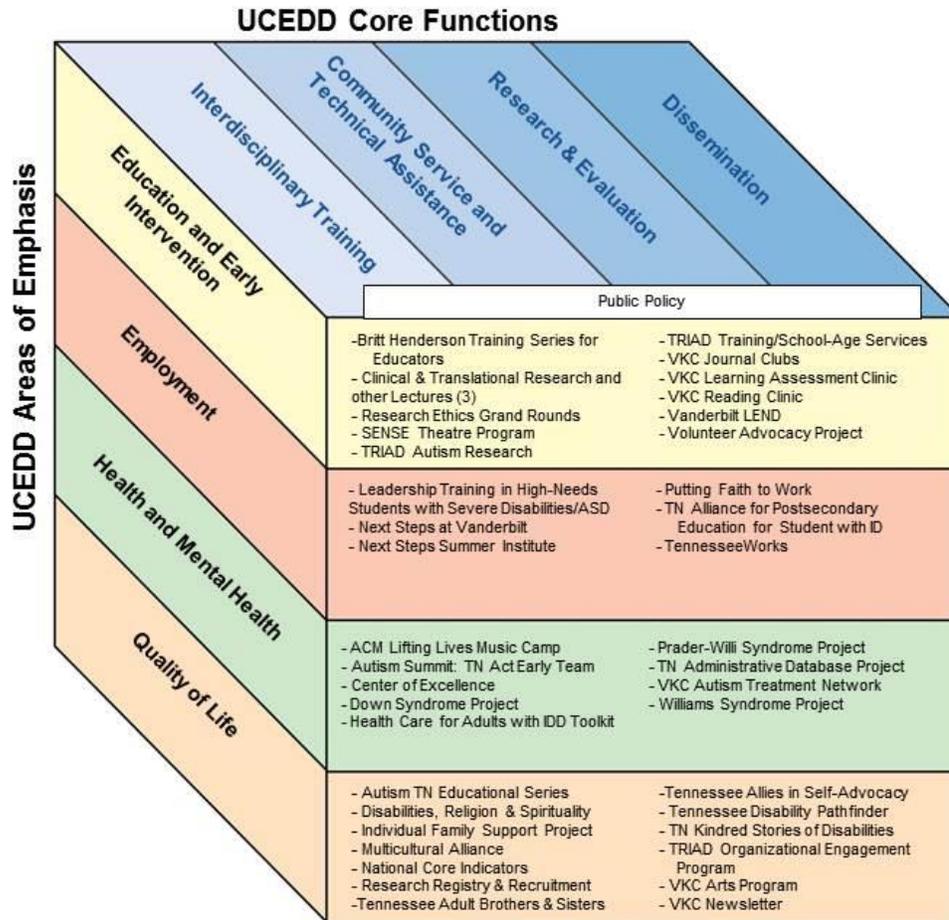


APPROACH

5-Year Plan

The goals of the proposed 5-Year Plan are directed at assisting individuals with developmental disabilities to attain well-being and to be independent, productive, and fully participating members of their communities. Meeting these goals will achieve outcomes and will reflect the values of the DD Act. The plan has measurable and attainable goals and objectives for each of the four core functions, the activities that support them, with a Workplan for Years 1-5. Goals, objectives, and activities address one or more areas of emphasis; address critical state needs based on needs assessments and CAC input; represent innovative programs; and will lead to enriched capacity in this state in developmental disabilities. Figure 1 depicts the framework of UCEDD activities by core functions and areas of emphasis, and summarizes the UCEDD mission and guiding principles adopted by our CAC.

Figure 1. UCEDD activities by core functions and areas of emphasis



Mission and Guiding Principles - Adopted by VKC UCEDD Community Advisory Council

To provide innovative leadership in education, research and discovery, interdisciplinary training and service to promote the independence, self-determination, community integration and inclusion of individuals with intellectual and developmental disabilities across the lifespan and to support their families guided by the following principles:

- Strength-based perspective and individualized services and supports
- Cultural and linguistic competence
- Systems improvement
- Public/private collaboration

May 2015

2016 - 2020

The UCEDD 5-Year Plan uses the UCEDD organizational structure and personnel as a base to expand activities. Organizationally, the VKC has greatly expanded its disability-related activities and missions. As the second of our nation's *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Centers (IDDRCs), the Center has operated as a

multidisciplinary research center for 50 years. In 2005, the Center became a UCEDD and in 2008 assumed responsibility for the Vanderbilt LEND training program. Thus, the UCEDD is uniquely positioned to integrate research, training, service, and dissemination.

Having the UCEDD within a large, multifunction disability organization has several advantages. We are unified both programmatically and in personnel. Researchers interact with service providers and individuals with disabilities and their families; trainees receive training in service and research; and dissemination cuts across research, training, and service. For example, the Center conducts cutting-edge autism research on early diagnosis, intervention, genetics, sibling behavior, and language development, which has grown hand-in-hand with model autism service and training programs and has informed State policies.

Interagency Collaborations and Strategies

The UCEDD collaborates with virtually all State of Tennessee departments and divisions that relate to children and adults with developmental disabilities, focusing on identified needs of common interest in improving outcomes. In Education and Early Intervention, we collaborate with the TN Department of Education, its TN Early Intervention System, and its Division of Special Populations, e.g., on autism training and intervention, and on transition from secondary education. Recent collaborations with the TN Department of Intellectual and Developmental Disabilities have focused on the UCEDD-led National Core Indicators Project, and on the IDD Health Care Toolkit and related training. Multiple State agencies are collaborators in the UCEDD TennesseeWorks project focused on improving employment outcomes, e.g., Department of Labor and Division of Rehabilitation Services, Department of Human Services.

Equally essential are collaborative relationships with other disability organizations, including The Arc Tennessee, Autism Tennessee, the Down Syndrome Association of Middle Tennessee, and the Tennessee Disability Coalition. All these organizations have been partners in training and educational events and in disability-related public policy initiatives.

VKC UCEDD Plan and TN Developmental Disabilities Network

The TN DD Network has four members: (1) VKC UCEDD and LEND in Middle Tennessee (Nashville); (2) University of Tennessee Boling Center UCEDD and LEND in West Tennessee (Memphis) and its Center on Literacy, Education and Employment (Knoxville—East Tennessee); (3) Tennessee Council on Developmental Disabilities (Nashville—Middle Tennessee); and (4) Disability Rights Tennessee (Protection & Advocacy; Nashville, Memphis, and Knoxville). We work independently and cooperatively to achieve shared goals of inclusion, independence, integration, productivity, and self-determination for Tennesseans with disabilities. For this proposal, we reviewed the needs assessments and plans of our Network partners. The Network directors meet monthly via teleconference. All four Network members are represented on one another's Community Advisory Committees (UCEDDs), Councils, or Boards.

