dissemination. We plan to continue these efforts in future research, evaluation, and quality improvement efforts.

Information Dissemination Core Function Activities

The Waisman Center serves as an accessible resource for information for individuals with developmental disabilities and their family members, service providers, advocacy groups, federal and state policy makers, state agencies and the public. The UCEDD benefits greatly from the contributions made by the Waisman Communications team. Led by Teresa Palumbo, that team oversees a range of media relations, multimedia, outreach and development activities for the Waisman Center. They provide assistance with media relations, writing and editing, graphic

design, content management web maintenance, marketing and special events planning. The collaboration with this team resulted in series of outreach and information dissemination activities including a free inclusive zoo event and 15 media stories about the work of the UCEDD. In recent years we have seen a need to supplement our information dissemination infrastructure. To address this need, we plan to add a part-time media and technology specialist position once the renewal funding begins in July 2024.

Strategies for translating research into practice for communicating and facilitating replication of best practices in-state and out-of-state to diverse audiences: Given the co-location and cross-center integration of the UCEDD and IDDRC, we are experienced with communicating research findings to promote evidence-based practices. For example, we regularly submit to AUCD 360 (Objective 5.1.1), distribute stories on social media and other mechanism (Objective 5.1.2), and disseminate peer-reviewed articles and presentations (Objective 5.1.3). Going forward we intend to produce at least one product annually that translates Waisman Center research into practice and to disseminate it to a statewide audience including consumers, families, and the general public through online and printed materials (Objective 5.4).

Resource for individuals/families, community, State agencies, and other provider/advocacy organizations: The Waisman Center has over a 50-year history in Wisconsin and nationally, and a well-established reputation as a trusted resource for reliable, current disability information. UCEDD activities and products are promoted broadly through: 1) print publications, a comprehensive website, videos, social media and community training events; 2) dissemination of news releases in collaboration with University Communications; 3) DD Network members' publication and newsletters of WI disability organizations; 4) policy papers

written by the Survival Coalition of WI disability organizations; and 5) NIRS and AUCD.

Variety of products to promote public awareness and UCEDD visibility. Waisman Center dissemination involves the use of multiple platforms including, the Waisman Center Resource Line, centralized help desk, email distribution lists, websites, webinars, publications, peer-reviewed articles, reports, flyers, fact sheets, social media and extensive community training each year. Moving ahead, the Waisman UCEDD website will also features recent news and activities such as the Wiley Conference Series, Days with the Experts, and continuing education/community training events. The website will have sections based on our new priority areas of health, early intervention and education, formal/informal community supports, and employment. Importantly, we annually conduct a survey to gather feedback about the website.

Targeting a wide range of audiences: Individuals with DD and their families, including those who are culturally and linguistically diverse, are a primary audience. The UCEDD also targets professionally diverse audiences, including educators, early intervention providers, physicians and other health care providers, behavioral health providers, psychologists, psychiatrists, speech-language pathologists, direct support staff, disability advocates, faculty and trainees in varied disciplines, university administrators and the public.

Dissemination to legislators: The UCEDD educates and disseminates information related to the purposes of the DD Act of 2000 to the Wisconsin Legislature and to Wisconsin's Congressional delegation on an annual basis. (Objective 5.2). Annually the Waisman Center develops and disseminates an at-a-glance of key highlights of the work of the UCEDD, IDDRC, and LEND to share with legislators and other stakeholders. UCEDD staff and LEND trainees meet with legislators and policymakers during AUCD sponsored events (Annual Conference and Disability Policy Seminar) and the Wisconsin Disability Advocacy Day sponsored by the Survival Coalition of Wisconsin Disability Organizations. The UCEDD is also a member of the

Survival Coalition and contributes to policy position papers and proposed changes to legislation that could potentially affect individuals with developmental disabilities on a variety of topics of importance in Wisconsin.

Response to community requests and use of a variety of networks: UCEDD staff respond daily to phone and email to requests for information and refer to the Waisman Resource Line (WRL) when appropriate. The WRL is focused supporting adults in the community and is supported in part by philanthropic contributions. Additionally, the Children's Resource Center-South for the Wisconsin Title V Children and Youth with Special Health Care Needs program (CYSHCN) provides information, assistance, and parent-to-parent support to families with children with disabilities and other special health care needs. We are responsive to, and share information with, the University of Wisconsin, Wisconsin DD Network, individuals with DD/parent/family groups, state agencies, disability and social service organizations, the national network of UCEDDS, LENDS, and IDDRCs and the public.

Involvement of individuals with developmental disabilities (DD) and families: In planning, writing and disseminating products, the UCEDD seeks advice primarily from persons with DD and family members in the CAC. A role and responsibility of the CAC is to support and contribute to the development, review, and dissemination activities of the UCEDD including, but not limited to products, publications and research findings. A subcommittee of the CAC is focused on specifically providing feedback to research teams regarding appropriateness and relevance of communications, with an emphasis on supporting projects in using plain language.

Universal design and accessibility: The Waisman Center UCEDD is committed to using principles of universal design both as it applies to the physical environment as well as in our approach to our information dissemination activities. A primary guiding principle is to make the content accessible to everyone. In addition, UCEDD faculty and staff are trained in published

guidelines so that they use the principles of universal design for learning when providing classroom instruction and training or making a presentation. We are increasingly translating our materials into Spanish and, for specific projects, other languages upon request. We also utilize sign language interpreters, Spanish interpreters for community events, including the Day with the Experts series, and closed captioning for video products. The UCEDD has adopted person centered practices and person first language and serves as a model for such practices within the Waisman Center and in our contacts with community partners and other organizations.

Promotion of strengths and positive qualities: The UCEDD always promotes positive images of individuals with DD in inclusive environments. We have an extensive library of consent-provided photographs of children, youth and adults with DD and their families for inclusion in our webpages, electronic products and print materials. These photos portray participation in a variety of Waisman sponsored activities including model services, community education, and research. Images and stories of people with disabilities participating and enjoying themselves illustrate products, websites and social media posts. The Waisman Center is also the home of the Harvey A. Stevens International Collection of Art by People with Developmental Disabilities. The collection, which includes more than 200 pieces representing artists from 16 countries, was featured in two-month public exhibition in 2018 at the Chazen Museum of Art.

SECTION 3. BUDGET

We present a detailed five-year budget and budget justification (see Appendix K) on our proposed use of the AoD funds to support our interdisciplinary preservice preparation and continuing education, community services, research, and information dissemination activities. The AoD grant funds will supplement and not supplant funds available to accomplish all of the activities of the Waisman Center UCEDD. AoD funding provides infrastructure, which includes the leadership of the UCEDD, coordination of activities associated with the core functions, administrative support, collection of NIRS data, as well as CAC activities and leadership.

Leveraging our AoD Grant

The Waisman Center UCEDD prides itself in its success over the years in leveraging our AOD grant to obtain considerable funds from a variety of sources to accomplish our five-year plan and mission goals and objectives. The degree of leveraging has ranged between \$14 and \$18 for every AOD grant dollar received over the past four years. We have maintained a constant and diversified portfolio of grants and contracts that funds our work on behalf of individuals with developmental disabilities (25% Federal, 16% State and Local, 55% Fee for Service, 4% University, Foundations, donations and other sources). We have the necessary structure and supports in place to ensure that we will continue to leverage additional private and public funds to achieve the goals for our five-year plan and to build systemic capacity in the state of Wisconsin.

