

# Promoting CYSHCN Workforce Leadership through Strategic LEND – Title V Collaboration

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## What is LEND?

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide graduate-level interdisciplinary training to enhance the clinical and leadership skills of individuals dedicated to caring for children with autism and related disabilities.

They are funded under the Autism CARES Act, reauthorized in 2014, and administered by the Health Resources and Service's Administration's (HRSA) Maternal and Child Health Bureau (MCHB).

There are currently 52 LEND programs located at universities and children's hospitals across 44 states, with an additional 6 states and 3 territories reached through partnerships.

## Background

The federal guidance (2016) for LEND states that programs must prepare professionals to "work across systems (e.g. Title V) toward integration of care" and that training curricula should "emphasize the integration of services supported by states (including Title V), local agencies, organizations, private providers, and communities."

LENDs are also encouraged to "coordinate clinical training opportunities with MCHB-funded research sites and Title V programs" and "work collaboratively with state Title V agencies... to maximize access to MCH services, with special emphasis on ASD or other developmental disabilities."

## MCH Workforce Implications

### National Performance Measure 6:

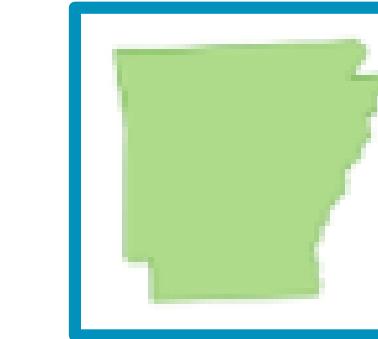
Collaborative efforts can lead to an increased number of children who receive a developmental screening, address racial and other disparities in screening rates, and help ensure that children receiving diagnoses can access critical services.

### National Outcome Measure 17.2:

Sustained dialogue increases the likelihood that CYSHCN will be connected to well-functioning systems of care.

## Innovative Practices from Across the Country

### Collaborative Activities



Arkansas Regional LEND co-hosts a conference with Title V, where faculty and staff from both programs serve as presenters. The most recent iteration focused on transition to adulthood, a mutual priority. Title V actively participates in LEND training curriculum development and staff from six sites obtain continuing education credits by virtually patching in to lectures.



### Service Coordination

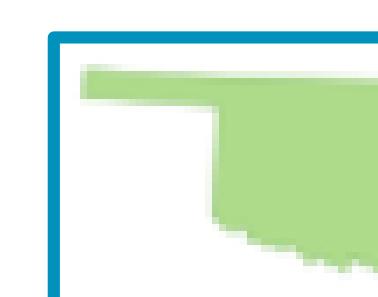


Arizona LEND is working with their university's Department of Hearing and Speech Sciences, representatives from a regional medical center, and the state EHDI program to design the technical supports and infrastructure to provide audiological diagnostic services via telehealth to children in a rural, underserved county with a predominantly Hispanic population.

*"By partnering with Title V, our LEND trainees are able to access a great number of service learning opportunities, which allow them to demonstrate MCHB leadership competencies. Knowing their work is having a direct impact on the lives of children motivates trainees in a way that classroom activities never can."*

David Deere, MSW, MTh  
Arkansas Regional LEND Training Director

### Trainee Engagement



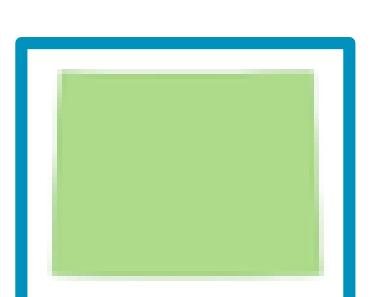
Oklahoma LEND trainees participate in practicum experiences with the Sooner SUCCESS program, which uses Title V and Medicaid funds to develop and increase the capacity of county-level coalitions aimed at helping families obtain needed services. They are exposed to the various state agencies (e.g. mental health, education, human services) through attending meetings and assist with conducting needs assessments.



*"I was paired with the Los Angeles County Department of Public Health team. We examined the cumulative impact of maternal depressive symptoms over time and its likelihood of associated reporting of developmental delay in the two-year old children by that cohort of mothers."*

Tamar Chorbadjian, DO, MPH, FAAP  
Former California LEND Trainee

### Mutual Learning



Colorado LEND trainees are required as part of their coursework to interview personnel from one Title V program and report back to their cohort. The program also engages Title V staff as seminar speakers and works with the state health department to deliver three webinars per year on relevant MCH topics, attended by Title V staff, trainees, and community members.

### Technical Assistance and Quality Improvement



Cincinnati (OH) LEND is engaged in a research project in partnership with county-level Early Intervention leaders that is focused on implementation of educational outreach in the areas of early screening, monitoring, and referral practices of rural pediatricians. This includes development and delivery of materials (e.g. an adapted version of the Bright Futures algorithm) that outline action steps to take when a child is suspected to be at risk for ASD/DD.

### Benefits for LEND

Increased likelihood that training curricula are relevant and responsive to trends identified by practicing professionals and public health leaders.

Meaningful opportunities for trainees to be engaged in systems change efforts; this facilitates real-time learning, serves as a platform for contributing their perspectives, and enables them to build their professional networks.

### Benefits for Title V

Increased access to expertise with respect to disability-specific content, as well as best practices for person- and family-centered clinical care, interdisciplinary teaming, and more.

Infusion of emerging leaders and new ideas into existing projects. Potential to incorporate strategic priorities and target populations into university research agendas and study designs.

LEND programs reported a total of 5,462 activities conducted in collaboration with Title V and other MCH partners between 2014 and 2017.

## Benefits for Communities

Development of service-oriented initiatives that leverage both the content expertise of LEND and the outreach capacity (particularly in traditionally underserved cultural communities) of Title V.

Close working relationships between LEND and Title V result in more effective, united leadership on state and local coalitions.

Better alignment between producers of research (i.e. universities) and potential beneficiaries (i.e. MCH populations).

## Challenges

Building relationships and sustainable collaboration opportunities, particularly during times of high Title V staff turnover.

Trainee availability to participate in Title V projects can be limited due to graduate coursework requirements.

Faculty cannot always travel or carve out time for stakeholder and advisory meetings.

## Acknowledgements

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