All four network members have complementary goals, objectives, and activities in the areas of education and early intervention, employment, self-determination and self-advocacy, inclusion, and improving access to services for underserved populations. We collaborate on the shared goal of empowering persons with disabilities to exercise their rights, to access services, and to live independently. The Network shares the following objectives and activities: (1) promote employment of people with disabilities through TennesseeWorks and other activities; (2) promote diversity through the Multicultural Alliance and Camino Seguro efforts; and (3) support self-advocacy and self-determination working with People First of Tennessee, Tennessee Allies in Self-Advocacy (TASA) and Our Community Standing Strong (OCSS).

Finally, in line with the DD Act, our efforts aim to impact state systems and to increase capacity, advocacy, and self-determination by individuals with disabilities and their families. Our Public Policy Team considers how the UCEDD can best affect state and local policy.

Leveraging Public and Private Funds

As a UCEDD within the VKC, which also has federal funding as an IDDRRC (from NICHD/NIH) and LEND (MCHB/HRSA), we are strongly positioned to leverage UCEDD support. UCEDD funding is a mix of grants from federal agencies; the Tennessee Council on Developmental Disabilities; State agencies; and grants or gifts from foundations, businesses, and individuals. AIDD funds are primarily used to support the effort of key faculty and staff who manage and develop programs/projects, and coordinate core functions across goals/objectives.

The UCEDD receives annual funding from the TN Council on Developmental Disabilities and the TN Department of Education to support TN Disability Pathfinder (information and referral) and the Multicultural Outreach Project. Despite severe budget reductions in the State of Tennessee's budget in consecutive years, the UCEDD has received funding from the TN Department of Intellectual and Developmental Disabilities (DIDD) to support the Multicultural Outreach Coordinator position.

UCEDD autism-related training has varied funding sources. TRIAD has two 3-year contracts with the TN Department of Education to support autism-related training; one is specific to early childhood educators, and the other (the largest) is specific to school-age educators in all Tennessee counties; workshops for families are included. Most recently, TRIAD has received a large contract from the Tennessee Early Intervention System (TN Department of Education) to provide family-centered early intervention for families in Middle Tennessee.

The UCEDD receives grants from businesses, family foundations, and individuals, as the following examples illustrate. For 6 years, the Academy of Country Music Lifting Lives charitable arm has funded the UCEDD Music Camp for individuals with Williams syndrome, which includes research. In 2013, they increased their gift to also support a year-round program for young adults with intellectual and developmental disabilities, initially focused on employment opportunities in the music industry. For 6 consecutive years, the UCEDD has

received grants from the Dollar General Literacy Foundation to provide scholarships for students served by the UCEDD Reading Clinic.

5-YEAR PLANS FOR FOUR CORE FUNCTIONS

Interdisciplinary Preservice Preparation and Continuing Education

Evon Batey Lee, PhD, is UCEDD Training Director and Associate Director of the LEND. She plans and documents training experiences for UCEDD and LEND trainees. In the 2014-15 academic year, there were 27 UCEDD Long-Term trainees who were masters and doctoral students in multiple disciplines: special education, psychology, social work, and divinity. There were 21 LEND Long-Term trainees, including two Family trainees. LEND trainees were from multiple disciplines: audiology, deaf education, nursing, occupational therapy, physical therapy, psychology, special education, speech-language pathology, social work. Three Long-Term trainees completed both UCEDD and LEND program requirements this year.

Formal interdisciplinary training program. Preservice training is offered for a minimum of 1 year, although many UCEDD trainees remain for extended periods to complete their degrees. The program includes orientation to the UCEDD and LEND (as well as the IDDRC and TRIAD components of the VKC), identified programmatic competencies, and an individual training plan for each trainee developed by trainees in coordination with their faculty mentors. This individual plan includes the formal coursework, research training, and practicum experiences required to meet the students' graduate degree requirements. Beyond formal training experiences, trainees are encouraged to participate in projects in which they have special interest and which serve the UCEDD's core functions. For example, UCEDD trainees presented at community, state, and national meetings and co-authored articles in peer-reviewed journals; led sibling support groups; taught classes for the Next Steps postsecondary program for students with intellectual and developmental disabilities; tutored children in the UCEDD Reading Clinic; provided advocacy training to parents of children with developmental disabilities; located

resources for families through Tennessee Disability Pathfinder; assisted with legislative visits for Disability Day on the Hill; received conference travel and student awards from national advocacy and research organizations; and helped write UCEDD manuals or “Tip Sheets” on disability-related topics.

Trainees have numerous additional learning opportunities, including: 11 journal clubs (e.g., Down syndrome; Music and Brain seminar); Clinical and Translational Research in Intellectual and Developmental Disabilities series (6/year); lectures by national and international speakers (3-4/year); presentations on ethical, methodological/statistical, testing, and other DD issues (10-15/year); multicultural training (1-2/year); autism-related training (2-4/year); and an annual workshop on augmentative and alternative communication. Most lectures are videotaped and are available on-line via the VKC website.

All current UCEDD trainees are earning masters or doctoral degrees in their chosen fields of study. In addition, a number of the Special Education master’s students are receiving training and supervision to become BCBA’s (Board Certified Behavior Analysts), which will provide them with additional skills to serve special education students.

The UCEDD collaborates with other academic programs at Vanderbilt and with nearby universities to provide individualized or group disability training to graduate and undergraduate students from many disciplines at the intermediate level (40-300 hours).

Evaluations provide on-going feedback on trainee progress and attainment of goals and objectives. Long-term impact is measured via data collected in NIRS through surveys at 1, 5, and 10 years post-program completion.

Core curriculum. The curriculum is based on an interdisciplinary program of study and the individual training plan. Long-term trainees, who complete 300 hours or more, participate in the curriculum, which focuses on issues related to specific disabilities (diagnosis, screening, intervention); interdisciplinary collaboration; family-centered care; transition; cultural and

linguistic competency; service provision during the preschool, school-age, and adult years; family empowerment; disability resources at the community, state, and national levels; emergency preparedness; employment; legislation and policy; research; ethics; and life course development. Experiences include rigorous coursework in the trainee's specific discipline and interdisciplinary seminars, advanced clinical training opportunities, faculty/trainee projects, community visits, advocacy meetings, individual and group projects, and research activities. A family mentoring project pairs trainees with a family member of a child with a disability. Trainees may also work with Tennessee Disability Pathfinder, the UCEDD information and referral service, to obtain experience with intake assessments and locating family resources and supports. Pathfinder includes the UCEDD Multicultural Outreach program, whose team provides trainings in disability and cultural awareness in which trainees participate.

In addition to working with their respective faculty advisors, the UCEDD Training Director meets individually with each UCEDD long-term trainee at the beginning and end of the academic year to discuss their disability-related courses, research, practicum/teaching experiences, and UCEDD projects. The trainees also complete self-assessments during these meetings to chart their progress and to identify additional training experiences desired.

