

PARTNERSHIPS

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for effective social change

PROJECT PROFILES

2014

A University Center for Excellence
in Developmental Disabilities



A University Center for Excellence
in Developmental Disabilities

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Project Profiles

2014

From the Director

The UMKC Institute for Human Development (IHD) is an applied research and training center for human services. It exemplifies the University's goals by practicing engaged scholarship supporting research to practice so that people, agencies, and the community can reach their fullest potential.

Throughout the years, it has become increasingly apparent that by focusing on members of underserved populations, whether defined by gender, culture, or economic status, we can impact the quality of life for more members of our community.

We believe our work is most effective when we are able to successfully increase the self-determination, cultural awareness, and social capital of all of our citizens.

The UMKC Institute for Human Development is Missouri's University Center for Excellence in Developmental Disabilities (UCEDD). UCEDDs were created in 1963 by Public Law to serve people with disabilities through advocacy, capacity-building, and systematic change efforts. To best achieve this, IHD focuses its work on seven broad priority need areas: Health and Wellness Promotion; Early Childhood and Youth; Individual Advocacy & Family Supports; Adult Community Living; Aging and Developmental Disabilities; Interdisciplinary University Training; and Program, Organization, and Community Capacity Building. Every project at IHD falls into one of the above categories. While the projects may change, these priority areas stay constant. They serve to guide the larger vision of the Institute in demonstrating research to practice.

Briefly, the focus of the Institute for Human Development is to develop partnerships for effective social change.

We hope these profiles will provide a clearer understanding of the breadth of our work at IHD. We welcome your thoughts and questions. Please feel free to contact me at calkinsc@umkc.edu or by calling 816.235.1755.

Thanks,



Carl F. Calkins, Ph.D.
Director, UMKC Institute for Human Development
Professor of Psychology



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■ Developmental Disabilities Health Initiative (DDHI)

IHD Priority Area: Health and Wellness Promotion

Description: The Developmental Disability Health Initiative (DDHI) is a collaborative effort between UMKC-IHD and EITAS (Developmental Disability Services of Jackson County), and a number of community partners from the DD service, public health, and recreation fields. The overarching goal of this initiative is “**to change policies and practices that improve nutrition and increase physical activity participation among people with DD in Jackson County.**” The objectives for the DDHI are to: 1) identify barriers and assets to nutrition and physical activity and to recommend strategies for change designed to improve policies and practices at the organizational and broader systems levels; 2) Implement policy and practice changes within residential and day service providing agencies; and 3) Advocate for systems and community changes that support improved nutrition and physical activity by adults with developmental disabilities.

Project Contacts: George Gotto, 816.235.5334, gottog@umkc.edu
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Project Period: 2012-2015

Project Funding: \$41,583 (FY2014)

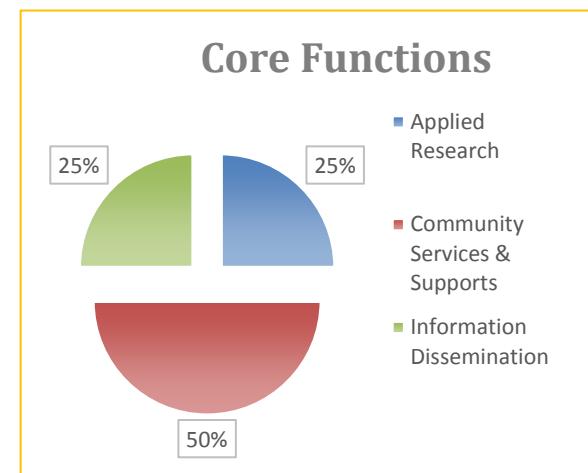
Funding Source: Health Care Foundation of Greater Kansas City

Core Functions

Applied Research: A comprehensive needs assessment was conducted in the first year. Using the results of the needs assessment, the Healthy Lifestyles Policy and Practice Review (HLPPR) Tool was developed. The tool is currently being tested with community service organizations that support people with IDD in residential and community settings.

Community Services and Supports: The institute faculty works closely with the project partners to develop and test materials.

Information Dissemination: Training and information materials are authored and disseminated. Additionally, a peer-reviewed article is currently under review.



Program Need and Historical Context

Environments have a major impact on health and practice of healthy behaviors. For adults with DD, research has shown that agencies providing residential and day services for adults with DD lack clear policies related to health promoting activities and do not adequately train or prepare staff to support healthy behaviors (Temple & Walkley, 2007; Frey et al., 2005). Research studies also indicate that negative support, discouragement, or being stopped by others are often barriers to physical activity for this group. These negative influences can reflect staffing constraints, protective responses, and personal preferences of people in support roles (Temple, 2009). Limits related to transportation, finances, accessibility, and inclusion in the community are also often-cited barriers to participation in health promotion for this population (Bodde & Seo, 2009).

Consumer and Community Involvement

The DDHI includes a Community of Practice (CoP) made up of 20 direct support organizations, parks and recreation organizations, and university partners. The purpose of the CoP is to create and test advocacy strategies that support implementation of the recommended policies and practices within these organizations. The diversity of viewpoints is a strength the group can use to forge new collaborations and find innovative

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solutions. The DDHI CoP will include a range of perspectives and models for supporting people with DD to make sustainable healthy lifestyle changes and choices.

Significant Project Activities and Outcomes

To date a total of 49 people who work at organizations that are participating in the DDHI have completed the Health Matters Assessment of Needs. The majority of these people (34, 70%) are from organizations that did not participate in the DDHI in Year 1. Preliminary results from the data show that those organizations that have participated in Years 1 and 2 are much more likely to offer health programs (13, 87%) than the organizations that have only participated in Year 2 (4, 12%). Those organizations that have participated in both years of the DDHI are also much more likely to have a wellness committee (11, 73%) than the organizations that began participating in Year 2 (1, 2.9%). Finally, the data demonstrate that the organizations that have participated in Years 1 and 2 of the DDHI are more likely to promote healthy eating (13, 86.7%) and exercise (10, 66.7%) using messaging in their building. The organizations that have only participated in Year 2 lack messaging that promotes healthy eating (5, 14.7%) and exercise (12, 35.3%). Five model sites from Year 1 made at least three changes in policy and practices after using the *Policy and Practice Review Tool* that was developed in that Year. Five out the six model sites made (or are in progress and waiting for approval) policy changes/additions to expect healthy practices of staff in their work supporting people with disabilities.

Type of Change	Site 1	Site 2	Site 3	Site 4	Site 5
Policy additions and/or changes	X	X	In progress	In progress	X
Job Descriptions/staff evaluation include health promotion	X				
Training for staff: cooking, healthy meal planning	X	X	X	X	X
Resource library	X	X	X		
Environmental Changes in office/company sponsored activities	X		X	X	X
Environmental changes in homes/programming	X	X	n/a	X	X
Exercise increase-# of people and frequency (staff and people with disabilities)	X	X	X	X	X

Institute's Role

- Co-facilitate strategic planning activities with participating organizations.
- Lead needs assessment and evaluation activities
- Serve as Liaison to community public health and recreation work group
- Provide technical assistance and support the development of training and products.

Products

The Healthy Lifestyles Policy and Practice Review (HLPPR) Tool will help community living support organizations to revise policies and practices that impact: (a) social supports that promote healthy lifestyles (i.e., available for clients and employees, promotional messages, wellness committee); (b) physical activity of clients and employees; and (c) healthy food choices of clients and employees.

2014

Evaluation of the Partnership for Hope (PfH) Medicaid Waiver Program

IHD Priority Area: Health and Wellness Promotion

Description: *The overall goal of this project is to assess the impact of the PfH Medicaid Waiver at the state, county, family, and individual levels. This project includes an in-depth examination of the impact of PFH on family quality of life as well an analysis of the statewide fiscal and economic impact of PfH funding in Missouri.*

Project Contact: George S. Gotto, Ph.D., 816-235-5334, gottog@umkc.edu

Project Period: 2012-2017

Project Funding: \$200,000 (FY2014)

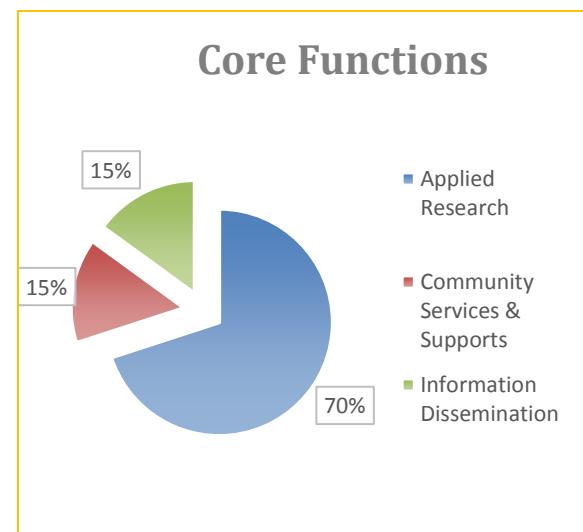
Funding Source: Missouri Department of Mental Health

Core Functions

Applied Research: In-depth interviews were conducted with professionals who direct and administer services through Partnership for Hope (PfH), individuals who participate in PfH, and families. Interview results guided the development of products to assist in service implementation and utilization.