SECTION 4. PROJECT IMPACT

In response to the high priority needs in our state, we have developed a detailed five-year work plan reflecting goals, objectives, activities, and timelines related to each core function. Although we have projects addressing multiple areas of emphasis, our primary area of emphasis is health. Guided by the logic model (presented below) and the work plan for each core function,

the Steering Committee will meet quarterly to monitor, track, and evaluate programmatic progress through ongoing assessment of the processes and outcomes of the UCEDD with the intent of furthering the overall work. Other UCEDD staff and CAC members will be invited to attend these meetings as appropriate. Data will be analyzed and discussed by the team and then shared back with the CAC and other UCEDD members in order to address any barriers and to refine approaches to better meet our objectives. This iterative process of tracking, analyzing, and revising activities and objectives will allow for continuous quality improvement. Notably, our system for determining project impact will allow us to be flexible to address new needs as they emerge in our state and will ensure that work is in alignment with the Developmental Disabilities Assistance and Bill of Rights Act of 2000.

Logic Model

Our plan for determining project impact is linked directly to the components of the logic model (Table 5) and follows the overall five-year timeline. We will systematically examine the extent to which the UCEDD, while leveraging *inputs*, has implemented and managed activities to produce the expected *outputs* and the extent to which these programmatic activities have achieved our objectives to create the desired *initial and intermediate* outcomes. As part of our continuous quality improvement approach to evaluation, we will measure *process* aspects of activities as noted in the logic model including the number and types of core function activities, alignment of activities with proposed goals, and the timeliness of the activity. We also will obtain numbers and demographic characteristics of trainees, practitioners, clients, organizations, etc., to measure the extent to which we reached our targeted audiences, particularly individuals from culturally and linguistically diverse backgrounds. Finally, we will measure *outcomes* of activities in terms of both initial outcome measures and intermediate outcome measures (reported every 5 years).

Table 5 Waisman Center UCEDD Logic Model

Inputs Resources used to support activities	Activities Processes; what the program does	Output Measures Products of activities	Initial Outcome Measures	Intermediate Outcome Measures <i>Reported every 5 years</i>
• UCEDD core faculty and staff • Constituent Advisory Committee • Core grant funding from ACL • Leveraged funds (federal, state, local funded grants and contracts) • Wisconsin agency collaborations • Collaborative partners • 5-year plan • Reporting and data systems • Website • Equipment and supplies • Waisman Center collaborating staff and investigators • Waisman Center resources Administration, Communications, IT, HR, HIPAA privacy and security officers, Business office • University resources	• Leverage funds for partnerships to carry out core functions • Provide exemplary interdisciplinary preservice preparation • Provide continuing education and community training throughout Wisconsin • Provide direct problem-solving technical assistance to agencies and entities to improve services and outcomes • Provide model services for individuals with DD and their families • Conduct basic and applied research and evaluation • Disseminate knowledge-based information through UCEDD developed products and activities	Annually • Leverage \$5M • Provide preservice training to 650 trainees • Increased diversity among trainees • Increased knowledge of 2000 practitioners working with people with DD • Provide community services training to 4,000 participants • Provide 600 hours of technical assistance activities to agencies and organizations • Provide model services to 2500 individuals • Conduct 5 research studies • Involve 5 people with DD as collaborators in research annually • Develop and disseminate information in published papers, issue briefs/best practice reports and other products	• 90% of long-term trainees report an increase in knowledge or skills • 90% of community services trainees report an increase in knowledge or skills • 90% of agencies who receive direct problem-solving assistance report enhanced resources, services, or networks • 80% of model service recipients report satisfaction with the services received • UCEDD adopts research and evaluation findings by modifying activities in other core functions • 20 conference presentations • 50 peer-reviewed publications	• More leaders statewide who support community inclusion • Greater number of professionals, individuals, and families who use best practices • Improved access to and quality of services for people with DD • Research findings are cited in the literature • Instances of research translating into practice and/or policy including systems change and the adoption of evidence-based practices • Policymakers turn to UCEDD as reliable source of information • Improved health, mental health, status, and quality of life for people with DD

Methodology to Gather Data to Report Annually

For each UCEDD project, project directors/leads will be responsible for ensuring that all activities and products related to their project are recorded in the National Information and Reporting System (NIRS). Tailored reports of NIRS data will be generated quarterly for key metrics across core functions and projects such as grant and contract dollars, number of participants in training activities, consumer satisfaction, publications, presentations, and other products. Julie Schears, our NIRS data coordinator who has over 20 years of experience in the role, will work closely with UCEDD leadership to ensure timely, complete, and accurate data entry and reporting each year. Annually we will create a dashboard of key data elements in order to track progress and review with faculty, staff, and stakeholders.

Innovative Methods to Evaluate our Program

In addition to entry and evaluation of project data through NIRS, each UCEDD project completes a set up form upon the start of the project and includes their plans for evaluation, information dissemination, and diversity and equity considerations as appropriate. Each project director meets with the Steering Committee annually to discuss project activities and plan progress, as well as future plans and supports needed. Across projects, a range of both qualitative and quantitative methods are employed as is appropriate for the objectives of the work including pre/post assessments, progress monitoring on implementation indexes, surveys on satisfaction and learning, listening sessions, focus groups, and case reports. For example, the WI LEND program is one of five LEND programs that implemented the LEND Outcomes Study starting in 2015, a case-control research protocol developed and initiated by Dr. Robert Noll from the Pittsburgh LEND. The study follows LEND trainees annually for ten years following program completion, and matched peers using the NIRS data collection system and also provides participating LEND programs the option to ask other qualitative and/or quantitative questions

about core competencies, leadership impacts, etc. This ongoing study completed recruitment in 2022, and will finish the 10-year follow-up with the first cohort (i.e., recruited in 2015) in 2024. The 2022 cohort will complete their final wave of data collection in 2031. As another example of innovative measures of project impact, the Wisconsin Long Term Care Survey is designed to understand changes over time in services and quality of life for individuals who receive adult long-term care supports in the state of Wisconsin. We have been longitudinally following individuals and family members or caregivers by administering a series of online surveys, allowing us to detect fluctuations in key indicators and linking them with changes in service systems. With four waves of data collection completed (2017, 2021, 2022, 2024), we plan to continue and complete this work in the next five years with a final survey in 2026 and a collaborative effort to plan the next steps of this work in 2027.

Finally, one example of progress monitoring and evaluation of community training is our ongoing evaluation of the virtually offered Managing Threatening Confrontations Training offered to service providers and community members providing support to individuals who could experience the full range of behavioral escalation. This training focuses on the stages of escalation and emphasizes implementing positive action plans and proactive supports. Attendees complete a post-training and three-month follow up survey to provide training feedback and to document their progress and the skills learned and utilized from the training. This data is then used to evaluate these trainings and adapt as necessary. We also note that Emily Hickey, UCEDD research specialist, serves on the AUCD Council on Research and Evaluation, which offers opportunities to talk with staff and faculty from other UCEDDs who are involved with designing evaluation methods so that they can learn from one another.