Diversity. Many UCEDD trainees have personal experiences with disability. Based on trainees' responses to the NIRS demographic form this year, 5 long-term UCEDD trainees reported that they themselves are a person with a disability, 2 are parents of a person with a disability, and 10 are family members of a person with a disability. Individuals with disabilities, siblings, and parents are active participants in planning, implementing, and evaluating training. They also serve as formal and informal faculty and trainers to other trainees.

We use several strategies to recruit as diverse a group of trainees as possible. To recruit persons with disabilities, we work with the CAC and DD Network partners. To recruit members of minority groups, we work with faculty at other institutions to promote diversity. UCEDD and

LEND trainees are from Belmont University, Meharry Medical College, Tennessee State University, University of Tennessee-Nashville--all serve to widen the recruitment pipeline for minorities within multiple disciplines: audiology, deaf education, dentistry, divinity, nursing, nutrition, occupational therapy, pediatrics, physical therapy, psychology, social work, special education, and speech-language pathology.

In Summer 2014, the LEND leadership team organized an *ad hoc* committee of LEND and UCEDD faculty and staff, faculty from Vanderbilt and Meharry Medical College (an Historically Black University), and other community partners to plan a strategy to recruit faculty and trainees from diverse populations. LEND Director, Dr. Tyler Reimschisel, designated Ms. Mabelle Thompson, a member of our LEND faculty and the Assistant Dean of Clinical Affairs and Director of Patient Services in the School of Dentistry at Meharry Medical College, as the Vanderbilt LEND Diversity Initiative Director. The VKC LEND was recently awarded an AUCD Interdisciplinary Technical Assistance Center (ITAC) grant to support diversity efforts. This will allow us to build awareness of the UCEDD/LEND program among underrepresented minority students who have been accepted to professional schools and to foster greater interest in the field of neurodevelopmental disabilities for undergraduates. In addition, a former UCEDD trainee is assisting with this diversity initiative by filming a video showcasing professionals from under-represented minorities who serve individuals with developmental disabilities.

The UCEDD's Multicultural Outreach Program provides cultural awareness training, information, and assistance to families with diverse cultural backgrounds. In Feb. 2014, our faculty and staff undertook a Cultural and Linguistic Readiness Self-Assessment to help determine UCEDD strengths and areas most in need of growth. Survey results provided a blueprint for strengthening the UCEDD's cultural and linguistic competency.

Continuing education. The UCEDD provides a rich environment for continuing education strengthened by similar activities in the LEND, IDDRC, and TRIAD. Maintaining professional

credentials: A variety of continuing education events provide professionals with continuing education (CE) credits or with certificates of completion. Physicians and psychologists receive CEs for attending the Clinical and Translational Research and workshops, e.g., Clinical Genetics for the Pediatric Health Care Professional; STAT-MD Training Workshop (autism assessment). ASHA (American Speech-Language-Hearing Association) and/or APA (American Psychological Association) CEs are available for annual workshops, e.g., Augmentative and Alternative Communication; Neuroscience and Education: The Connection; It's All About Language Expert Workshops [reading comprehension]; School Speech-Language Pathology Conference; Autism Diagnostic Observation Schedule (ADOS-2) Research and Clinical Training; Managing Intensive Intervention for Toddlers with Autism. Encouraging professionals to expand knowledge base and stay current: A large number of disability-related professionals receive UCEDD publications, e.g., monthly *Notables* e-newsletter and weekly *Monday Morning Message*, which covers current developments in disability research, services, and training and link to calendar of events. All events, numbering at least 40 per academic year, are open to professionals, e.g., Research Ethics series; Lectures on Development and DD; special lectures and community forums on autism, Down syndrome, Rett syndrome, language development, child maltreatment, reading comprehension, and psychological or behavioral assessments.

Roles of individuals with DD and family members. Individuals with DD and family members participate actively in all phases of interdisciplinary preservice preparation and continuing education. This includes contributing to needs assessment and identification of content, serving on the CAC and LEND Advisory committees, providing input and evaluation of training activities, serving as course instructors, and coordinating trainee participation in the family visitation program. Examples of experiences that will prepare UCEDD trainees to accommodate and to include individuals with DD and their families in their future work include teaching students with high and low incidence disabilities, providing advocacy training to

parents, job coaching transition age youth, and working with faith communities to develop more inclusive practices.

UCEDD participation in broader University academic programs. The UCEDD participates in broader University academic programs at Vanderbilt that prepare students and trainees for a wide range of social and community roles to contribute to inclusion of people with disabilities. UCEDD faculty holds appointments in departments within the School of Medicine, Peabody College of Education, and College of Arts & Science. They have students from various disciplines in courses and seminars. UCEDD faculty and staff give guest lectures and seminars in other Vanderbilt academic areas, e.g., to medical students; serve as faculty coordinator for Vanderbilt Best Buddies; teach classes in developmental disabilities in Pediatrics, Psychology, and Special Education; and disability education is included in the Medical School curriculum.

Table 3 presents Interdisciplinary Preservice Training’s goal, objectives, and activities.

Table 3 Interdisciplinary Preservice Training

Goal 1: Increase the number of interdisciplinary professionals who receive training in developmental disabilities.		
Objectives	Project Activities	All Quarters /Year(s)
1.1 By the end of each year, at least 35 interdisciplinary long-term trainees will successfully complete program competencies.	1. Continue to plan, conduct, and evaluate the interdisciplinary preservice training program.	1 – 5
	2. Long-term trainee preservice training will include recruitment, welcome orientation, individual training plan, faculty mentoring and evaluation, trainee recognition and certificates, evaluation, and long-term follow-up.	1 – 5
	3. Advisory councils will review the training program periodically and recommend appropriate revisions.	1 – 5
1.2 By the end of each year, at least 40 intermediate trainees will receive training in developmental disabilities.	1. Continue to plan, conduct, and evaluate program for intermediate trainees.	1 – 5
	2. Collaborate with other academic programs at VU/VUMC to provide individualized or group disability training to graduate and undergraduate students in a variety of disciplines.	1 – 5
	3. Advisory councils will review the training program periodically and recommend appropriate revisions.	1 – 5
1.3 Implement a plan to recruit a more diverse group of trainees.	1. Continue to assess and enhance efforts to become a more culturally competent organization that is supportive of a more diverse group of trainees.	1 - 5
	2. Continue consultation with diversity committee and	1 – 5

	support efforts to recruit trainees and faculty from under-represented minority (URM), development of video showcasing professionals from URM, and presentations to and service projects with undergraduates from URM.	
1.4 Provide trainees exposure to and experiences with families and people with disabilities across the lifespan.	1. Continue teaching and service projects with UCEDD trainees and Next Steps Students.	1 – 5
	2. Continue pilot phase and then implement Volunteer Advocacy Project – Transition (VAP-T) training with parents in Middle (Nashville) and West (Memphis) Tennessee.	1 – 2
1.5 Provide at least 20 continuing education and community training events annually on a variety of disability topics attended by at least 1,700 individuals.	1. Through the Henderson Training Series offer training to 100 educators.	1 – 5
	2. Offer TRIAD School-Age Services to provide training to at least 400 professionals.	1 - 5
	3. Through IDD Health Care Toolkit training, offer training to 500 physicians, nurses, psychologists and other health care professionals.	1 – 3
	4: Partner with the Vanderbilt Center of Excellence for Children in State Custody to provide 10 trainings annually for 500 people.	1 – 5
	5: MCH Videoconference series with LEND and Department of Health will offer 2 trainings per year to at least 60 individuals.	1 - 5
	6. Through Clinical & Translational Research lecture series, Journal Clubs, and other educational events, offer training to 50 health care related professionals.	1 – 5
	7. Through the Augmentative and Alternative Communication Conference, offer training to 60 individuals.	1 – 5
	8. In collaboration with Disability Rights Tennessee, offer training to 30 attorneys on Employment Law.	1 – 2