Community Services and Supports: The Community Services Team work closely with the project partners and additional community agencies to assess several aspects of PfH to improve program efficiency and service quality.

Information Dissemination: User-friendly informational guides have been prepared and disseminated to professionals and families. Journal articles have been drafted for publication. Findings have been presented at national conferences. Quarterly and annual reports are produced and disseminated to stakeholders.



Program Need and Historical Context: In 2007 the Missouri Association of County Developmental Disabilities Services (MACDDS) received a grant from the Missouri Foundation for Health to study state Medicaid and Medicaid waivers with the goal of increasing access to needed services for individuals with developmental disabilities across Missouri. As a result of this study and recommendations, the Partnership for Hope Waiver (PfH) was created. PfH is funded through a partnership of the Centers for Medicare and Medicaid Services, the Departments of Mental Health and Social Services, and County Boards for Developmental Disabilities. As a unique program tailored to the needs of Missourians, an evaluation was necessary to assess efficacy of program administration and impact of the waiver at the state, county, family, and individual levels.

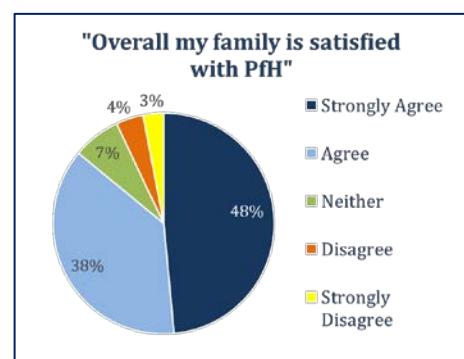
Consumer and Community Involvement: The research team assembled a steering committee, comprised of members who represent primary constituencies involved with the development, implementation, and evaluation of the PfH Waiver, to meet quarterly with the evaluation team and provide guidance and feedback on project activities.

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Significant Project Activities and Outcomes

- Conducted focus groups and interviews with 46 professionals, 32 family members, and 14 individuals.
- Retrospective or pre-/post- Family Quality of Life (FQoL) surveys are being disseminated to all PfH participants based on enrollment date.
- Results from the retrospective FQoL survey show a statistically significant difference in the “before PfH” Family Quality of Life (FQOL) score and the “after PfH” (FQOL) score.
- All five FQOL domains had a statistically significant increase in scores from “before PfH” to “after PfH.” Additionally, families reported very high overall satisfaction with PfH (Figure 1).
- Statewide economic impact evaluation of PfH expenditures using IMPLAN Group, LLC data and software (see Figure 2).

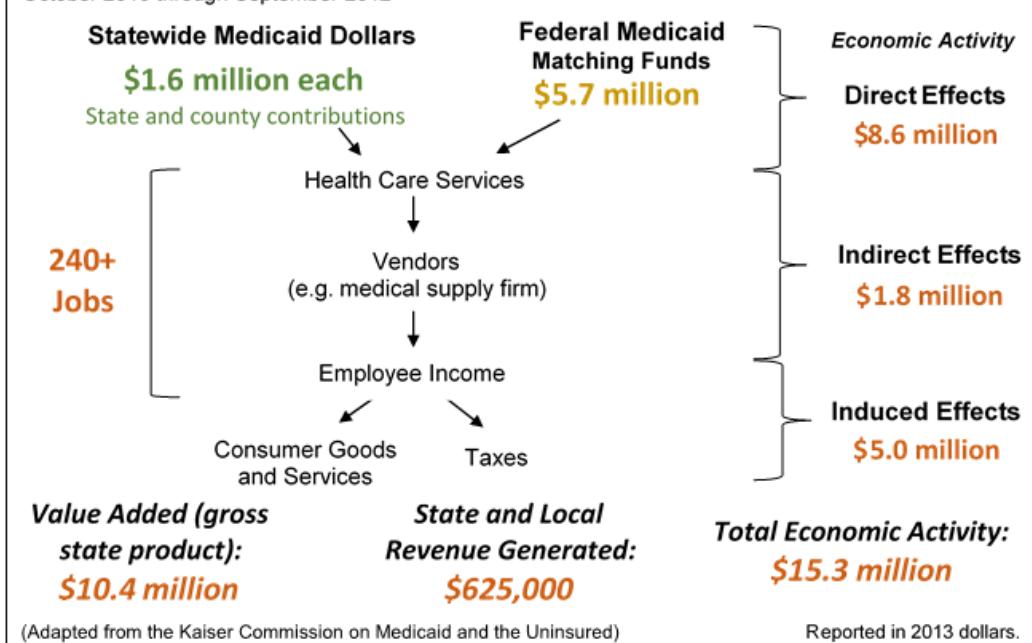
Figure 1



Products

- “Partnership for Hope: What is it and how can it help me?” is a user-friendly brochure for professionals, families, and individuals on PfH services and how to enroll.
- “What is the Partnership for Hope Medicaid Waiver? A Reference Guide for Professionals”—an in-depth, though user-friendly, guide to PfH for professionals
- 2 annual reports
- 7 quarterly reports
- 2 national conference presentations
- 3 peer-reviewed articles in progress

Figure 2. Flow of PfH Medicaid Dollars Through Missouri’s Economy: First 2 Years
October 2010 through September 2012



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iPad & iPhone Application for Prevention of Sexual Abuse of People with Developmental Disabilities

IHD Priority Area: Health and Wellness Promotion

Description:

The purpose of this proposal is to develop an iPad and iPhone application on Self-Determination and the Prevention of Sexual Abuse. This app will be designed for use by persons with disabilities, family members, and care providers. This app will be available and accessible to people that receive support from the Missouri DMH/DDD, as well as individuals in the community at large. Self-determination promotes the ability of individuals to make choices and decisions about their lives based on personal preferences and interests. This skill set is critical in the prevention of sexual abuse. In the population in general, girls have a one in four chance of being raped or abused by the time they turn 18, and boys have a one in five chance. The probability of persons with disabilities is estimated to be four times higher – about an 80% chance. Self-determination is the foundation of a framework to guide persons with disabilities, family members, or service providers on how to best self-regulate and solve problems that put them at risk.

In addition, the use of iPads and iPhones to facilitate training for persons with disabilities and/or their care providers is increasingly being found to be an effective medium. With the use of video, user-friendly audio, and written prompts, individuals with disabilities have addressed health issues, career choices, and employment preparation issues.

Project Contact: Cynthia Beckmann, 816.235.1758, beckmanncc@umkc.edu

Project Period: 2013-2015

Project Funding: \$70,000

Funding Source: Missouri Division of Developmental Disabilities, Missouri Developmental Disabilities Council, private funders

Core Functions

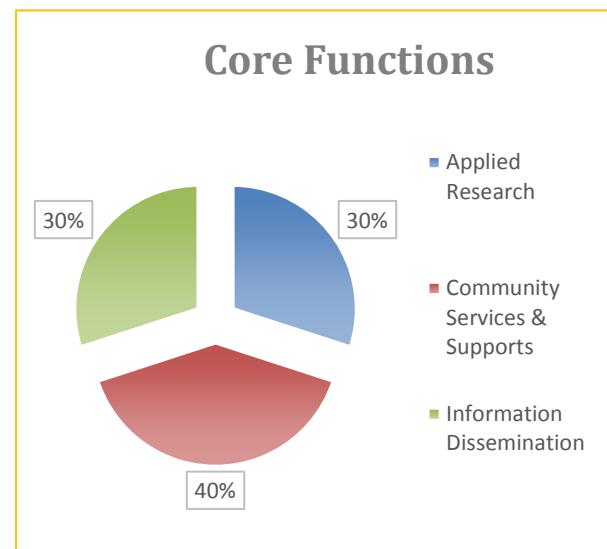
Applied Research: This app is grounded in a research-to-practice theoretical framework for self-determination. The app will be field tested prior to dissemination and an evaluation framework will be used to evaluate the effectiveness of this app. The material itself will be presented in ‘competency based instruction,’ with opportunities for the user to test their understanding of the material.