CAC Role in Evaluation

CAC plays a critical role in evaluation of the work of the UCEDD. CAC members provide guidance in three primary ways. First, one CAC meeting each year will focus on a review and discussion of annual progress on project activities, products, and outcomes. During this meeting, the CAC will receive the dashboard and related data including case studies/family stories. CAC will give input and make recommendations in response to these updates, ensuring that the five-year plan is being carried out in a manner consistent with the work plan. Second, CAC will also receive and review needs assessment data each year and provide guidance regarding any emerging trends in the state that are not currently being addressed in the five-year plan. This feedback will guide the UCEDD leadership in revising work plan objectives and activities. Third, as appropriate, CAC members attend Steering Committee meetings as well as specific project meetings to provide guidance including input on evaluation tools and the interpretation of data. For example, a subcommittee of the CAC is focused on providing targeted review of materials for research studies and other projects, offering guidance on the use of plain language and designing products for the disability community.

SECTION 5. ORGANIZATIONAL CAPACITY

Mission and Vision

The mission of the UCEDD is to support the full inclusion and self-determination of people with developmental disabilities and their families through the lifespan by:

- Increasing the diversity, knowledge and skills of undergraduate, pre-service, postdoctoral and continuing education trainees in the provision of equitable services, supports and advocacy for people with developmental disabilities
- Providing community training and technical assistance to empower people with disabilities and their families and service providers so that Wisconsin communities can be accessible and responsive to the needs of persons with developmental disabilities and their families and enable full and active participation in community activities
- Providing model services to meet unique community needs, to support training and research and serve as exemplary programs of interdisciplinary, family-centered, culturally-appropriate services
- Conducting research and evaluation activities that develop new knowledge and service approaches that enhance the health, education, and community participation of individuals with developmental disabilities
- Disseminating and increasing access to public awareness materials, research, public policy and other resources that positively affects the lives of individuals with developmental disabilities and their families.

Our programs reflect a life-span and interdisciplinary approach, rely on active participation of individuals with developmental disabilities and their families, and address the current and emergent needs of individuals with DD, particularly those who are culturally diverse, unserved or underserved, and those on waiting lists for services.

Organizational Structure and Independence of the UCEDD

As shown in the Organizational Chart (Appendix A), Leann Smith DaWalt, PhD is the UCEDD Director and is responsible for the direction, coordination and administration of all

aspects of the UCEDD. DaWalt reports to Qiang Chang, PhD, Director of the Waisman Center. Dr. Qiang reports directly to the Interim Vice Chancellor for Research (VCR) of the University Wisconsin-Madison, Cynthia Czajkowski, PhD. Appendix J presents the signed agreement concerning the role of the Waisman Center UCEDD within UW-Madison. The MOU explicitly denotes the UCEDD designation as an official, independent university component; the relationships between the UCEDD and other university components; UW-Madison's commitment (including financial and other resources) to the UCEDD and the UCEDD's commitment to the university; and how the UCEDD Director reports directly to a UW-Madison administrator who will represent the interests of the UCEDD within the University.

The Waisman Center serves as a bridge for training, research, service and outreach activities in the Universities of Wisconsin that are related to human growth and development, developmental disabilities, and neurodegenerative diseases. It is the largest research and training center at the UW-Madison and connects with over 20 academic departments through its education and research programs. The Waisman Center mission and goals support those of the university – particularly the Wisconsin Idea. The Wisconsin Idea is one of the longest and deepest traditions surrounding the University of Wisconsin. It signifies a general principle that the university has a commitment to public service and that the university should influence people's lives beyond the boundaries of the classroom. It should reach every family of the state.

UCEDD Engages in Core Functions

The Waisman Center is an interdisciplinary education, research and public service unit of a public, land grant, university. The Waisman Center is comprised of two major entities, an Intellectual and Developmental Disabilities Research Center (IDDRC) and a University Center for Excellence in Developmental Disabilities (UCEDD). See Appendix A for the Waisman Center organizational chart. The Waisman Center is one of only eight research and academic

centers in the nation that house an IDDRRC and a UCEDD or LEND. The IDDRRC is a comprehensive interdisciplinary program focused on IDD spanning biological, behavioral and bio-behavioral sciences designated by the National Institute of Child Health and Human Development (NICHD).

The UCEDD is designated by the ACL/Administration on Disabilities and is organized by five core functions defined in the DD Act (Interdisciplinary Pre-service Preparation and Continuing Education, Community Services: Training and Technical Assistance, Community Services: Model Services, Research, and Information Dissemination) to address needs related to Health; Education and Early Intervention; Formal and Informal Community Supports; and Employment. The Waisman Center has served in the role of a UCEDD since the network of such centers was authorized by federal legislation in the late 1960s.

Managerial structure: The UCEDD Steering Committee meets every week and is composed of the leads of each of the UCEDD core functions as well as the Director and Associate Director. The NIRS Data Coordinator and Co-chairs of the Constituent Advisory Committee also attends these meetings when appropriate. The UCEDD core function leads monitor and report to the other steering committee members on progress, barriers, and any other updates related to their mission/core function area. The Steering Committee establishes and reviews center policies, HR matters, budget issues, core function matters, strategic planning efforts and other mission related issues that might arise and need immediate attention. Annually, each project director/lead meets with joins the Steering Committee meeting to discuss workplan progress as well evaluation of impact, access, and dissemination. Further, the Steering Committee holds quarterly meetings to specifically evaluate the status of each goal, objective, and activities of the work plan, analyzing relevant NIRS and other evaluation data, and consider opportunities for cross-project and cross-core function synergy and innovation.

Additional resources are available to UCEDD programs from Waisman Center Core Services. Those of particular importance to the UCEDD are within the Administrative Core – such as communications (media relations, development activities, marketing and special events planning), financial services (management and accounting), human resources, HIPAA privacy and security officers, and IT support. The UCEDD has a very strong linkage with the IDDRC Clinical Translational Core in order to support its efforts to provide individuals with developmental disabilities and their family members the opportunity to participate with Center based research projects. This includes a Clinical Research Committee, a centralized study review process overseen by the manager of the Clinical Translational Core, and the UCEDD Director (DaWalt) serves as co-core director the IDDRC Clinical Translational Core – thus establishing a direct link between the UCEDD and IDDRC. The UCEDD’s extensive service system provides a useful link in facilitating translation of research findings into clinical settings.

UCEDD Planning Capability to Leverage Resources and Conduct Long-Range Planning

For over 50 years, Waisman Center faculty and staff have had a strong record of leveraging funds for our projects and programs, first as a University Affiliated Facility and later as a University Affiliated Program, and UCEDD. The UCEDD has leveraged, on average \$8.2 million per year of additional funding toward our training, technical assistance, service, research and information dissemination activities over the past four years. Nearly all of the grants and contracts that we leverage are multi-year awards or are annually renewed by the partnering organization. The predictability in funding levels from one year to the next affords a degree of stability necessary to maintain the workforce needed to accomplish our mission as well as compete for new funding without loss of staff. Our strong funding history and planning capabilities are evidence of our ability to be responsive to emergent and future developments in the field.

Diversity and Lived Experience of UCEDD Staff

With regard to its personnel, the Waisman Center works with UW-Madison to recruit and retain faculty and staff who represent the diversity of Wisconsin. Twenty-eight percent of the UCEDD staff and faculty are parents or other family members of a person with a disability or special health care need. Six percent of UCEDD staff and faculty report being a person with a disability or special health care need. Approximately 13% of the faculty and staff are from underrepresented populations. The Waisman Center also employs three individuals with significant disabilities in part-time program assistant positions. Extending from our work within the Wisconsin Community of Practice on Cultural and Linguistic competence for Individuals with Developmental Disabilities, we have adopted a practice of using interviews and performance evaluations that include questions regarding cultural competence and experiences with diversity.