Community Services and Technical Assistance

Community Services and Technical Assistance are led by UCEDD Co-Director Elise McMillan, JD. As shown in Figure 1, the UCEDD currently directs or works with programs in all four areas of emphasis. UCEDD community training, model services, and technical assistance have six characteristics: (1) are innovative and use methods that promote inclusion; (2) address Tennessee and universal needs; (3) are evidence-based and replicable; (4) increase opportunities for diverse groups (see also Diversity section); (5) are accessible and responsive; and (6) have input from self-advocates and families.

Next Steps at Vanderbilt, the UCEDD postsecondary education program, illustrates these six characteristics of UCEDD projects. It was the first such program in Tennessee, designed after thoroughly examining other programs nationwide and visiting selected programs. An innovative feature is the recruitment and involvement of peer students, called “Ambassadors” to provide a circle of support for each Next Steps student. The program thus includes students with intellectual and other developmental disabilities and Vanderbilt undergraduates; many of the latter find the experience to be transformative, resulting in changes in majors and career directions. The program addresses a need for postsecondary education opportunities in Tennessee and the U.S. The program design reflects research on such programs and has been responsive to new opportunities, e.g., adding a Next Chapter book club, adding a community service component, and creating an alumni support group. Next Steps has an Advisory Committee of parents and Next Steps graduates. Next Steps has served as a replicable model for Tennessee postsecondary programs that have since been launched. The Next Steps Summer Institute provides a week-long residential experience for high school students considering postsecondary education; a replication manual will be disseminated shortly. The UCEDD is a leader in the Tennessee Alliance for Postsecondary Opportunities for Students with Intellectual Disabilities, promoting the growth of such programs, and successfully advocating with the Tennessee legislature to expand its lottery-funded scholarships to include eligibility for students in these programs.

Training and technical assistance to build capacity in collaboration with self-advocates and families. The UCEDD continues to provide community training to increase the capacity of state and community agencies to achieve components of the DD Act. Over 25 community trainings are held each academic year, with average attendance of 30-50 persons per event.

Programs are evaluate and revised as needed. Continuing education activities are open to the CAC and community stakeholders. Representatives from advisory councils and individuals with disabilities and/or their families regularly participate in all phases of the program.

In collaboration with the VKC TRIAD autism program and LEND, the Center will continue to offer STAT-MD to teach diagnostic consultation and screening procedures to pediatric medical providers. These 2-day workshops provide training in conducting autism-focused assessments for children 18-36 months. By providing a functional framework and assessment skills, physicians, who also receive CE credits, can accurately identify young children with ASD, thus expediting their entry into the Tennessee Early Intervention System. Other training endeavors build disability capacity among the state's physicians. In collaboration with the TN Department of Health, the Center will continue to provide monthly continuing education distance presentations to public health personnel statewide on agreed upon topics.

Collaborative CAC and DD Network partnerships. In all efforts, we include the CAC, Tennessee DD Network partners, and persons with disabilities and their families as full participants. At each CAC meeting, projects are discussed and examined; CAC members tour program facilities and interact with project faculty and staff; and CAC and UCEDD faculty, staff and trainees discuss the need for, nature and operations of each project. Individuals with disabilities and family members present at workshops, classes, and conferences; visit service programs; and participate directly in projects. In addition, we partner with statewide or Middle Tennessee family organizations, for example, Autism Tennessee, the Down Syndrome Association of Middle Tennessee, and The Arc Tennessee and its local chapters.

Finally, the UCEDD is deeply engaged in state initiatives involving other TN DD Network members or national initiatives. Examples include: Secondary Transition Project,

Statewide Task Force on Postsecondary Education for Students with Intellectual Disabilities, TN Disability Employment Partners, Person-Centered Planning (Department of Intellectual and Developmental Disabilities), TN Adult Brothers and Sisters (TABS), and the TN Autism Team.

Community-centered programming. As much as possible, the UCEDD delivers services or TA in the community (e.g., TNWorks Community Conversations on employment). Programs based at Vanderbilt often serve a training need (e.g., Reading Clinic tutors from Special Education). Other services (e.g., Tennessee Disability Pathfinder information and referral service) can be accessed in numerous ways--visiting, calling, e-mailing, or website. Most presentations and interdisciplinary seminars can be accessed via the VKC website during and after the event. For several programs (e.g., Volunteer Advocacy Project), one can participate in person at Vanderbilt or via a live web-feed at various locations across the state.

Diversity. UCEDD faculty and staff and the communities they serve are increasingly diverse in ethnicity/race and disabilities. Of the 64 UCEDD faculty and staff, 9 individuals are from diverse racial or ethnic backgrounds. The UCEDD employs 6 individuals with disabilities and 7 family members. As programs expand, we will add employees with disabilities or from diverse ethnic/racial groups.

UCEDD programs have expanded to better serve various ethnic and racial groups. Camino Seguro is a web-based database for Spanish-speaking families. In 2013-2014 the UCEDD completed the Cultural & Linguistic Readiness Self-Assessment (CLRSA) to assess the cultural readiness of its policies, structures, and practices that address cultural differences with an inclusive approach that promotes equity in services. The 5-Year Plan includes implementation of recommendations.

Emerging trends and needs. In responding to the state's emerging needs and trends, the UCEDD is aided by its many disability partners and activities. Consider, for example, recent changes in our Kindred Stories project. Historically, this project has used Vanderbilt and Belmont College undergraduate and graduate students to interview parents, siblings, and individuals about their experiences and service needs. Each year, resulting booklets are presented to Tennessee's state and national legislators to educate and to effect meaningful policy changes. Three years ago, we transformed this project to work more closely with our disability allies. In collaboration with The Arc Tennessee, students interviewed families who were on the waiting list, illustrating the needs of individuals with disabilities for The Arc's "End the Wait" campaign. Last spring, students interviewed parents of aging adults with disabilities, helping in the statewide effort to end waiting list placements for adults whose parents are aged 75 and above (TN "Aging Caregiver" bills; SB0017/HB0015). This Spring 2015, interviews focused on the use of natural or indirect supports by adults with disabilities and their families. This term's interviews are in collaboration with the TN Council on Developmental Disabilities's 6-state AIDD grant "Supporting families of individuals with disabilities: Communities of practice."