Community Services and Supports: This product will be used throughout Missouri communities, by individuals, family members, service providers, and professionals.

Information Dissemination: The app will be available free of charge to anyone who wants to use it. It will also be available through the IHD website.

Consumer and Community Involvement

This project has an advisory board consisting of members from state agencies, self-advocates, and community professionals, including experts from local agencies.



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Program Need

This app is predicated on the belief that we all can effect change in our lives. By becoming more educated about the issues, and by thinking through possible unsafe situations in advance, we can depend on ourselves and have a better chance of controlling what's happening to us. For individuals that have suffered abuse, the app provides resources and recommendations to help the individual move from being a victim to a survivor. Users will learn that abuse does not have to define the rest of their lives.

Significant Outcomes

- This app addresses a critical need for people with disabilities. By working through the app, individuals will gain a better understanding of self-determination and abuse and will create their own safety plan. While this app is not a solution to abuse, it provides the user with a very strong knowledge base.
- This app will be in three parts:
 - Part One material provides important introductory material, including how to use the app, self-determination basics, why this app is important and how it will help you live a safe life.
 - In Part Two, the user will learn about abuse, about healthy and unhealthy relationships, and about how to make decisions. The material in this section is from the ESCAPE-DD Curriculum, An Effective Strategy-Based Curriculum for Abuse Prevention and Empowerment for Adults with Developmental Disabilities.
 - Written by Ishita Khemka (Long Island University) and Linda Hickson (Columbia University) with contributions by Harriet Golden and Aikaterini Chatzistyli (AHRC New York City) and Carment Collado, Lisa Dille, and Gillian Reynolds (Columbia University).
 - Part Three consists of users creating their own personal safety plan to help them be strong and safe. Material also includes how to respond if abuse does happen to you.

Institute's Role

- IHD staff are coordinating the development of the entire project.

Products

- iPad and iPhone Application
- Training and dissemination materials

Kansas City Healthy Start

IHD Priority Area: Health and Wellness Promotion

Description: The Kansas City Healthy Start project addresses the issues of infant mortality, the elimination of health care disparities, and the improvement of the health of pregnant women, infants, and their families in Wyandotte County, Kansas and Jackson County, Missouri. Teams consisting of a Family Advocate and Family Support Worker, located at local community settings, assist women with case management, referral/information, and education. The case managers work with the women until the child is two years of age. The Dedicated Dads program connects fathers and men to community resources to help them become role models for their children and families. The Mother and Child Health Coalition of Greater Kansas City provides the consortium for the project and extensive training for consumers, providers, and professionals.

Project Contacts: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu
Melissa Newkirk, 816.235.6384, newkirkm@umkc.edu
Project Period: 1997-2014
Project Funding: \$86,670 (FY2014)
Funding Source: US DHSS, Division of Maternal and Child Health

Core Functions

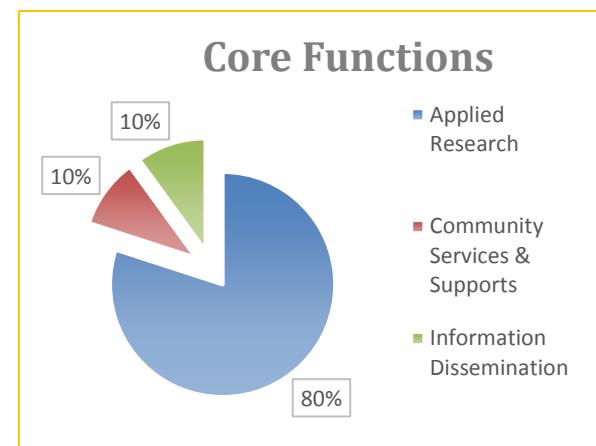
Applied Research: The evaluation of the project has been under the direction of the UMKC IHD faculty.

Community Services and Supports: Institute faculty serve on the management team and provide input into changes in the design and program development.

Information Dissemination: Institute faculty have developed many products that are used throughout the community, including Site Reports, survey instruments, evaluation summaries, poster presentations, and other materials.

Program Need and Historical Context

While infant mortality has improved over the past decade, there are pockets of areas where these statistics are quite high. In addition, racial disparity in statistics related to infant births exists, especially related to birth weight. Kansas City had unsuccessfully applied for a Healthy Start grant in 1992. When the new Request for Proposal was published, the Maternal and Child Health Coalition was approached to apply. UMKC IHD was asked to write the proposal. Most recently, continued program funding was awarded in 2009 (with the assistance of UMKC-IHD) for a 50year period.



Significant Project Activities and Outcomes

- Approximately 1,400 women and their infants have been served by this project. The birth weights and gestational age of these infants have been better than other infants born in the target area.
- Training has been provided to over 4,000 individuals per year in a wide array of topics from prenatal care to cultural diversity.
- Lower infant birth mortality, higher birth weight, and longer gestational periods were measured for infants of participants at the end of the first grant cycle, and continued assessments occur annually.
- The UMKC-IHD faculty worked with Kansas City Healthy Start staff to select a maternal self-efficacy screening tool and analyze results from implementation.

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Institute's Role

- Institute faculty wrote the original grant (1997) and the most recent grant (2014) and assisted with the development of all continuing grant applications and the competitive grant applications in 2000, 2004 and 2009.
- Institute faculty evaluated the project and reported the findings since the inception of Kansas City Healthy Start.
- Evaluated all training conducted for participants, staff teams, and community agency personnel.
- Assisted in the development of the mental health component.
- Revised the evaluation forms to be responsive to national and local priorities and to convert to a fillable PDF format.
- Institute faculty serves on the Kansas City Healthy Start management team.

Products

- Several successful grant applications
- Over 100 reports on training activities and other aspects of the program
- Annual Reports
- Five-Year Evaluation Report
- Seven Final Reports
- Three poster presentations for the Inter-Conceptional Care Collaborative Conference with corresponding handout for 2010 and 2011 annual conferences
- Yearly evaluation form binders and CDs
- Fact Sheets for distribution to legislators

Impact

System: *The local system has changed with the inclusion of the case management Family Advocate-Family Support Worker teams.*

Personnel: *Program staff and community agencies have built their capacity to serve pregnant and post-partum women and their families through the training provided.*

Leveraging: *The Institute wrote the initial and most recent grants and assisted with other grant development.*

2014

Safety First: Kansas City Collaborative to End Violence Against Women with Disabilities

IHD Priority Area: Health and Wellness Promotion

Description: This project is collaboration of the Institute, the Metropolitan Organization to Counter Sexual Assault (MOCSA), the Rose Brooks Center (a domestic violence service agency). The purpose of this project is to increase access to efficient and appropriate services for women with disabilities who are victims of sexual assault and domestic violence by improving the capacity of community organizations to provide services through cross-discipline collaborations.

Project Contact: Ronda Jenson, 816.235.6335, jensonr@umkc.edu

Project Period: 2011-2015

Project Funding: \$51,635 (FY2014)

Funding Source: US Department of Justice

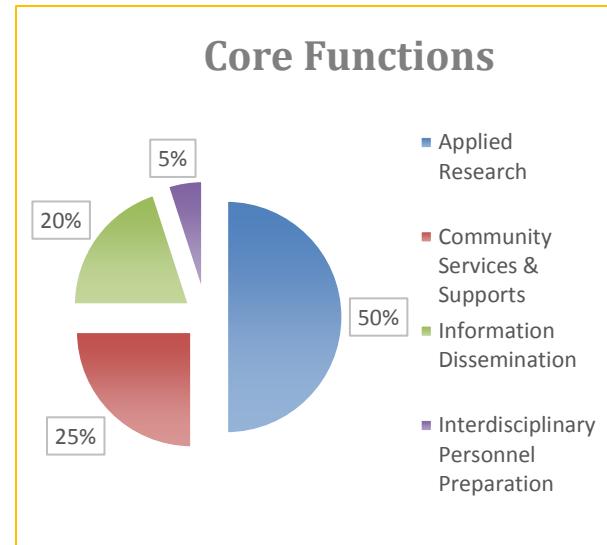
Core Functions

Applied Research: A comprehensive needs assessment was conducted in the first year. Using the results of the needs assessment, two tools were developed: Advocate Guide to Safety Planning; Accessibility & Responsiveness Guide. The application of these tools in community settings has been piloted, products are now in their second editions, and available to community disability service and victim services programs.

Community Services and Supports: The Institute faculty works closely with the project partners and additional community agencies to develop and test materials.