Qualifications of the Director

Leann Smith DaWalt, PhD has overall administrative responsibility for the UCEDD. She provides leadership for the UCEDD, determines strategic directions for its programs, oversees the core function leads and supervises administrative staff. Her resume is in Appendix G.

Dr. DaWalt earned her doctoral degree in developmental psychology from the University of Notre Dame in 2006 and completed a postdoctoral fellowship in developmental disabilities research at the Waisman Center in 2008. Since that time, she has taken on increasingly significant roles of leadership and service within the Waisman Center and within the broader field of developmental disabilities. Since 2019 she has served as the Director of the UCEDD at the Waisman Center as well as the co-core Director for the Clinical and Translational Research Core within the IDDRRC. She also is senior scientist and co-director of the Lifespan Family Research Lab within the IDDRRC. In addition, she provides training to the next generation of

researchers and clinicians at the Waisman Center, serving as a mentor for the Waisman Center's T32 training program and as Research Director for the LEND program.

Dr. DaWalt has been actively engaged in research and practice in the field of developmental disabilities for over 20 years, beginning as a college student when she worked as a behavior therapist and respite provider for children on the autism spectrum. Since that time, she has had a strong passion and commitment to the field of developmental disabilities, particularly in using science to support inclusion and high quality of life for individuals with DD and their families. She is internationally recognized as an expert in life course development and intervention for adolescents and adults with DD and their families, having published over 100 peer-reviewed manuscripts. Dr. DaWalt has served as an associate editor of the *American Journal on Intellectual and Developmental Disabilities* since 2018 and as an Editorial Board Member for *Autism: The International Journal of Research and Practice* since 2017. She currently serves as a standing member of NIMH Mental Health Services (SERV) Study Section and was a standing member of the Special Education One Review Panel of the Institute of Education Sciences from 2015-2020. She also has been an Executive Committee Member for the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities since 2016.

Dr. DaWalt is a seasoned grant administrator with significant experience in supervising staff, mentoring students, and working collaboratively with colleagues both within the UW-Madison and across the DD Network. Her program of research has been continuously extramurally funded since 2011, including funding from the National Institutes of Health (NIH), the Institute of Education Sciences (IES), and Autism Speaks, highlighting her ability to leverage both public and private funds. She has served as a PI or Co-PI on 14 grants/contracts (and site-PI

for an additional four grants) including two current NIH R01s as MPI. Dr. DaWalt establishes the vision and direction for the UCEDD of the Waisman Center and employs a range of experiences and expertise to support the mission.

Qualifications of Staff Assigned to the UCEDD Grant

Below are short descriptions of staff with roles in the UCEDD. Resumes for senior leadership (members of the Steering Committee) are included in Appendix G.

UCEDD Steering Committee Members

Carrie Arneson, MS (UCEDD Associate Director and Information Dissemination Lead).

Ms. Arneson has worked at the Waisman Center for over 21 years with her time employed in positions with both the IDDRC and UCEDD. This is a position for the UCEDD that greatly benefits internal as well as external communication. The Information Dissemination Lead manages and schedules the distribution of communication assets on behalf of the UCEDD. The individual in this position works with the UCEDD Director Waisman Communications Team, and UCEDD project staff to coordinate information sharing/communication as well as dissemination of information (e.g., such as issue briefs, newsletters, social media concerning UCEDD events and activities, internal email communication, and communication with AUCD).

Gail Chödrön, PhD (Community Services Training and Technical Assistance Lead) Dr. Chödrön is a public health researcher whose research and applied public health focused on early identification of ASD/DD, access to service systems for socially and economically marginalized families, and leadership training methods. She serves as the WI LEND Director, and coordinates community training and technical assistance efforts for the UCEDD. She has over 15 years of experience providing training and technical assistance to professionals and community members across health care, early care and education, early intervention and public health programs to improve early identification, referral, and service access in Wisconsin.

Paola Perez, APSW (Preservice and Continuing Education Lead) is the UCEDD Clinic Operations Manager for the Waisman Center Clinics and serves on the UCEDD Steering Committee. She has over 25 years of experience working with individuals with DD and their families across multiple service delivery systems, successfully leading interdisciplinary clinical teams, and providing training to undergraduate and graduate level trainees.

Liliana Wagner, PhD, BCBA (Community Model Services Lead) has over 15 years of experience with training, research, and professional practice focused on developmental and child psychology and behavior analysis, with a particular emphasis on autism. She has provided diagnostic and behavioral health services within the context of ongoing research and clinical services. Her work includes the development of novel tools and processes for the identification and treatment of autism across the lifespan, and training providers in telemedicine-based assessment. Dr. Wagner coordinates UCEDD Community Model Services and serves on the UCEDD Steering Committee.

Other Staff

Jody Bleck, MS (Waisman Center Associate Director for Finance & Administration) provides fiscal management, budgeting and accounting, business services, human resources, facility and overall administrative support for all Waisman Center grants. She directs all human resources and personnel activities for UCEDD projects and oversees grants administration, business services and information technology.

Julie Schears, BA (NIRS Coordinator) has served as the NIRS Data Coordinator for the Waisman Center for over 20 years. She is also the Coordinator for the Constituent Advisory Committee and Discipline Coordinator for Disability Advocacy in the WI LEND program.

Maryann Rehani, MPH (Education Coordinator) provides coordination support across education, training, and continuing education activities, including offering technical assistance

and logical support for all ECHO offerings. She is a graduate of the WI LEND program with a specialization in community education.

Kate Szidon, MS (Policy Specialist), has over 20 years of experience in special education, outreach, and implementation science and works across UCEDD programs and links with several local, state, and national organizations and agencies to engage with them to define and advance public policies and system changes that support the purposes of the DD Act. Ms. Szidon is the UCEDD representative to the Survival Coalition of Wisconsin Disability Organizations.

Lynn Hrabik, MPH (Evaluation Specialist), has been a public health evaluator for over 20 years. Originally trained as a dietitian, Hrabik earned an MPH degree in community health education in 2009. Since that time, she has lead evaluation initiatives related to obesity, tobacco use and public health preparedness. More recently, she served as the contracted evaluator of the Wisconsin Living Well project, funded by ACL to the WI Board for People with Developmental Disabilities, to improve the independence, integration, safety, health and well-being of adults with disabilities. She also served as the internal evaluator for the WI DHS Title V funded Youth Health Transition Initiative and the ACL funded Wisconsin Integrated Transition Planning Project for WI youth/young adults, and the HRSA funded Wisconsin Care Integration Initiative to increase family-centered, integrated systems of care for young children with autism spectrum disorders (ASD) and other DD.

Emily Hickey, PhD (Community Research Specialist) Emily Hickey, PhD, provides support to UCEDD staff on development and implementation of community-based research and statistical analyses. Dr. Hickey is a scientist in the UCEDD with significant expertise in sophisticated analytic approaches and inclusive methodologies. Dr. Hickey represents the UCEDD on AUCD's Council on Research and Evaluation (CORE).

Jennifer Seale, PhD, CCC-SLP (Clinical Research Specialist) supports integration of clinical and research functions within model services. Dr. Seale is a nationally known leader in the field of augmentative and alternative communication (AAC) for children and adults experiencing significant communication difficulties and directs the AAC programs at the UCEDD.