The Kindred Stories project sometimes includes a research component. We are highlighting the caregiving needs of families of offspring with Down syndrome, when offspring (in their late 40s and 50s) and/or their parents (in their 70s and 80s) often show aging-related health-functional declines. With the National Sibling Leadership Network (Research Director Dr. Meghan Burke is a former VKC UCEDD trainee), we are identifying characteristics of the natural supports used by families of adults who are of different ages and disabilities.

Table 4 presents the goal, objectives, and activities for this core function, which address all four areas of emphasis: *Education and Early Intervention, Employment, Health and Mental Health, and Quality of Life.*

Table 4. Community Service and Technical Assistance

Goal 2: Empower people with disabilities and their families and service providers by providing community service training and technical assistance.		
Objectives	Project Activities	All Quarters /Year(s)
2.1 Work with the Community Advisory Council to identify topics, target populations, and potential activities.	1. The Community Advisory Council will have regular opportunities to provide input into community training, service, and technical assistance activities.	1 - 5
2.2 Provide at least 10 community training events annually on a variety of disability topics attended by at least 1,000 individuals.	1. Conduct 10 sessions of TRIAD Families First to 300 family members and caregivers.	1 - 5
	3. Offer TN Disability Pathfinder community trainings.	1 - 5
	4. Through Disabilities, Religion, and Spirituality Program, offer trainings.	1 - 5
	5. Tennessee Adult Brothers & Sisters (TABS) to provide 2 community trainings to 15 individuals.	1 - 5
2.3 Provide training and technical assistance to five organizations and alliances annually	1. Provide TA to the Tennessee Postsecondary Alliance and other stakeholders on best practices in inclusive higher education.	1 - 5
	2. Provide TA and materials to the Tennessee Multicultural Alliance on support and services for individuals and families from diverse communities with intellectual and developmental disabilities.	1 - 5
	3. Provide training and TA to the Tennessee Allies in Self-Advocacy on developing strong self-advocacy networks in Tennessee.	1 - 5
	4. Provide TA and training to the Tennessee State Autism Team regarding supports and services for individuals with ASD and their families.	1 - 5
	5. Provide TA and training to the TennesseeWorks Partnership to provide best practices and resources on increasing employment opportunities for individuals with disabilities.	1 - 5
2.4 Develop trainings so that they are available in multiple formats and publicized beyond the disability community.	1. Offer multiple trainings by Adobe Connect and other on-line trainings.	1 - 5
	2. Make audio or video recordings of trainings available on the UCEDD/VKC website.	1 - 5
	3. Develop and implement marketing plan in collaboration with non-disability groups to promote events.	1 - 2
Goal 3: Support individuals with disabilities and their family members through direct clinical/model service, other direct/model service and model demonstration service.		
Objectives	Project Activities	Year(s)
3.1 Work with the CAC to identify programs, target	1. Based on impact and evaluation of UCEDD programs and projects, work with CAC leadership to develop regular CAC review of Tennessee’s emerging trends and needs.	1 - 5

populations, and potential activities that respond to the needs of Tennesseans.	2. Develop model demonstration projects based on CAC recommendations and availability of resources.	1 - 5
3.2 Provide service to 70 individuals through direct clinical/model service.	1. UCEDD Reading Clinic will provide services to 60 school-aged children with disabilities.	1 - 5
	2. UCEDD Learning Assessment Clinic will provide services to 10 children or young adults with disabilities.	1 - 5
3.3 Provide service to 3,500 individuals through other direct /model service.	1. ACM Lifting Lives Music Camp will serve 30 young adults with disabilities.	1 - 5
	2. SENSE Theatre Program will serve 30 children with and without disabilities.	1 - 5
	3. Next Steps Summer Institute will serve 20 young adults with disabilities.	1 - 5
	4. TN Disability Pathfinder helpline and email response (2,000 visitors/yr) and Camino Seguro will provide information on TN services, national resources.	1 - 5
	5. Vanderbilt Autism Resource Line will provide information dissemination on autism services to 1,400 callers/year.	1 - 5
	6. Provide 2 – 3 art exhibits per year serving 20 artists with disabilities	1 - 5
3.4 Provide service through model demonstration to individuals and families.	1. Serve up to 16 students with IDD in Next Steps at Vanderbilt.	1 - 5
	2. Conduct training through the Volunteer Advocacy Program-Transition for 20 family members.	1 - 2
	3. Conduct trainings through the Volunteer Advocacy Project for 50 family and community members annually	1 - 5

Research

The UCEDD Research core, led by Robert Hodapp, PhD, Professor of Special Education, has embarked on a series of applied disability studies that involve multiple projects and emphases. Such research is performed in partnership and collaboration with persons with disabilities, their families, and our many DD partner organizations and agencies. Participants are from diverse groups, and emphasis is given to involving those from culturally and linguistically diverse backgrounds.

Characteristics of UCEDD research. Our research has two main characteristics.

(1) Studies focusing on applied issues concerning people with disabilities. Although many of the 200+ members of the VKC IDDRC perform basic studies related to genetics or neuroscience, UCEDD research focuses on applied issues, especially as they relate to the

characteristics and needs of persons with disabilities and their families. Three examples illustrate this research focus. First, researchers collaborating with the TennesseeWorks employment project—and its 19 state agencies and disability partner organizations—are currently analyzing a large-scale survey of parent interests, needs, and perspectives toward future employment of their young adult with disabilities (Carter, E.W., Blustein, C.L., Rowan, J.L., Harvey, S., 2014) Second, working with the many members of the Tennessee Autism Team, UCEDD researchers recently submitted a paper that evaluates the “match” of child characteristics-needs to the specific services that Tennessee children with ASD actually receive (Goldman, Mello, Urbano, & Hodapp, 2015) in another study, we identified those services that were most lacking in the state’s rural, as opposed to non-rural, areas (Mello, Goldman, Urbano, & Hodapp, 2015) Third, researchers are examining both the short-term and long-term effectiveness of the UCEDD Volunteer Advocacy Project (VAP), now of 5 years’ duration. One study examined the degree to which the 40-hr (6- or 12-wk) VAP workshop graduates increased (from pre- to post-tests) in their knowledge of Special Education law, rights, and the IEP process (Burke, et al., 2015) a second related the motivations for volunteering among VAP graduates to their continued service as volunteer educational advocates in the years after program completion (Goldman, Burke, Mason, & Hodapp, 2015).