Information Dissemination: Training and information materials are authored and disseminated.

Interdisciplinary Personnel Preparation: Lessons learned as well as existing best practices have been infused into the curriculum for the Graduate Certificate in Leadership Studies.



Program Need and Historical Context

The vision of the Safety First Initiative is “*to change the mindset in the Kansas City metropolitan area resulting in a sustained collaborative response that provides culturally competent, respectful, accessible, empowerment based services to persons with disabilities who are victims/survivors of violence.*” Based on a needs assessment conducted by Safety First collaborative partners and our current work with victim and disability service providers, we have found women with disabilities continue to experience issues regarding believability; often a fear exists that authorities will not believe a victim because of her disability. Under-reporting of abuse among women with disabilities is common; this is due to several factors including preconceived attitudes and perceptions about people with disabilities as well as barriers associated with linguistic and physical access. Another barrier to accessing services is lack of knowledge among women with disabilities about agencies that provide victim services. Finally, there is a need to assure that women with disabilities have ongoing access to Safety Planning support and resources.

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In 2005, 608 women with a variety of disabilities were served through MOCSA and area domestic violence programs. Approximately 35% of these women were identified as having multiple (more than one) disability. Of these 321 were victims of physical abuse, 214 were victims of sexual assault, and 160 were stalking victims.

Consumer and Community Involvement

Through the years of the project, women with disabilities have been involved in workgroups, as co-presenters/trainers, and in an advisory capacity. Community agencies representing disability services as well as domestic violence services have also been involved in workgroups, as co-presenters/trainers, and in an advisory capacity.

Significant Project Activities and Outcomes

- Comprehensive community needs assessment conducted and a community strategic plan developed
- Development of training and educational materials or modules
- Trained more than 400 local service providers in safety planning for people with disabilities
- Conducted Accessibility & Responsive Reviews with 10 community organizations
- Presented findings at 8 national conferences
- Hosted 3 community forums bringing together disability and victim service providers for shared learning opportunities.

Institute's Role

- Facilitate the comprehensive needs assessment
- Preparation of information and training materials
- Assist with the development of a coordinated response and intervention system
- Lead training and presentations
- Provide technical assistance to community organizations

Products

- Community mapping of the current status, availability, and accessibility of services
- Accessibility and Responsiveness Review Tool and Scoring Guide, Second Edition
- Advocate to Safety Planning, Second Edition. English and Spanish versions
- Safety Planning Training Curriculum
- Picture-version Safety Planning Guide for women with disabilities
- Spanish versions of the Advocate to Safety Planning Guide

Impact

System: *Development of a community-wide coordinate system of response and intervention.*

Personnel: *Intervention and response personnel will gain increased knowledge and skills to better serve women with disabilities.*

Leveraging: *Federal monies were leveraged to support this project.*

2014

Creative Connections: Youth with Disabilities

IHD Priority Area: Early Childhood and Youth



Description: The Creative Connections project joins formal mentoring and creative workshops through its innovative arts-based mentoring approach. Creative Connections mentors are caring adults who want to mentor a young person with a disability and are open to participating in creative workshops each month with their mentees. Being good at art is not a requirement for either mentor or mentee, but the Creative Connections team will note that the mentees really shine in the creative workshops. It is about participation and process, and not so much about products. Creative Connections provides mentors with a natural context for building the relationship with their mentee by creating together. Research has shown that participation in the arts provides an effective context through which to form relationships and provide mentoring for at risk youth with disabilities.

The overall goal of this project is to develop, implement, and sustain an evidence-based mentoring program for urban at-risk youth with disabilities designed to reduce the influence of risk factors (e.g. lack of commitment to school) and increase protective factors (e.g. access to support networks). Additional outcomes include improved academic performance, access to community resources, and a decrease in the number of youth who offend/reoffend.

Project Contacts: Derrick Willis, 816.235.6438, willisdk@umkc.edu

Alexis, Petri, 816.235.5872, petria@umkc.edu

Project Period: 2012-2014

Funding: \$35,000 (FY2014)

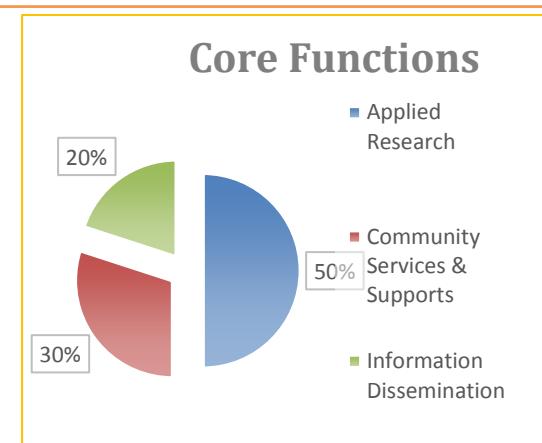
Funding Source: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Core Functions

Applied Research/Evaluation: The UMKC-IHD is responsible for creation of reporting instruments, tracking logs and surveys, data collection, and reporting. IHD trains project staff in the use of the tools, and produces annual reports of the findings. A final evaluation report will be generated from the data to support project reporting related to OJJDP performance measures and other associated outcomes.

Community Services and Supports: Creative Connections develops and enhances cross-system community networks and partnerships that embrace and respond to the needs of urban at-risk youth with disabilities. IHD's contributions to the project complement roles undertaken by its partners, including ArtsTech, Jackson County Family Court, and Storytellers, Inc. IHD utilizes a train-the-trainer model to equip ArtsTech staff to lead mentorship development activities.

Information Dissemination: IHD designed evidence-based curricula for Creative Connections mentor trainings, and produces annual reports. At the culmination of the project, IHD will develop an evidenced based toolkit of replication materials and resources including: Mentor Training Curriculum, Guide to Providing Family Support Resources, Guide for Infusing Mentoring into After School Arts Programs for Youth with Disabilities, and a



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Lessons Learned report. The purpose of developing these materials is to support replication by others within other regions of the state or country.

The project results and the replication toolkit will be disseminated through multiple means. One primary means will be through the development of a project website that will provide online access to the toolkit as well as other project information. In addition, information and products will be disseminated through meetings/conferences and publishing results through journals, newsletters, and other means.

Program Need and Historical Context

The target population served through this project is at-risk youth with disabilities ranging in age from 13 to 18 who reside in the urban core areas of Kansas City. At-risk youth with disabilities will include two distinct groups. The first group includes youth with disabilities who are directly referred to the program through the juvenile courts. This group includes youth with disabilities who have engaged in some form of delinquent behavior. The second group includes youth with disabilities who have experienced disciplinary actions in the schools they attend and are at risk for engaging in delinquent behaviors.

According to the 2010 Jackson County Family Court (JCFC), 66 of the 289 youth, or 23%, for whom a Social Assessment was completed had a diagnosed disability that included learning disabilities, behavior disorders, emotional disturbance, intellectual disabilities, autism, or other conditions. These numbers do not count the numerous other offenders whose disabilities have gone unreported.

Consumer and Community Involvement

To date, 45 mentor-mentee pairs have participated in Creative Connections in an ongoing basis. The mentors come from many career backgrounds, not necessarily the professional arts. Existing relationships with the following organizations play an important role in volunteer recruitment efforts and specialized mentor training: Crossroads Community Church, 100 Black Men of Greater Kansas City, Crossroads Arts District, Storytellers, Inc., a multimedia nonprofit artist group; the Downtown Council, Seton Academy, The Whole Person, KC, KS Community College, and Metropolitan Organization to Counter Sexual Assault (MOCSA).

Institute's Role

- Evaluation of MFP Demonstration Project outcomes
- Leadership in development and evaluation of a DSP training and credentialing system
- Monitoring changes in state funding and budgeting policies
- Providing feedback and information on methods to improve services and supports to MFP participants

Products

- Mentor Training Curriculum
- Guide to Providing Family Support Resources
- Guide for Infusing Mentoring into After School Arts Programs for Youth with Disabilities
- Lessons Learned annual and final reports

Impact

System: *Development of a new, replicable model for integrating traditional mentoring program models with an arts-based relationship building platform.*

Personnel: *An increase in personnel, staff and volunteer, with the knowledge and skills for providing leadership and mentoring of youth with disabilities.*

Leveraging: *Improved regional, state, and national access to evidenced-based mentoring models and programs through published reports, curricula, toolkit and website.*

2014

Cross-Site Evaluation for the AIA Demonstration Program

IHD Priority Area: Early Childhood & Youth

Description: Substance-abusing and HIV-infected mothers and their children are provided a broad range of social, educational and health-related services at 20 federally funded sites nationwide. The National AIA Resource Center delegated the cross-site evaluation responsibility to the Institute in 2002, in 2006, and extended it for another 4 years in 2010. The evaluation describes participants, co-occurring risk factors, program services, and changes in family outcomes over time, with the aim of assessing the overall impact of the 20 comprehensive funded projects.