Meredith Vitaoli, APSW (Reflective Practice Specialist) provides support for community model services programs related to quality assurance and quality improvement. She has significant experience in direct service and system change activities for children with DD and their families, including specialized training in reflective practice and trauma informed care.

Michelle Schumacher, MSSW (Outreach and Development) provides community outreach, information dissemination, and strategic planning support. She has over 20 years of experience providing navigation and other services to individuals with DD and their families in collaboration with community partners.

Media and technology specialist (TBD) will develop and update webpages, project reports and other UCEDD products. This specialist will provide graphic design and information dissemination support that will be useful in various UCEDD products such as brochures, training guides and curriculum, newsletters, fliers, and diagrams. This specialist will work with the UW-Madison Center for User Experience to evaluate the Waisman UCEDD website for website accessibility. For each review a report is generated that provides the results of testing and areas for improvement as needed.

Pao Lee, MS, (grants specialist), assists in the development of contract and grant applications.

Sonja Oetzel, MS (university services associate), provides UCEDD administrative and clerical support.

The UCEDD maintains sufficient faculty and staff necessary to support its projects and programs through leveraged funding from grants, contracts, fee-for-service agreements, gifts, and other sources. They are highly qualified and dedicated to the UCEDD mission as well as the programs that they support.

Constituent Advisory Committee

The CAC is a vital part of our UCEDD. The primary function of the CAC is to participate in the development and review of our five-year plan and provide advice and guidance to the UCEDD Director as we implement our programs and projects. CAC members play an instrumental role in communicating important community priorities to the UCEDD and promoting UCEDD activities in the community. The CAC currently has 13 members, all of whom are persons with developmental disabilities or family members. Five of the members are from underserved or underrepresented communities. The current membership of the CAC is presented in Appendix B. The membership includes a representative from the Board for People with Developmental Disabilities (State Council), from Disability Rights Wisconsin (Protection and Advocacy), members affiliated with various state organizations (Autism Society of South Central Wisconsin, People First, Special Olympics), self-advocates and family members as prescribed by the DD Act. As stated in the bylaws, the Waisman Center CAC has a minimum of 12 members and a maximum of 20. Each member has a term appointment of three years with an additional three-year term if desired. The Nominations Committee, a subset of the CAC, is actively recruiting new self-advocates or family members from underrepresented groups to fill the available positions. Members are eligible to receive a stipend to assist with costs to attend each meeting. The two CAC Co-chairs receive an honorarium given in three payments over the course of the year as well as travel funds to attend the annual AUCD conference as the COLA representatives. Erin Miller and Abby Tessmann are currently serving a three-year term as Co-

chairs. Erin is a self-advocate who graduated from the LEND program and is a member of People First Wisconsin. Abby is also a LEND graduate and is part of the UCEDD's Wisconsin Integrated Transition Planning Project coalition. The CAC meets in-person three times a year (October, February and June). Each meeting is 3.5 hours in length. One meeting each year is devoted to review of progress in completing the five-year plan, evaluation of impact, and discussion of emerging needs. Julie Schears, a senior outreach evaluation specialist and the NIRS Data Coordinator, is the CAC Coordinator and provides support for the CAC Co-Chairs as well as administrative/technical support for the meetings.

Collaborative Relationships with Wisconsin DD Network Partners

Evident from the letters of support/commitment appended to this application (Appendix H), we have strong ties with the Board for People with Developmental Disabilities and Disability Rights Wisconsin, as well as Family Voices, one of our state partner organizations. The three DD Network Partners meet regularly to discuss current issues relevant to the Wisconsin developmental disability community. The network partners also engage in a variety of collaborative projects. Table 6 lists the collaborative projects that occurred in 2022-2024. The

TABLE 6 Waisman Center UCEDD DD Network Collaborations

BPDD, DRW and UCEDD

COVID -19 Vaccine Education and Access Efforts
 Disability Advocacy Day – Sponsored by the Survival Coalition
 Disability Policy Seminar – Capitol Hill Visits
 Living Well Project Consortium
 Supported Decision Making Initiative
 Survival Coalition of Wisconsin Disability Organizations
 Wisconsin Long Term Care Survey

BPDD and UCEDD

Wisconsin Self-Determination Annual Conference

DRW and UCEDD

Intellectual and Developmental Disabilities – Mental Health START Initiative
 Medicaid Prior Authorization Improvement Initiative

first section lists the projects in which all three DD Network Partners participated while the second and third sections represent UCEDD collaboration with only the Board for People with Developmental Disabilities (BPDD) or Disability Rights Wisconsin (DRW), respectively.

Participation in Community Networks

In addition to the previously described partnerships with the Board for People with Developmental Disabilities (BPDD) and Disability Rights Wisconsin (DRW) described in the previous section, the UCEDD works with many local, state, and national organizations to achieve the goals and objectives of our five-year plan (Appendix C). These organizations include state and local government agencies, local non-profits, state non-profits, national organizations and federal agencies, and other universities and organizations. Appendix F provides a listing of the Wisconsin partnerships that support the UCEDD's advocacy, capacity building and systems change activities through participation in councils, boards and committees, leveraged funding for specific projects, requests for technical assistance, opportunities to participate in community education events and contributions to analysis of public policy. The success of our efforts is dependent upon these meaningful and effective collaborations and partnerships.

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Appendix B**2023-2024 Waisman Center Constituent Advisory Committee Membership**

- Nancy Alar is a parent of an autistic adult.
- Jeanne Fehr is a parent of a young adult with Down syndrome.
- Josh Gretebeck is a self-advocate.
- Jennifer Espinoza-Forlenza is an Advocacy Specialist with Disability Rights Wisconsin.
- Erin Miller is a self-advocate and Co-Chair of the CAC.
- Lorraine Narvaez is a parent of a young adult with Cerebral Palsy.
- Jenny Neugart is the Disability Grassroots Organizer for the Wisconsin Board for People with Developmental Disabilities Disability.
- Maria Nogueron is a parent of a young adult with Down syndrome.
- Michelle Oster is a parent of a young autistic adult.
- Abby Tessman is a self-advocate and Co-Chair of the CAC.
- Sandy Tierney is a parent of a child with Cerebral Palsy.
- Tom Veek is a waiver support broker.
- Mackenzie Wann is a self-advocate.

	Nancy	Jeanne	Josh	Jennifer	Erin	Lorraine	Jenny	Maria	Michelle	Abby	Sandy	Tom	Mackenzie
PWDD & Related Disabilities			X		X		X	X		X			X
Family Member of PWDD	X	X		X		X		X	X		X		
DD Network Partner				X			X						
Community Support Provider												X	
Self-Advocate Organization	X		X		X			X		X			
Represents Underserved or Underrepresented Communities		X			X	X		X	X				