(2) *Increased participant input.* In recognition of how rarely participants are given the opportunity to provide input into the content and practice of most studies, UCEDD researchers now routinely address this need by (a) hiring as project staff individuals with intellectual disabilities, e.g., TennesseeWorks, or family members, e.g., IDD Health Care Toolkit, TennesseeWorks, Mindfulness-Based Stress Reduction Project, VAP; (b) performing focus groups (e.g., on health needs of individuals as we expand the IDD Toolkit); (c) leading 2-3 hour-

long community conversations with individuals and their families; e.g., both the Tennessee Autism Team and TennesseeWorks have held 6+ conversations in sites in East, Middle, and West Tennessee; (d) recruiting advisory boards or committees comprised of individuals, family members, disability organizations, and professionals who engage in conference calls, written feedback on materials, and meetings (e.g., VAP, VAP-T [Transition], Autism Team, TennesseeWorks, PSE Alliance); (e) inviting as training and workshop speakers the relevant members of these local or state disability organizations (e.g., VAP, VAP-T, TennesseeWorks); and (f) consulting with our CAC, local parent groups, and state DD organizations and agencies about various aspects of our projects (e.g., IDD Health Care Toolkit, TennesseeWorks, TN Autism Team, VAP, VAP-T, Disability and Spirituality Initiative). Though our researchers always obtain Institutional Review Board approval and informed consent, we routinely extend participant input in terms of what is studied; how to construct study materials and curricula; how to recruit participants; how the study should best proceed; and how best to analyze, interpret, write up, and disseminate study findings.

Other influences on UCEDD research. Two additional factors influence the direction of UCEDD research. The first involves VKC strengths in data management. Led by Richard Urbano, Ph.D., a developmental epidemiologist who is VKC IDDRC Epidemiology Database Director, we have a no-cost contract with the TN Department of Health to acquire the state's official birth, death, marriage, divorce, and hospitalization records, from 1990 to present. Leveraging private and federal support, we use these de-identified records to examine issues concerning race/ethnicity, family structure, and health among children with disabilities. We will continue population-based research studies, which also will include Vanderbilt Electronic Medical Records.

Second, UCEDD research will continue to involve collaborations with researchers in other parts of the VKC, in other Vanderbilt departments, and in other universities. UCEDD researchers collaborate with autism researchers in TRIAD on a variety of applied studies. We also collaborate on UCEDD-related research across Vanderbilt departments, particularly in Special Education, Psychology, Pediatrics, Psychiatry, Nursing, and Hearing & Speech Sciences.

Research infrastructure. UCEDD research benefits from the VKC IDDRC research infrastructure. The IDDRC has developed *StudyFinder* (www.kc.vanderbilt.edu/studyfinder), a database of VKC studies seeking participants searchable by categories (e.g., Down syndrome). The IDDRC and UCEDD collaborated with the Vanderbilt Institute for Clinical and Translational Research to add an IDD Sub-Registry to ResearchMatch, a national research registry; CAC members provided input into the questions constituting the IDD Sub-Registry. After extensive meetings and consultations within Vanderbilt, with other IDDRCs, and with the CAC and TN DD Network, we have been able to move forward in ways that increase participant recruitment and preserve the rights of potential participants. We will strengthen the ties of UCEDD research to StudyFinder and ResearchMatch over the next 5 years, as well as to DSConnect and other national research registries.

Recruitment, diversity, and expanding participation in research. The UCEDD will continue to emphasize recruitment of individuals with disabilities and family members to take part in research development, design, and implementation, including persons from culturally and linguistically diverse groups. UCEDD research benefits from the efforts of Lynnette Henderson, Ph.D., UCEDD Associate Director of Community Services and IDDRC StudyFinder Coordinator, as well as related IDDRC recruitment in schools and the community and the Vanderbilt Autism Research Registry. Flyers promoting VKC StudyFinder and ResearchMatch

are broadly disseminated. The UCEDD Multicultural Program has proven enormously helpful in connecting families in minority groups with research opportunities.

Table 5 presents the goal, objectives, and activities for the Research core function, which address all four areas of emphasis: *Education and Early Intervention, Employment, Health and Mental Health and, Quality of Life.*

Table 5. Research.

Goal 4: Conduct applied research, program evaluation, and analyses of public policy to improve the lives of Tennesseans with disabilities, their families and communities in the areas of health, individual and family supports, and service needs.		
Objectives	Project Activities	All Quarters /Year(s)
4.1 Continue examination of successful family/school interaction through VAP and VAP-T projects.	1. Continue examination of successful family/school interaction through VAP and VAP-T projects.	1 – 3
	2. Determine long-term efficacy of Volunteer Advocacy Program on graduates and on families served.	1 – 3
	3. Determine efficacy of VAP-T Program on parent knowledge and behavior and, ultimately, on offspring outcomes.	1 – 2
4.2 Examine issues related to children and adults with intellectual and developmental disabilities including Down syndrome and their families across lifespan.	1. Examine issues of family size, reproductive patterns, maternal ages, and parental divorce in families of children with Down syndrome.	1 - 3
	2. Study the relations between the health of children with Down syndrome and with spina bifida, and the health of their mothers.	1 – 4
	3. Examine effects of reading instruction for students with Down syndrome.	1 – 5
	4. Examine aspects of social functioning for individuals with Williams syndrome, including sociability, music, and relations to anxiety.	1 – 5
	5. Examine aspects of behavioral functioning in Prader-Willi syndrome, including the possible effects of pharmacological and/or behavioral treatments.	1 – 5
4.3 Examine issues related to functioning of individuals with autism and their families.	1. Study issues specific to young adults with autism as they transition from school to adult life.	1 – 3
	2. Study the provision of services of various types throughout the childhood years for children with autism.	1 – 5
4.4 Evaluate successful strategies that lead to employment and retention	1. TennesseeWorks conducts research in multiple rural, urban, suburban communities statewide	1 – 2
	2. Determine the perceptions of parents and offspring about the upcoming work lives of children with disabilities.	1 – 2

for youth and adults with intellectual and developmental disabilities.	3. Identify those parent, family, child, and experiential correlates that predict future employment outcomes using TN Longitudinal Data System.	3 – 5
4.5 Evaluate effectiveness of Tennessee programs as individuals move from segregated day services to community-based settings.	1. Collaborate with TN Dept IDD, TennCare, Arc TN re National Core Indicators data in TN.	1 – 5
	2. Partner with TennCare to inform development based on best practices of Tennessee’s Medicaid waivers to be provided by Managed Care Organizations.	1 – 5
4.6 Expand opportunities for research and evaluation through collaboration with VKC IDDRC and the national Intellectual and Developmental Disabilities Research Centers Network	1: Recruit potential collaborators at the Gatlinburg, AUCD, AAIDD, IASSID, and other conferences of disability researchers.	1 – 5
	2: Consult with colleagues at the other Intellectual and Developmental Disability Research Centers and other potential collaborators about expanding multi-site research projects.	1 – 5
4.7 Use StudyFinder and similar registries for research participation to help	1: Make StudyFinder and ResearchMatch optimally useful to individuals with disabilities/families.	1 – 5
	2: Work with Vanderbilt Down Syndrome Clinic, autism clinics and programs, VKC TN Disability Pathfinder staff, and parent groups (e.g., Down Syndrome Association of Middle Tennessee, Autism Tennessee) to determine the potential interests and scope of UCEDD research.	1 – 5

Information Dissemination

For 50 years as an IDDRC, the VKC has moved disability-related knowledge into practice through dissemination. Jan Rosemergy, PhD, UCEDD Dissemination Director, has 35 years’ experience in disability-related communications, expertise that greatly benefits UCEDD dissemination. Courtney Taylor, MDiv, UCEDD Dissemination Associate Director, has 9 years’ experience. In addition, the UCEDD dissemination team can access VKC IDDRC web and graphics expertise to assist with product design, web, social media, and accessibility.