Project Contact: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu

Project Period: 2002-2014

Annual Funding: \$150,000 (FY2014)

Funding Source: Children's Bureau, USDHHS through the National Abandoned Infants Assistance (AIA) Resource Center

Core Functions

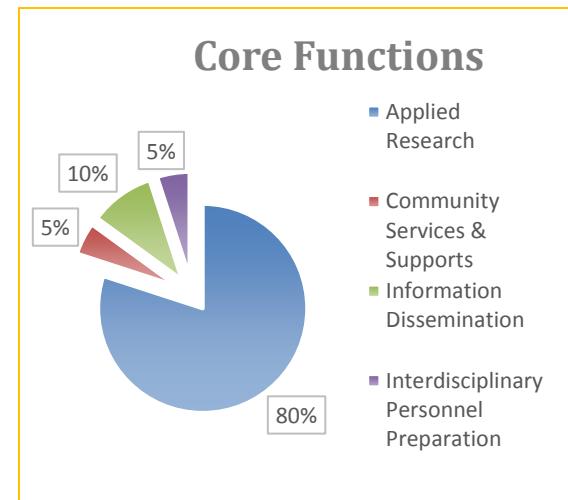
Applied Research: The Institute conducts a comprehensive descriptive study of the impact of 20 federally funded programs nationwide that serve families of young children affected by HIV and substance abuse. Institute staff members coordinate data collection across sites, analyze data, and report the findings.

Community Services and Supports: Institute staff provide evaluation consultation with grantee agency programs and their evaluation contractors.

Information Dissemination: Information is disseminated through annual grantee conference sessions, project kick-off meetings, and reports to the National AIA Resource Center. The Institute also sponsors and manages a listserv for project evaluators.

Interdisciplinary Personnel Preparation: Graduate students assist with data entry, data analysis, and report preparation.

Interdisciplinary students in the LEND Program receive information concerning this study.



Program Need and Historical Context

Since 1988, the Abandoned Infants Assistance Act has provided funds for research and demonstration projects to prevent the abandonment of infants and young children whose mothers experience challenges associated with HIV infection and/or substance abuse. The original purpose of the act was to reduce or eliminate the problem of boarder babies that often were staying in hospitals well beyond any medical necessity at a tremendous expense. Today the projects provide comprehensive services not only to mothers and their babies, but also to other family members who may be affected by substance abuse or HIV/AIDS issues.

Project Profiles

2014

Consumer and Community Involvement

Staff members from the local AIA project, the TIES Program, identify challenges posed by the current data collection procedures and instruments and offer suggestions for improvement. Other sites share protocols and forms that they would recommend for tracking program outcomes.

Significant Project Activities and Outcomes

- Establishment and ongoing maintenance of evaluator listserv
- Revision of cross-site evaluation data collection instrument for comprehensive programs
- Development of new data collection instruments for relative caregiver and recreation programs
- Determination of appropriate outcome measurement instruments for cross-site evaluation
- Development of annual plenary and evaluation workshops for each grantee conference
- Delivery of a Webinar for evaluators on culturally competent evaluation and a Webinar for Project Directors on an impact study of AIA projects

Institute's Role

- Serve as a member of the national advisory group to the AIA Resource Center, as well as a local task force, a consortium, and an advisory council that focus on this population
- Provide technical assistance and evaluation support to the 20 programs across the country
- Collect data from projects, analyze data, and disseminate the findings
- Provide consultation to evaluation and program staff for each of the grantees
- Maintain an evaluators' listserv
- Orient newly funded projects in a Kick-Off Meeting
- Plan and present the evaluation track at the annual Grantee's Conference

Products

- Annual Cross-Site Evaluation Reports for 2004 to 2014
- Executive Summaries of Cross-Site Evaluation Reports for 2004 to 2008
- Codebooks for AIA Data Collection Form
- Presentations for Grantee Conference Plenary Sessions and Evaluation Workshops 2003-2011
- Presentations for New Grantee Kick-Off Meetings in 2004, 2006, 2008, and 2009

Impact

System: *This project will evaluate the impact of federal funding of demonstration projects across the country serving families with young children affected by substance abuse and HIV. The findings will assist service providers and policy makers in determining the best approaches for serving this population, as well as other populations experiencing trauma and multiple challenges.*

Personnel: *Training opportunities for graduate and undergraduate students in data management and analysis exist.*

Leveraging: *This project was a direct outgrowth of Institute involvement with evaluation of the TIES Project in Kansas City, Missouri.*

2014

■ Early Childhood Comprehensive System

IHD Priority Area: Early Childhood & Youth

Description: *The purpose of this project is to improve early childhood outcomes throughout Missouri. Early childhood local stakeholder teams were established in 14 communities to initiate a replicable and sustainable statewide system infrastructure with the objectives of solidifying interagency relationships, building capacity through increased community awareness, and expanding/diversifying funding. A broad-based team revised Missouri's ECCS Plan and works closely with the Missouri Coordinating Board for Early Childhood for implementation. In 2013, a shift in purpose aims to help families become aware of and able to identify trauma and provide support and mitigate the impact through a collective community-based impact approach.*



Project Contact: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu

Project Period: 1997-2013

Project Funding: \$44,745 (FY2014)

Funding Source: Missouri Department of Health and Senior Services, with funding from DHHS Maternal and Child Health Bureau

Core Functions

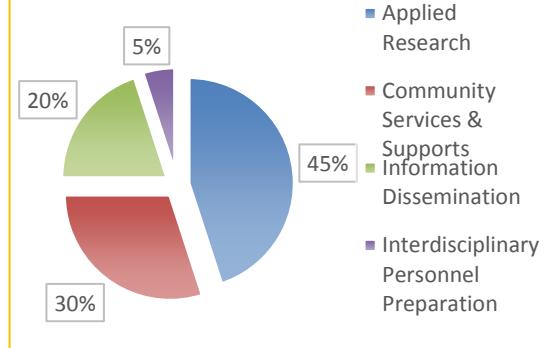
Applied Research: IHD conducted a process evaluation throughout the Planning and Implementation Phases in the development of ECCS. They develop and administer surveys of family members and planning participants to inform the planning and implementation process.

Community Services and Supports: IHD faculty facilitate Steering Committee meetings; provide technical support in redevelopment and revision of the ECCS Plan and related indicators; provide technical support to local communities in the development of a local infrastructure for ECCS; initiated the creation of local stakeholder teams that include Head Start and multiple other partners representing health, mental health, social services, and education; and collaborated with the Family-2-Family Resource Center in implementing a Family Leadership Clearinghouse to develop family leaders and place them in decision/policy-making roles.

Information Dissemination: A state plan and process evaluation were completed for dissemination. The Family Survey was published on the state website for family participation. IHD participated with the MO Department of Health and Senior Services in presenting the plan to leaders of the state agency and other key organizations. IHD faculty authored a community development manual, toolkit, and stakeholder team profiles. They established a site for statewide online collaboration and gave presentations to state and local groups on the ECCS initiative, the planning process, and the resulting plan. IHD hosted 4 statewide summits.

Interdisciplinary Personnel Preparation: Interdisciplinary students in the Leadership Education in Neuro-developmental and Related Disabilities (LEND) program were informed of the ECCS project through their Director and other staff who participated in the planning process.

Core Functions



Program Need and Historical Context

- This initiative responds to the need for a more comprehensive, integrated, and statewide approach addressing the needs of young children.

Project Profiles

2014

- Disparities in the delivery of maternal and child health services have been noted in Missouri, particularly with regard to differences associated with level of income, education, race, and geographic location.
- Approximately 15,000 Missouri children have limited English proficiency; 38% of Missouri's young children live in poverty; 89,000 have no health insurance; and 21% have not been immunized. Eight percent of infants had low birth weight, and infant mortality in Missouri was 17%.
- The availability, affordability, and quality of adequate child care services for families vary throughout the state. Missouri Head Start programs serve 45% of income-eligible children and Early Head Start programs serve 5% of income-eligible families of infants and toddlers.
- 21% of children entering kindergarten were assessed to have below average school readiness skills.
- Of the 2% of infants and toddlers eligible for special education services in Missouri, no provider of recommended specialized services was available for 356 of the children, particularly in rural areas.
- Many obstetricians, pediatricians, and public health nurses trained in Missouri are ill-equipped to address maternal depression or children's mental health needs.