Appendix C

Goal 1 (Interdisciplinary Training and Continuing Education): Increase the diversity, knowledge and skills of undergraduate, pre-service, postdoctoral and continuing education trainees in the provision of equitable services, supports and advocacy for people with developmental disabilities						
Areas of Emphasis: Health, Education and Early Intervention, Formal and Informal Supports						
Measureable Initial Outcomes: Number and type of trainees, number of interdisciplinary training programs, number of discipline-specific training programs, diversity of UCEDD trainees, number of pre-service preparation training activities conducted outside the UCEDD, number of professionals participating in UCEDD continuing education programs, number of continuing education programs						
Person Responsible: Paola Perez, CAP-SW, Core Function Lead						
Objectives	Project Activities	Year 1	Year 2	Year 3	Year 4	Year 5
1.1 Annually 75 trainees from multiple disciplines will increase their knowledge and skills in leadership, interdisciplinary practice, research, and public policy related to developmental disabilities	1.1.1. Mentor trainees in leadership skills, communication skills, cultural competency, and policy	xxx	xxx	xxx	xxx	xxx
	1.1.2. Provide core knowledge of autism and DD through didactic training and case-based learning	xxx	xxx	xxx	xxx	xxx
	1.1.3. Mentor trainees in research, evaluation and dissemination	xxx	xxx	xxx	xxx	xxx
	1.1.4. Mentor trainees in interdisciplinary and family-centered practice	xxx	xxx	xxx	xxx	xxx
1.2 Annually provide discipline specific training and practicum experiences for 75 trainees in the context of ongoing direct service programs and for 500 students in Universities of Wisconsin courses	1.2.1 Provide Masters level training for 15 students in genetic counseling	xxx	xxx	xxx	xxx	xxx
	1.2.2 Provide practicum training and/or clinical fieldwork experience for 60 early childhood education, speech/language, audiology, social work, medical residents, and psychology trainees	xxx	xxx	xxx	xxx	xxx
	1.2.3 Provide coursework for 500 undergraduate and graduate students in Universities of Wisconsin courses related to audiology, human development and family studies, nursing, nutritional science, occupational therapy, physical therapy, population health sciences, psychology and social work	xx	xx	xx	xx	xx
1.3 Increase the number of trainees recruited from underrepresented backgrounds (race, culture, ethnicity and/or disability)	1.3.1 Recruit students from underrepresented backgrounds from other Universities of Wisconsin and other higher education campuses as part of LEND	x	x	x	x	x
	1.3.2 Inform undergraduate students from underrepresented backgrounds to consider graduate programs related to children with autism and DD and other MCH populations	xx	xx	xx	xx	xx
	1.3.3. Use health-science recruitment mechanisms on the UW-Madison campus to reach out to prospective students from underrepresented backgrounds	xxxx	xxxx	xxxx	xxxx	xxxx
	1.3.4 Showcase projects and activities of trainees from diverse backgrounds on our website, products and recruitment materials	x x	x x	x x	x x	x x
	1.3.5 Describe success in preparing leaders from diverse backgrounds in the field of DD on our website, products and recruitment materials	x x	x x	x x	x x	x x
1.4 Increase the knowledge and skills of 2000 health and mental health professionals, educators, and community professionals on a variety of disability topics through continuing education	1.4.1. Provide a CE certificate program in alternative and augmentative communication for Speech-Language Pathologists to build service delivery capacity in WI	xxxx	xxxx	xxxx	xxxx	xxxx
	1.4.2. Provide CE for early childhood educators on inclusion and empirically supported interventions for autism and other DD	xxxx	xxxx	xxxx	xxxx	xxxx
	1.4.3 Provide CE training on health and mental health conditions that co-occur with ID and autism	x x	x x	x x	x x	x x
	1.4.4 Provide CE training on specific diagnostic and intervention approaches for children with autism	x x	x x	x x	x x	x x

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	1.4.5 Conduct CE training on transition to adulthood for health practitioners and other service providers	xxxx	xxxx	xxxx	xxxx	xxxx
	1.4.6 Conduct CE trainings annually for direct service providers	xxxx	xxxx	xxxx	xxxx	xxxx
	1.4.7 Monitor emerging CE needs and provide targeted trainings in response	x	x	x	x	x

Goal 2 (Community Services: Training and Technical Assistance): Provide community training and technical assistance to people with disabilities and their families and service providers to increase the accessibility and responsiveness of Wisconsin communities to the needs of individuals with developmental disabilities and their families and enable full and active participation in community activities

Areas of Emphasis: Health, Education and Early Intervention, Formal and Informal Supports, Employment

Measureable Initial Outcomes: Number of people trained by participant type, number of discrete training events, number of hours of technical assistance provided by area of emphasis

Person Responsible: Gail Chödrön, PhD, Core Function Lead

Objectives	Project Activities	Year 1	Year 2	Year 3	Year 4	Year 5
2.1 Increase the knowledge and skills of 5000 professionals, individuals with DD, and families on best practices, policies and resources in health & wellness, early intervention and education, postsecondary education and community living.	2.1.1 Provide community training through the Waisman Center Day with the Experts forums on autism, Down syndrome, cerebral palsy and cochlear implants	xxxx	xxxx	xxxx	xxxx	xxxx
	2.1.2 Conduct trainings for community members on transition, employment, and post-secondary education	xxxx	xxxx	xxxx	xxxx	xxxx
	2.1.3 Conduct trainings for community members on positive behavior support, supported decision making, self-determination, and community living	xxxx	xxxx	xxxx	xxxx	xxxx
	2.1.4 Conduct trainings for professionals on screening and assessment, competency evaluations, and behavior and health management	xxxx	xxxx	xxxx	xxxx	xxxx
	2.1.5 Monitor emerging community needs and develop targeted trainings for families and professionals in response	x	x	x	x	x
2.2 Modify trainings so that they are available in multiple formats and publicized statewide	2.2.1 Offer multiple trainings through online technology	xxxx	xxxx	xxxx	xxxx	xxxx
	2.2.2 Maintain accessible online access to video-recorded trainings, online modules, and other training content on the Waisman Center UCEDD website	xxxx	xxxx	xxxx	xxxx	xxxx
2.3 Provide 600 hours of direct problem-solving services to assist programs, agencies, or other entities in improving their services, outcomes, and/or policies.	2.3.1 Provide TA to early childhood programs to promote acceptance, retention and inclusion of children with DD	xxxx	xxxx	xxxx	xxxx	xxxx
	2.3.2 Provide TA to support transition of youth with disabilities and special health care needs	xxxx	xxxx	xxxx	xxxx	xxxx
	2.3.3 Provide TA to self-advocacy organizations to promote health and wellness of self-advocates			xxxx	xxxx	xxxx
	2.3.4 Provide TA to primary care practices and schools to support autism screening, diagnosis, and treatment	xxxx	xxxx	xxxx	xxxx	xxxx
	2.3.5 Provide TA through statewide partnership program to expedite access to evidence-based, high quality augmentative and alternative communication evaluations and treatment	xx	xx	xx	xx	xx
	2.3.6 Monitor emerging community needs and provide targeted TA for programs and agencies in response	x	x	x	x	x

Goal 3 (Community Services: Model Services): Provide model services to meet unique community needs, to support training and research and serve as exemplary programs of interdisciplinary, family-centered, and culturally-appropriate services