Strategies for translating research into practice for communicating and facilitating replication of best practices in-state and out-of-state to diverse audiences. Because this UCEDD

is integrated with an IDDRRC, we are experienced with communicating research findings to promote evidence-based practices. An example illustrates our diverse strategies. Dr. Dykens conducted a federally funded 2-year study comparing two interventions to reduce stress and to promote well-being of parents raising or caring for offspring with developmental disabilities. Findings were published in academic journals. Dissemination staff reported study findings via a news release disseminated statewide and nationally, which resulted in an article in the *New York Times*. Dissemination staff worked with the research team to produce manuals for the two interventions (both were found to be effective), and announced the availability of the manuals, including through NIRS and the AUCD e-newsletter. Dissemination has proven so effective that numerous requests for training to implement the interventions have led to a workshop planned for Summer 2015. We also informed individuals, families, disability organizations about the study through VKC publications, which are disseminated broadly throughout Tennessee and nationally.

Resource for individuals/families, community, State agencies, and other provider/advocacy organizations. Because the VKC has a 50-year history in Tennessee and nationally, it has a well-established reputation as a trusted resource for reliable, current disability information. UCEDD activities and products are promoted broadly through (a) print publications, a comprehensive website, videos, social media, and community training events; (b) dissemination of news releases in collaboration with Vanderbilt News and Public Affairs; (c) TN DD Network members' publications and newsletters of TN disability organizations; and (d) NIRS and AUCD.

Variety of products to promote public awareness and UCEDD visibility. Products include tip sheets, fliers, brochures, guides, replication manuals, newsletters, websites, and videos.

Printable resources include products related to autism, education, health and development, family stories of disability, postsecondary education, religion and spirituality, research findings; and the UCEDD and specific UCEDD programs. Web resource categories help individuals, families, and others to easily access reliable disability-related organizations or resources.

Targeting a wide range of audiences. Individuals with disabilities and their families, including those who are culturally and linguistically diverse, are a primary audience. The UCEDD also targets professionally diverse audiences, with legislators as a top priority. Professional audiences include educators, early intervention providers, physicians and other health care providers, behavioral health providers, psychologists, psychiatrists; speech-language pathologists; direct support staff; disability advocates; librarians; faculty and trainees in varied disciplines, and university administrators; and the general public. For example, *Discovery* (print newsletter) and *Notables* (electronic newsletter) collectively are sent to over 15,000 subscribers within Vanderbilt, Tennessee, and the U.S. A growing audience is clergy and faith community leadership. Ms. Taylor is dissemination coordinator for the National Collaborative on Faith and Disability (14 UCEDDs), which grows the national reach to clergy. A focus on dissemination within all UCEDD projects creates opportunities to reach new and diverse audiences.

Dissemination to legislators. The UCEDD educates and disseminates information related to the purposes of the DD Act of 2000 to the Tennessee Legislature and to Tennessee’s Congressional delegation through a variety of methods on an ongoing basis. We disseminate *Disabilities—Federal and State Public Policy*, a tip sheet that provides information on developmental disabilities, describes the DD Network, and indicates ways that the Network can provide information and expertise to legislators. The UCEDD hosts an annual workshop “Educate to Advocate” for UCEDD and LEND trainees, self-advocates, the Vanderbilt

community, and the general public; video is available via website. It is planned by the UCEDD Public Policy Team (CAC, Arc TN, DD Council, and Disability Rights TN representatives).

The UCEDD Public Policy Team produces an annual booklet *Kindred Stories of Disability*, which is disseminated to TN legislators. The Team selects a topic relevant to current legislation and advocacy goals. CAC members and community partners help identify families to be interviewed by special education, divinity, and journalism students; and LEND and UCEDD trainees. Students and trainees report that this experience is of great value in understanding families' challenges and strengths. UCEDD Dissemination staff edit and produce the booklet, which is given to TN legislators at the annual "Disability Awareness Day on the Hill" and at the Federal Disability Policy Seminar in Washington, DC. Topics have included the waiting list for HCBS; employment; culturally and linguistically diverse family experiences. Families also can share stories on the UCEDD *Tennessee Kindred Stories of Disability* website, searchable by disability type, topic, county, age, and perspective.

To further educate legislators, a weekly email campaign was developed in coordination with the UCEDD and The Arc TN. A family story on the experiences of aging was sent weekly in an attractively designed email to educate legislators on the unique needs of aging caregivers, and to raise awareness about proposed legislation that would automatically qualify the HCBS waiver to people with disabilities on the waiting list who have caregivers over the age of 75.

VKC newsletters are sent to Tennessee legislators. UCEDD leaders work closely with Vanderbilt's Office of Federal Relations to provide information and expertise related to national disability legislation, and to coordinate visits by the Tennessee delegation. They work closely with the Vanderbilt Office of Community, Neighborhood, and Government Relations to follow disability-related proposed legislation and to provide relevant research findings and expertise.

Response to community requests and use of a variety of networks. Dissemination staff respond daily by phone and email to requests for information, and refer to UCEDD's TN Disability Pathfinder information and referral and to the TRIAD Vanderbilt Autism Resource Line. We are responsive to and share information with the TN DD Network, disability and social service organizations, and the national network of UCEDDs, LENDs, and IDDRCs.

Involvement of individuals with intellectual and developmental disabilities and families. In planning, writing, and disseminating products, the UCEDD seeks advice from persons with disabilities and family members in the CAC, the TN DD Network, and state and community disability organizations. CAC members make product suggestions and review drafts. TN DD Network partners are invaluable collaborators; for example, we have coordinated social media campaigns around such topics as Disability Awareness Month, employment, and DD Act anniversary. UCEDD and Network partners' social media followers have increased during these campaigns, spreading awareness about the UCEDD and its programs to new audiences.