Consumer and Community Involvement

- Assist communities in developing stakeholder teams to address the needs of young children
- Form a Family Leadership Clearinghouse with the capacity to measure leadership competencies and link family leaders to training and leadership opportunities.
- Assisted in recruitment of families with young children for Family Conference.

Significant Project Activities and Outcomes

- Development of ECCS Plan endorsed by the Governor and representatives from all relevant state agencies
- Completion of process evaluation of Planning and Implementation Phase
- Establishment of 14 community early childhood stakeholder teams

Institute's Role

- Design and administer survey of Missouri families and planning partners
- Provide technical support in development of state plan and federal grant applications
- Provide technical support in development of local infrastructure for ECCS
- Member of the ECCS Steering Committee

Products

- Evaluation Surveys and Evaluation Reports
- *Missouri's ECCS Plan: Shared Goals for Families, Schools, and Communities to Support Young Children*
- *Early Childhood Comprehensive System Community Stakeholder Team Manual and Toolkit (2012)*

Impact

System: *Partners at the state and local level expand their knowledge of early childhood issues in Missouri, which aids in selecting strategies to enhance the lives of Missouri children. Communities consider local needs and priorities in selecting strategies consistent with the ECCS Plan. New local partnerships emerge.*

Personnel: *This plan promotes integrated professional development; improved personnel training; and more coordinated services and supports for families of young children.*

Leveraging: *The project leveraged Planning Phase funding to receive Implementation Funding. ECCS initiative was done in tandem with the Governor's Office Children's Services Commission work to develop a Coordinating Board for Early Childhood. The ECCS initiative leveraged funding with the Missouri Head Start-State Collaboration Office to fulfill local infrastructure development and leveraged effort with an existing Memorandum of Understanding Task Force. The model for community development was adapted from an Office of Head Start Innovation and Improvement grant awarded to Missouri.*

2014

First Steps Early Service Coordination Study

IHD Priority Area: Early Childhood & Youth

Description: The Missouri Department of Elementary and Secondary Education requested support to more accurately set parameters for caseload size and configurations of service coordination that would be allowable in new bids for the System Points of Entry (SPOE) sites for regional oversight of the First Steps Program (Part C for MO). The information was collected through mixed methods that took into account the existing infrastructure, workload, effectiveness, and efficiency of service coordination.

Project Contact: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu

Project Period: 2012-2013

Project Funding: \$24,600

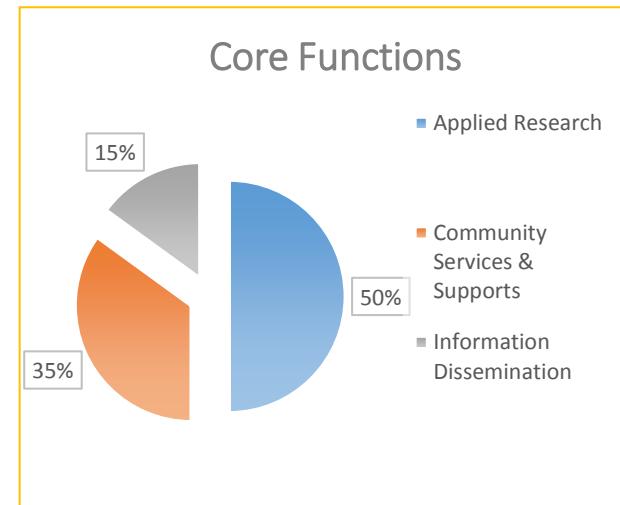
Funding Source: Missouri Department of Elementary and Secondary Education

Core Functions

Applied Research: In the determination of recommendations for caseload size, IHD faculty compiled information from the First Steps database, SPOE documents, interviews, and observations of service coordination activities. IHD faculty employed mixed methods in this review of existing materials and collection of new data to provide evidence-based rationale for decisions about service coordination in Missouri's First Steps program.

Community Services and Supports: An underlying principle in the data collection process was the recognition of diversity in families, in communities, in regions, and in the appropriateness of intervention responses based on these differences. Grounding the study in on-site observation and interaction in three diverse SPOE regions of Missouri enriched the presentations and discussions and strengthened the applicability of the findings.

Information Dissemination: The content of the materials developed by IHD faculty was finalized with DESE and developed into a collaborative presentation with another contractor that gathered service coordination information comparing Missouri to other States. Interactive discussions during the presentation and during a later State Interagency Coordinating Council meeting further enhanced the usefulness of the service coordination study.



Program Need and Historical Context

The Missouri Department of Elementary and Secondary Education, while preparing to develop new contracts for the System Points of Entry (SPOEs) for regional oversight of the First Steps Program (Part C for MO), requested support to more accurately set parameters on caseload size and configurations of service coordination that would be allowable in response to SPOE contract bids.

Consumer and Community Involvement

IHD faculty attended home visiting meetings and service coordinator meetings in the process of collecting relevant information to inform the study.

Project Profiles

2014

Significant Project Activities and Outcomes

IHD provided an in-depth review of three SPOE regions by reviewing existing documents, conducting interviews of service coordinators and SPOE Directors, observing the data entry and home visiting processes, and retrieving First Steps data to identify the infrastructure and workload of each identified SPOE. Compilation and analysis of the data resulted in the provision of an overview/summary of the SPOE infrastructure and workload for the service coordinators in each region researched. It will also resulted in a recommendation to the Office of Special Education as to the appropriateness of the Missouri caseload size/range of 40 to 60, taking into consideration the current infrastructure and workload of service coordination within First Steps. The presentation provided numerous additional recommendations regarding the effectiveness and efficiency of various SPOE operations, with specific consideration given to the nature of service coordination in rural versus urban areas of the state, intake versus ongoing caseloads, the use of data support staff to provide assistance to the service coordinator, the frequency/length of home visits and the amount of data entry in the electronic record system. The and supporting documentation, final integrated presentation, handout materials, and interactive discussion with the other collaborating contractors culminated with an overview/summary and recommendations to inform the service coordination policies and procedures for First Steps.

Unusual Features

Among the unusual features of this project are the mixed methods of data collection and the opportunity to use these to inform the process of setting parameters for state contract bids.

Products

- *Interview questions and protocols*
- *Supporting documentation*
- *Final presentation with handout materials*

Inclusive School Community Project

IHD Priority Area: Early Childhood and Youth

Description: This project is a collaboration between the Missouri Development Disabilities Council and the UMKC Institute for Human Development (IHD) to improve outcomes for students with disabilities in inclusive educational settings. The overarching goal for this project is to increase the number of students with intellectual/developmental disabilities by 20% receiving an inclusive education more than 80% of their day through a focus on general education and special education teachers.



Project Contacts: Ronda Jenson, 816.235.6335, jensonr@umkc.edu
Project Period: 2013-2016
Project Funding: \$452,017
Funding Source: Missouri Development Disabilities Council

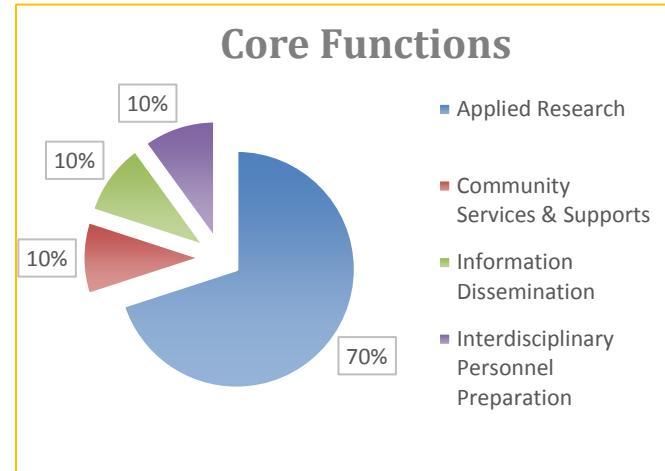
Core Functions

Applied Research: The Institute has developed a system for teachers that addresses inclusionary practice and works to strengthen class membership, social-emotional and academic progress and enriched participation. This is accomplished through a framework of professional development, individualized coaching, and implementation quality observations.

Community Services and Supports: This statewide project involves general and special educators in local education agencies who teach in inclusive settings. Parent perception of their child's quality of time spent in an inclusive classroom is also a critical variable in this project.

Information Dissemination: This project utilizes a variety of training and information materials that are delivered in a variety of formats, including person-to-person, virtual, and on the project website. In addition, parents and school administration will receive information on the project.