Areas of Emphasis: Health, Education and Early Intervention

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Measureable Initial Outcomes: Number of specialized services provided by the UCEDD and number of individuals who received specialized services to enhance their well-being and status						
Person Responsible: Lilianna Wagner, PhD, BCBA, Core Function Lead						
Objectives	Project Activities	Year 1	Year 2	Year 3	Year 4	Year 5
3.1 UCEDD faculty and staff provide specialized clinical services to enhance the well-being and status of 2500 people with developmental disabilities and their families annually	3.1.1 Provide diagnostic and evaluation services in eleven medical specialty clinics in cooperation with UW Health	xxxx	xxxx	xxxx	xxxx	xxxx
	3.1.2 Provide ongoing treatment services to children and adults with genetic conditions associated with DD	xxxx	xxxx	xxxx	xxxx	xxxx
	3.1.3 Provide intervention services for children, youth, and young adults with autism and other DD	xxxx	xxxx	xxxx	xxxx	xxxx
3.2 UCEDD faculty and staff provide other direct model services to 1000 individuals to enhance the well-being and status of the recipient annually	3.2.1 Provide community-based consultation and positive behavioral support services	xxxx	xxxx	xxxx	xxxx	xxxx
	3.2.2 Provide behavioral crisis response services in the community to prevent placement in more restrictive settings	xxxx	xxxx	xxxx	xxxx	xxxx
	3.2.3 Provide inclusive early childhood education to children younger than 6	xxxx	xxxx	xxxx	xxxx	xxxx
	3.2.4 Provide information and referral to individuals with IDD and their families regarding services to enhance well-being across the life course	xxxx	xxxx	xxxx	xxxx	xxxx
	3.2.5 Provide community nursing to promote, improve and maintain health of adults with DD and complex care needs	xxxx	xxxx	xxxx	xxxx	xxxx
3.3 UCEDD engages in demonstration services that field test promising or other exemplary practices	3.3.1 Determine the feasibility of utilizing Emergency Mental Health Service Programs in supporting individuals with IDD and co-occurring complex behavior health needs	x	x	x	x	x
	3.3.2 Monitor and identify emerging unmet needs and respond with demonstration services	x	x	x	x	x
Goal 4 (Research): Conduct research activities that impact the health, education, and community participation of individuals with developmental disabilities						
Areas of Emphasis: Health, Formal and Informal Supports, Employment						
Measureable Initial Outcomes: UCEDD adopts research and evaluation findings by modifying activities in other core functions and the number of products disseminated (e.g., peer-reviewed publications, presentations, research briefs)						
Person Responsible: Leann Smith DaWalt, PhD, Core Function Lead						
Objectives	Project Activities	Year 1	Year 2	Year 3	Year 4	Year 5
4.1 Conduct at least 2 research studies on prevalence of and risk factors for various developmental disabilities	4.1.1 Monitor the prevalence of autism spectrums disorders, cerebral palsy, and co-occurring intellectual disability as part of the Autism and Developmental Disabilities Monitoring (ADDM) Network	xxxx	xxxx	xxxx	xxxx	xxxx
	4.1.2 Conduct the Study to Explore Early Development (SEED) study to understand early risk factors for autism spectrum disorder and other developmental disabilities	xxxx	xxxx			
4.2 Support inclusion of at least 5 people (annually) with developmental disabilities in the development, implementation, and dissemination of research	4.2.1 Develop training tools and networks to support individuals with IDD to engage as research partners	xxxx	xxxx	xxxx	xxxx	xxxx
	4.2.2 Include 1-2 self-advocate LEND trainees in the implementation of ongoing Waisman research studies	xxxx	xxxx	xxxx	xxxx	xxxx
4.3 Conduct at least two research studies on special health care needs, co-	4.3.1 Conduct research related to employment, meaningful daytime activities, and health for individuals with DD such as Down syndrome and autism		xxxx	xxxx	xxxx	xxxx

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occurring conditions, services, employment, and QOL among individuals with developmental disabilities	4.3.2 Utilize the Wisconsin Long Term Care Survey to monitor on changes over time in services and quality of life for adults receiving long term care supports in WI	xxxx	xxxx	xxxx		
4.4 Develop and evaluate at least two interventions for children, youth, and adults with developmental disabilities	4.4.1 Conduct studies of psychoeducation interventions (e.g., <i>Transitioning Together</i>) and other family-centered approaches, including studies of implementation and cultural adaptation	xxxx	xxxx	xxxx	xxxx	xxxx
4.5 Produce evaluation reports of the impact of each UCEDD project on individuals with disabilities and their families	4.5.1 Each project leader will develop a project impact plan each year	x	x	x	x	x
	4.5.2 Each project leader will meet with the Steering Committee annually to review their project impact plan and timeline for completion	x	x	x	x	x
4.6 Evaluate impact of projects on equity and access	4.6.1 Each project leader will work with project staff to develop an equity and access plan	x	x	x	x	x
	4.6.2 Each project leader will meet with the Steering Committee annually to review impact on equity and access	x	x	x	x	x
Goal 5 (Information Dissemination): Disseminate and increase access to public awareness materials, research, public policy and other resources that positively impacts the lives of individuals with developmental disabilities and their families.						
Areas of Emphasis: Health, Education and Early Intervention, Formal and Informal Supports, Employment						
Measureable Initial Outcomes: Number of products developed, number of products disseminated, number of conference presentations						
Person Responsible: Carrie Arneson, MA, Core Function Lead						
Objectives	Project Activities	Year 1	Year 2	Year 3	Year 4	Year 5
5.1 Promote public awareness and visibility of the Waisman UCEDD	5.1.1 Submit 3 UCEDD news items each year to AUCD publications	xxx	xxx	xxx	xxx	xxx
	5.1.2 Provide information on research opportunities, services, and educational events to the general public through email distribution, social media/social networks, podcasts, and websites	xxxx	xxxx	xxxx	xxxx	xxxx
	5.1.3 Disseminate research findings at 20 professional conferences and publish 50 papers in peer-reviewed journals each year	xxxx	xxxx	xxxx	xxxx	xxxx
	5.1.4 UCEDD will maintain a current DD Network Directory and provide updates to DD Network partners quarterly	xxxx	xxxx	xxxx	xxxx	xxxx
	5.1.5 Maintain current information on AUCD website and AUCD directory	xxxx	xxxx	xxxx	xxxx	xxxx
5.2 UCEDD will develop and disseminate information products on the purpose of the DD Act of 2000 to the Wisconsin legislature and to the Wisconsin congressional delegation	5.2.1 Create at least 1 policy document annually on topics such as health, education, early intervention, or community inclusion and distribute to legislators	x	x	x	x	x
	5.2.2 Policy specialist will support UCEDD staff and LEND trainees in engagement with legislators and policymakers during AUCD Hill Visits, AUCD Disability Policy Seminar, and Wisconsin Disability Advocacy Day and disseminate materials related to various UCEDD projects, annually	xxx	xxx	xxx	xxx	xxx
5.3 UCEDD will maintain an accessible, current website and utilize social	5.3.1 Project leaders will provide up to date information annually on their project for posting on the UCEDD website	xxxx	xxxx	xxxx	xxxx	xxxx

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media to provide information and resources to the general public	5.3.2 Dissemination Coordinator will update the project web pages as needed and add web pages as new projects are funded	xxxx	xxxx	xxxx	xxxx	xxxx
	5.3.3 Dissemination Coordinator will monitor and analyze visits to UCEDD web pages and monitor satisfaction survey response to improve functionality and maximize dissemination via UCEDD websites	xxxx	xxxx	xxxx	xxxx	xxxx
	5.3.4 Monitor website accessibility using evaluation tools and make updates consistent with university guidelines and requirements	x	x	x	x	x
	5.3.5 Dissemination Coordinator will distribute information on UCEDD projects through social media outlets and evaluate engagement	xxxx	xxxx	xxxx	xxxx	xxxx
5.4 Each UCEDD project will disseminate information annually	5.4.1 Each project leader will develop a project dissemination plan and update it annually	x	x	x	x	x
	5.4.2 Each project leader will meet with the Steering Committee annually to review their product dissemination plan and progress	x	x	x	x	x