Dissemination priorities. Dissemination objectives and activities are reviewed and implemented on an on-going basis. Priorities are set in consultation with UCEDD Co-Directors, Directors of core functions, CAC members, UCEDD faculty, and Directors of UCEDD projects. Dissemination is an element of all UCEDD projects. Based on needs assessments, CAC input, and disability organizations, dissemination staff collaborate with UCEDD project directors to develop products that address specific needs. UCEDD dissemination practices prioritize (1) universal design, (2) cultural accessibility, and (3) promotion of strengths and positive qualities.

Universal design. The UCEDD is committed to following universal design. Products are available in multiple formats to enhance accessibility, e.g., print, web-based, and audiovisual versions. The VKC/UCEDD website was redesigned with improved accessibility and is

continuously reviewed. Videos that highlight UCEDD activities are closed-captioned and transcribed as needed. From start to finish, individuals with developmental disabilities and families are consulted, to ensure that each product addresses needs effectively and is accessible.

Cultural accessibility. In planning, writing, and disseminating products, we consult with culturally diverse audiences through the UCEDD Multicultural Outreach Project, CAC, TN DD Network, TN Multicultural Alliance on Disability, and other disability organizations. We use multiple, flexible dissemination approaches, paying special attention to reaching individuals from culturally and linguistically diverse backgrounds, e.g., using Spanish radio and newspapers.

Promotion of strengths and positive qualities. In the development of UCEDD products, special attention is paid to topics that highlight the strengths and gifts of individuals with disabilities and that uphold principles of respect for all persons. UCEDD Co-Director Dr. Dykens has focused much of her research on positive characteristics of persons with disabilities and thus has influenced a work culture that prioritizes strengths and gifts as a starting place. UCEDD submissions for agency newsletters and professional journals have been focused on how people with disabilities should be known for strengths, not deficits. UCEDD Tips and Resources fact sheets promote integration and inclusion, focusing on the positive contributions that people with disabilities make to communities. Images and stories of people with disabilities participating and enjoying themselves illustrate products, websites, and social media posts.

Person-first language is used in all products and dissemination, and its importance has been the topic of several editorials that dissemination staff has submitted to newspapers and media outlets. We provide a brochure on person-first language when working with media.

Table 6 presents the goals, objectives, and activities for Dissemination core function, which address all four areas of emphasis: *Education and Early Intervention, Employment, Health and Mental Health, and Quality of Life.*

Table 6. Dissemination

Goal 5: Disseminate and increase access to information on services, training, research, and public policy that impacts Tennesseans with developmental disabilities and their families.		
Objectives	Project Activities	All Quarters /Year(s)
5.1 Disseminate and increase access to information relating to developmental disabilities statewide and nationwide through the national DD network coordinated by AUCD.	1. Submit 1-3 items each month to AUCD publications.	1 – 5
	2. Collaborate with TN DD Network and Community Partners to promote the values/objectives of the DD Act.	1 – 5
	3. Serve on planning committee and submit 1-3 items per year for Breaking Ground, TN Council on DD newsletter (4 issues/year, circulation 4,800).	1 – 5
	4. Collaborate with TN Council on DD to collect and share stories from self-advocates and families about access to formal and informal supports.	1
	5. Maintain TN DD Network website and related Network awareness materials and coordinate social media	1 – 5
5.2 Educate and disseminate information related to the purpose of the DD Act of 2000 to the Tennessee legislature and to Tennessee Members of Congress.	1. Disseminate VKC Discovery print newsletter and Notables electronic newsletter to legislators.	1 – 5
	2. Collaborate with VU Office for Federal Relations and coordinate visits to/by Tennessee Congressional delegation.	1 – 5
	3. Collaborate with the Vanderbilt Office of Community, Neighborhood, and Government Relations to follow DD-related proposed TN legislation and provide relevant research findings and expertise.	1 – 5
	4. Work with UCEDD Public Policy Team to produce and disseminate educational material for TN Legislature.	1 – 5
	5. Disseminate educational and policy alerts from TN disability organizations and AUCD.	1 – 5
5.3 In consultation with CAC, produce and disseminate culturally appropriate print and electronic materials including video and other non-print formats for a variety of purposes and audiences in multiple	1. Plan, conduct, and evaluate annual dissemination program.	1 – 5
	2. Produce/disseminate annually at least 3 large scale and 12 small-scale products in print and/or electronic formats.	1 – 5
	3. Annually, translate at least 2 products in Spanish or other languages of TN minorities. Work with leadership of minority populations to disseminate in collaboration with TN historically minority-serving colleges or universities.	1 – 5
	4. Report UCEDD activities in VKC Discovery print newsletter, circulation 15,000, and Notables electronic newsletter, circulation 13,000.	1 – 5

languages.	5. Use varied means of dissemination, including news releases and submissions to newsletters and social media of community, state, and national disability organizations.	1 – 5
5.4 Maintain, improve, and continue to develop new interactive, accessible web pages, databases, and social media for UCEDD service, training, and research programs.	1. Maintain and grow website. Support web development and other electronic communication for UCEDD projects.	1 – 5
	2. Maintain and grow database for dissemination (currently 24,300) community, statewide, and nationally.	1 – 5
	3. Monitor and analyze visits monthly to UCEDD web pages. Monitor Satisfaction Survey responses to improve functionality and TN outreach, and to maximize dissemination via UCEDD and TN Disability Pathfinder websites.	1 – 5
	4. Engage in social media (4-7 posts/wk) and evaluate engagement.	1 – 5
	5. Maintain and grow websites for National Collaborative on Faith and Disability (14 UCEDDs), Tennessee Allies in Self-Advocacy, Tennessee Postsecondary Alliance, and TennesseeWorks, and other projects as needed	1 – 5
5.5 Disseminate information through training and other educational events.	1. Provide communications and logistical support for 40 UCEDD and other VKC training or research events annually, averaging 30-100 persons per event.	1 – 5
	2. Share recordings of events through the VKC website, YouTube, and other social media.	1 – 5
	3. Provide and encourage use of template and informational PowerPoint slides on UCEDD and related projects in faculty and staff presentations to community	1 – 5
5.6 Provide information and referral related to developmental disabilities.	1. Provide information on research opportunities through StudyFinder website (10,000 annually), ResearchMatch IDD Sub-Registry, and helpline.	1 – 5
	2. Provide information on services and resources in Tennessee via the Tennessee Disability Pathfinder website (over 100,000 hits/year)	1 – 5
	3. Provide tools and resources for health care providers serving individuals with disabilities via the IDD toolkit website (17,000 user/year)	1 – 5
5.7 Support engagement of CAC members as UCEDD ambassadors to other organizations and networks.	1. Use private CAC Facebook group for sharing information and encouraging knowledge of and involvement in UCEDD activities.	1 – 5
	2. Develop UCEDD “Talking Points” and basic UCEDD PowerPoint slides to assist CAC members as they engage communities on behalf of the UCEDD; keep updated.	1 – 5
	3. Invite and engage CAC members in sharing their experiences and expertise through presentations and panels at UCEDD, other VKC, and community events.	1 – 5