Interdisciplinary Personnel Preparation: Training for general and special educators is the purpose of the project. Using the professional development materials developed by the IHD, regional special and general educators will implement specific effective practices in their classrooms and will engage in follow-up coaching to improve implementation fidelity and quality. Additionally, the teachers will attend 2 shared learning days each year in addition to the 6 days of individualized coaching. There will be an emphasis on collaboration between general education and special education teachers in order to produce a supportive classroom context.



Program Need and Historical Context

Missouri's special education placements for school-aged students with disabilities has shown minimal increases in the percent of students being educated with their nondisabled peers. The state target for 12-13 of children with IEPs inside the regular class 80% or more of the day is 59.5%. To meet this target, there is a robust need for improving inclusion in schools. The inclusive context should be grounded in evidence-based

Project Profiles

2014

research related to improving instructional practice. Quality placement decisions and least restrictive environments are emphasized in a variety of ways, and the Missouri Developmental Disabilities Council aims to advocate for and build capacity to increase the number of youth with developmental disabilities who receive inclusive education that results in an increased sense of belonging and sense of class membership. The ISCP is working to meet this. Thus, the Institute will work to provide the resources and training on evidence based practices and strategies for improving performance children with IEPs inside the regular class 80% or more of the day is greater than 59.5%.

Consumer and Community Involvement

Involvement of family members informs and reinforces inclusion efforts by helping to maximize resources and facilitate responses to student needs. Partnerships between teachers and parents of children with disabilities can be valuable ingredients in efforts to design and implement a meaningful placement. A framework in which parent-teacher partnerships are placed at the optimal end of a continuum of parent involvement and parent support will increase parent perception of their child's placement. Parent perception surveys are in creation to determine pre/post perception of their child's placement in an inclusive classroom as well as setting the stage for parent-teacher partnerships.

Significant Project Activities and Outcomes

During the 2013-2014 academic year,

- 10 general education teachers and 8 special education teachers representing 4 districts received training through the ISCP.
- 2 comprehensive professional development learning packages were developed.
- A classroom observation scale and three levels of surveys were created.
-

Institute's Role

- The Institute is the lead in developing the professional development content and implementation practices.
- The Institute builds the website for enhancing professional development and communication.
- The Institute provides ongoing expertise and support through the implementation stages.
- The Institute leads the trainings for educators.
- The Institute develops the measurement tools for other constituents – parents and school administration.

Products

Professional Development Learning Packages: Academic Conversation and Deep Instructional Collaboration.

Observation of Classroom Checklist

Perception Surveys

Inclusive School Community Project website

Impact

Systems Change: *Effective inclusion principles and practice are deepened at the school level through educator practice, social and academic inclusion and powerful and enriched participation.*

Personnel: *Statewide professional development for general and special educators.*

Leveraging: *State monies were leveraged to support this project.*

2014

Kansas City Summer Transportation Institute

IHD Priority Area: Early Childhood & Youth

Description: *The goal of the Summer Transportation Institute is to create a national model for the inclusion of high school students with disabilities within the National Summer Transportation Institute system that results in an increase in the number of students with disabilities pursuing transportation related careers. Summer 2014 is the eleventh year of this Institute in Kansas City.*



Project Contact: Derrick Willis, 816.235.6438, willisdk@umkc.edu

Project Period: 2003-2014

Annual Funding: \$55,000 (FY2014)

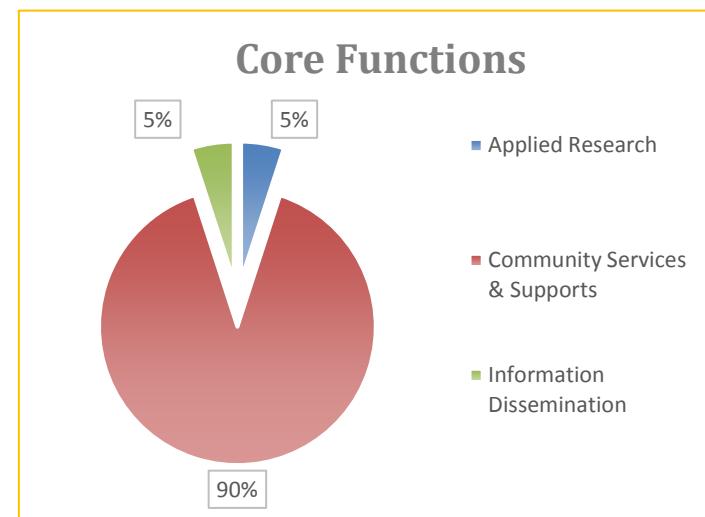
Funding Source: Federal Highway Administration

Core Functions

Applied Research: The Institute for Human Development measures the effectiveness of the KCSTI pipeline program. Students will be tracked to determine if they chose a career in the transportation industry

Community Services and Supports: Students with and without disabilities participate in a four-week institute that exposes them to career opportunities in transportation. During the four-week institute the students have the opportunity to meet transportation professionals and explore career opportunities in four modes of transportation; water, land, air and safety. The institute includes self-discovery activities designed to enhance teamwork, leadership, and provide students with an introduction to college life. Students also participate in academic learning through experiment-based and individual research projects.

Information Dissemination: Students and their families are provided information on educational services offered on campus, mentoring opportunities and internships in the field of transportation.



Program Need and Historical Context

In support of the New Freedom Initiative, the U.S. Department of Transportation, Federal Highway Administration, set as one of its strategic goals the implementation of recruitment strategies to encourage more people with disabilities into the transportation field. The Institutes are designed to address critical workforce needs in the transportation industry through career education that encourages secondary school students to consider related courses of study. This program is designed to support high school students with disabilities to participate alongside peers without disabilities in Institutes, and increase the number of people with disabilities entering transportation related careers.

Project Profiles

2014

Consumer and Community Involvement

- This project targets 9th, 10th, and 11th grade high school students with a wide variety of disabilities within the greater Kansas City area who are interested in careers in the transportation.
- The graduates and their parents assist in the recruitment of future students.
- Presentations are given to community-based organizations to increase the awareness of the program.
- Selected students attend a four-week Institute that exposes them to college life and assists them in exploring transportation-industry career opportunities.
- Local transportation organizations volunteer staff time to do planning, host students during field trips and make presentations to the students

Institute's Role

- Develops annual grant proposals and manages the development, administration, and delivery of Transportation Institute courses
- Evaluates effectiveness of the project by conducting satisfaction evaluations of consumers, community organizations, and parents/family members
- Recruited faculty and students to participate in the program

Products

- 193 graduates of the KC-STI program during the first ten years; approximately 20 participants per year
- Students with disabilities and their families are assisted in the development of an individualized career plan
- Promotional information disseminated widely in the community
- Summer Transportation Institute Curriculum
- Annual Report

Impact

System: *Increases the number of people with disabilities in the transportation field and expands the range of career opportunities for people with disabilities.*

Personnel: *IHD staff provide training, group facilitation, youth leadership curriculum development, and program evaluation.*

Leveraging: *IHD provides this project annually and is collaborating with stakeholders to identify and secure additional project resources.*

Missouri State Personnel Development Grant

IHD Priority Area: Early Childhood and Youth

Description: The 2012-2017 Missouri State Personnel Development Grant (SPDG) focuses on increasing the state-wide capacity to provide high-quality, ongoing professional development that improves the quality of education for all students, but especially students with disabilities. The Institute provides leadership for project management, development of professional development content, oversight for effective training and coaching, and creating ways of using technology to support just-in-time professional development. The SPDG works with approximately 350 Missouri schools each year. Linking professional development to improved student progress and achievement is the ultimate purpose of the SPDG. Missouri's SPDG anticipates (a) improved student achievement on academic measures, (b) increased access to the general curriculum, (c) increased levels of appropriate behavior, and (d) progress toward college and career readiness. State Personnel Development Grants are funded by the Office of Special Education Programs, U. S. Department of Education.