LEND Curriculum Overview and Module Content

Appendix D

MODULE	Foundations (Orient/GS)	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
DOMAIN <i>AGE</i> <u>EXAMPLE</u>	Early dev <i>Life course</i> <u>Dev delay</u>	Early Identific <i>Prenatal to 3</i> <u>Phenylketonuria</u>	Neuromotor dev <i>Early childhood</i> <u>Cerebral Palsy</u>	Cognitive dev <i>Middle childhood</i> <u>Down syndrome</u>	Communic dev <i>Early Adolescence</i> <u>Deaf/HH</u>	Psychosocial dev <i>Adolescence</i> <u>Autism</u>	Quality of life <i>Transition to adult</i> <u>Dual Diagnosis</u>
Core knowledge	•SDOH and life course theory •Early detection of ASD/DD (GS & M1)	•Medical genetics and inheritance •Prevention of disabling effects	•International classification of functioning	•Developmental vs intellectual disability •Child in context of family system	•Disorders of hearing, speech, and language •Identity formation	•Social communication •Challenging behaviors •Stigma & labeling	•Differential diag. •Wellbeing and health promotion •Psychological interventions •Mental health
Interdisciplinary perspectives and systems of care	•Discipline roles, including family & self-advocates •Medical Home •Protective factors	•Public health systems and policy •Models of disability	•Role of ID team •IDEA part C •Medicaid/ EPSDT •Newborn F/U	•Functional assessment •IDEA part B •Medicaid waivers •Feeding issues	•AAC •Long-term supports •Community inclusion •Universal design	•Clinical diagnosis vs IDEA eligibility •Intensive and non-intensive interventions •Peer supports	•Clinical and community approaches to ~~behav~~, supports •Post-secondary options •Adult service sys.
Family-centered, cult/ling responsive practice	•Health equity •Cultural and linguistic biases in standardized tools	•Family ~~exper~~ receiving results •Family goals/IFSP •Natural environ.	•Parents w/ disability •Parents as partners and/or community solutions	•Family support •Sibling ~~perspect~~ •Disability in context of culture and religion •Interpreters •Latinx families' experiences	•Fostering communication •Health literacy •Deaf culture •Disability pride	•Disability identity •Self- and family-directed services and supports •Families seeking alternative therapy •Black families' experiences	•Family, individual stress and coping •Lifespan planning •Supported decision making •Community living
Research and dissemination	•Research ethics (incl research with vuln pop) •Standardized, validated tools	•Science-based judgement and evidence-based practice (EBP)	•Community-participatory research models •QI (Quality Improvement)	•Evaluating evidence •Diversity, equity and inclusion in research	•Communicating evidence •Data visualization •Plain language	•Epidemiology of disability •Disparities and autism •Identifying and measuring equity outcomes	•Community-engagement in problem and solution identific •Cultural and linguistic adaptation of EBP
Leadership Dev	•Strengths-based approaches •Individual goal setting •Team building	•Implicit bias, ableism, and racism •Ethics	•Communication •Team dynamics •Interdisciplinary teamwork	•How policy shapes experience, and how to shape policy (end of M2 or beginning M3)	•Conflict resolution •Communicating with policymakers	•Individual responses to change •Systems-level change ~~mgmt~~ •Processes for ~~nat'l~~/collective priority setting	•Emerging leaders in the national network

Examples of Courses Taught by UCEDD Staff and Faculty in the Previous Two Years

Appendix E

CS&D 699: Independent Study

CS&D 846: The Human Balance System:

Laboratory

CS&D 854: Electroacoustics and Instrument

Calibration

CS&D 855: Electroacoustics and

Calibration

CS&D 891: Clerkship in Audiology I

CS&D 892: Clerkship in Audiology II

CS&D 899: Capstone Study in Audiology

CS&D 900: Grant Writing

CS&D 990: Research and Thesis

ED PSYCH: Res & Meas in School Psych

ED PSYCH 743: Design and Analysis of

Single-Case Research

ED PSYCH 948: Research and

Measurement Seminar in School

Psychology

ED PSYCH 990: Research or Thesis

GENECSLR: Intro GC

GENECSLR: Biochem Gen for Counselors

GENECSLR: Comtemp Pro Iss-Gen Couns

GENECSLR 731: Advanced Clinical

Genetics Concepts

GENECSLR 744: Applications of

Biochemical Genetics for Genetic

Counselors

GENECSLR 990: Research in Genetic

Counseling

HDFS 766: Research Grant Writing Skills

HDFS 990: Research and Thesis

NURSING 318: Pathophysiology Essentials

for Nursing Practice

NURSING 786: Foundations of

Teaching and Learning in Nursing

NUTRITION: Clin Nutrition 1

NUTRITION: Applied Clin Nutrition 1

OCC THER 770: Evidence Based Practice

Lab Practicum

PEDIAT 921: Wisconsin Leadership

Education in Neurodevelopmental

and Related Disabilities (LEND)

PEDIAT 975: Developmental Pediatrics

PHY THER 635: Motor Control

Dysfunction: Examination,

Diagnosis, & Management I

PHY THER 636: Motor Control

Dysfunction: Examination,

Diagnosis, & Management II

POP HLTH SCI HUM DEV & FAM:

Theory/Perspectives Hum Ecol

RP&SE 515: Access to the General

Curriculum for Students with

Disabilities

RP&SE 872: Seminar in Special Education

Research

RP&SE 941: Internship: Research

RP&SE 990: Research or Thesis

SOC WORK: Issues in Dev. Disabilities

SOC WORK 400: Field Practice and

Integrative Seminar II

SOC WORK 401: Field Practice and

Integrative Seminar II

SOC WORK 800: Field Practice and

Integrative Seminar II

Appendix F

Examples of UCEDD Collaborations with Community Organizations and State Agencies

Aiming for Acceptance	Milwaukee Public Schools
American Family Children's Hospital	Padres e Hijos
ARC Wisconsin	People First Wisconsin, Inc.
Autism Society of South-Central Wisconsin	Rock County Community on Transition
Autism Society of Southeastern Wisconsin	Sauk Prairie Schools District
Board for People with Developmental Disabilities Central Wisconsin Center	Special Olympics of Wisconsin
Cooperative Educational Service Agency	Survival Coalition of Wisconsin Disability Organizations
Crawford County Community on Transition	The ARC Wisconsin
Dane County Department of Human Services	Think-Ability
Dane County Family Support and Resource Center	UW Health
Disability Rights Wisconsin	UW South Madison Partnership
Down Syndrome Association of Wisconsin	University of Wisconsin Medical Foundation
Family Voices - Wisconsin	Vernon County Community on Transition
Gigi's Playhouse	Wisconsin Aging and Disability Resource Centers
Gio's Garden	Wisconsin Community on Transition
Grant, Iowa, Lafayette Community on Transition	Wisconsin Department of Children and Families
Harnessing Abilities	Wisconsin Department of Health Services
Headwaters, Inc.	Wisconsin Department of Public Instruction
La Movida	Wisconsin Department of Workforce Development
Madison Common Council	Wisconsin Early Childhood Association
Madison Metropolitan School District	Wisconsin FACETS
Madison Metro	Wisconsin Independent Living Centers Wisconsin
	Wisconsin Transition Improvement Grant