Project Contacts: Ronda Jenson, 816.235.6335, jensorr@umkc.edu

Project Period: 2013-2014

Annual Funding: \$ 1,048,027.30

Funding Source: US Department of Education

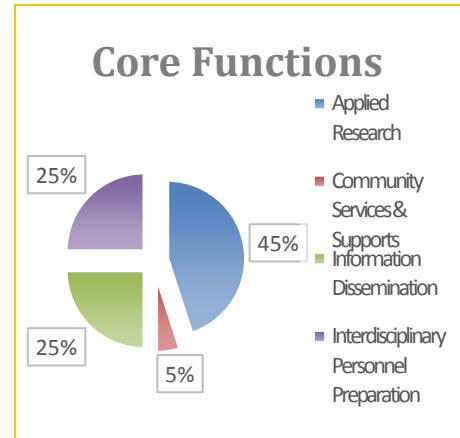
Core Functions

Applied Research: The MO SPDG comprehensively addresses action research, data-driven decisions, and implementation science. Specific research areas development of professional development and coaching frameworks, creating implementation measures for tracking fidelity, and measuring adult learning outcomes as well as student achievement. (45%)

Community Services and Supports: This statewide project involves educators in local education agencies, regional professional development providers, and state-level policy makers. (5%)

Information Dissemination: The ranges of products, training materials, and practice briefs generated to support implementation of the SPDG are numerous. A partial list is included under the Products heading. (25%)

Interdisciplinary Personnel Preparation: Training for general and special educators is the purpose of the SPDG. Using the professional development materials developed by the IHD, regional consultants providing training and coaching. These regional consultants are observed regularly to assure fidelity to the training and coaching protocols. Additionally, the regional consultants attend 12 shared learning days each year. The IHD plans these shared learning events as opportunities for collaborative learning. (25%)



Program Need and Historical Context

In the spring of 2012, more than 120 stakeholders to review state data, provide diverse perspectives, and reflect on strengths and challenges of the statewide professional development system. Stakeholders agreed that the following significant needs remain across the state: (a) lack of achievement in Communication Arts, (b) lack of achievement in Math, and (c) lack of access to the general education curriculum/environment. To

Project Profiles

2014

address these critical issues, the 2012-2017 Missouri State Personnel Development Grant (SPDG) focuses on the following work: (a) development and implementation of a statewide model of high quality professional development (HQPD), (b) application of the statewide model of HQPD to deliver professional development increasing fluency in targeted instructional strategies positively correlated with student learning and in focus content areas, (c) alignment with statewide professional development with teacher evaluations, and (d) use technologies to maximize the depth, breadth, and reach of professional development.

Consumer and Community Involvement

- Involvement of family and community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.

Significant Project Activities and Outcomes

During the 2013-2014 academic year,

- 350 schools representing 106 districts received training through the SPDG.
- 10 comprehensive professional development learning packages were developed
- 91% of trainings observed achieved expectations of fidelity and quality
- Educators showed knowledge gain on post-training assessments for an effect size of 1.47.
-

Institute's Role

- The Institute is the lead consultant in developing the professional development content and implementation practices.
- The Institute build technology resources for enhancing professional development
- The Institute provides ongoing expertise and support through the implementation stages.

Products

Professional Development Learning Packages: Common Formative Assessment, Data-based Decision-making, Collaborative Data Teams, Reciprocal Teaching, Spaced versus Massed Practice, Feedback, Assessment Capable Learners, Cooperative Learning, Direct Instruction, Teacher-Student Relationships, Teacher Clarity, Co-teaching, Differentiated Instruction, Classroom Discussion, Visible Learning, Using Technology in Classroom Instruction, Increasing Student Engagement, and Mastery Learning

Observation of High Quality Professional Development Training Checklist

Observation of High Quality Professional Development Coaching Checklist

SPDG Implementation Magazine

MO Edu-SAIL (Systems and Instruction for Learning) website

Numerous Presentations

Impact

Systems Change: *Development of a statewide system of addressing the diverse learning needs of students.*

Personnel: *Statewide professional development for general and special educators.*

Leveraging: *Federal and state monies and were leveraged to support this project*

Quality Matters

IHD Priority Area: Early Childhood & Youth

Description: Out-of-school time programs have expanded rapidly over the past 25 years, due to the need for safe activities for children and youth while their parents work. Growing evidence suggests that participation in after school programs can have positive effects on academic, social and behavioral outcomes. These positive effects are often not realized, however, due to the need for improved programming. Coaching, training, and both internal and external assessment provide a basis for increasing the quality of programs and the competencies of staff to achieve these positive outcomes for youth. Drawing upon the Weikart Center's evidence-based Youth Program Quality Intervention (YPQI), the quality improvement system is designed to build site coordinators' skills to foster quality improvement, increase the quality of instruction, increase students' engagement with program content, and improve student outcomes related to school success. The Institute for Human Development fulfills the primary role of conducting external assessments that guide programs in setting their goals for program quality improvement and staff development. As of 2014, the United Way of Greater Kansas City continue to work with 67 sites – including 7 school districts – to improve the quality of out-of-school time programs in Greater Kansas City.

Project Contact: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu
Project Period: 2011-2014
Annual Funding: \$46,300
Funding Source: United Way of Greater Kansas City

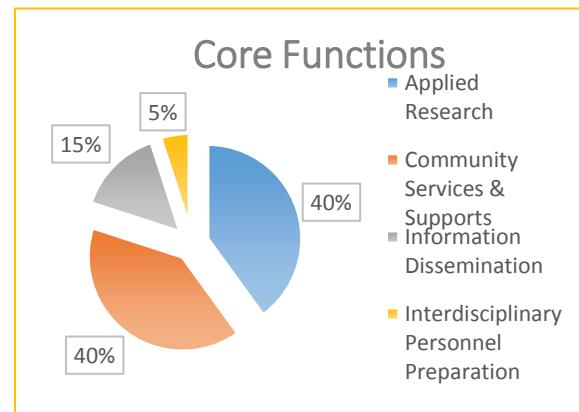
Core Functions

Applied Research: IHD conducts external assessment of participating sites for the city-wide continuous quality improvement approach. In collaboration with University of Kansas, IHD conducted a process evaluation during the early applications of this approach.

Community Services and Supports: IHD generates the data that informs the practices in the program sites, as well as the process evaluation findings that guide future program activities. By serving on the Quality Matters Leadership Team and by convening with coaches regularly, IHD assists in ensuring fidelity to the approach.

Information Dissemination: IHD provides site-specific data that are aggregated for publications.

Interdisciplinary Personnel Preparation: Graduate student employees receive training to serve as external assessors.



Program Need and Historical Context

After-school and other out-of-school-time programs in Kansas City do not have accreditation standards for quality. Staff turnover tends to be high, and staff credentials are often low. Few staff have obtained the Youth Development Credential or taken college coursework in youth development and curriculum.

Significant Project Activities and Outcomes

This project aims to engage youth programs in a quality improvement initiative, which involves pre/post external program assessment, self-assessment, access to staff training, and coaching for program personnel. Findings are analyzed for both program quality improvement purposes and applied research to determine benefits of the interventions.

Project Profiles

2014

Institute's Role

IHD faculty, staff and consultants conduct external assessments of participating programs. They participate on the leadership team in overall project design. They collaborate with the United Way of Greater Kansas City, the Weikart Center, the University of Kansas, and the Francis Institute in the publishing of findings. During 2011-2012, IHD staff and University of Kansas staff also conducted a process evaluation to determine the next steps of the initiative. Key informant interviews of site coordinators and focus groups of front-line staff were conducted, and the transcripts were analyzed. The final report notes the benefits, the lessons learned, and the implications of the work conducted to date.

Unusual Features

The United Way has elected to invest in the project as a direct way to address poverty, in addition to finding other community-based programs. Partnership with the Weikart Center allows the replication of an evidence-based curricular and assessment approach in Kansas City. IHD faculty meet monthly with coaches to coordinate activities and to provide formative evaluation information.

Impact

- Quality of youth development programs in Kansas City will improve due to external assessments, self-assessments, coaching, and training provided for administration
- Youth development staff will access training and increase their competencies and youth development credentials
- Youth will demonstrate benefits of program participation

2014

Team for Infants Endangered by Substance Abuse (TIES)

IHD Priority Area: Early Childhood & Youth

Description: The Team for Infants Endangered by Substance abuse (TIES) at Children's Mercy Hospital provides comprehensive, multi-disciplinary, community-based services to pregnant and postpartum women and their families affected by substance abuse. They have supported families in Jackson County, MO since 1990 with funding from the U.S. Department of Health and Human Services (HHS) Abandoned Infants Assistance Program (AIA) and matching funds from the Jackson County Community Backed Anti-drug Tax (COMBAT). Services include early intervention, case management, home visits, referrals to drug treatment and an array of other community services, developmental screening, parent/child interaction assessment, parenting training, and peer support. Training is provided to professionals and paraprofessionals, and community collaboration is fostered. The Institute has assisted Children's Mercy Hospital since the inception of the TIES Program, fulfilling key roles of model development, grant writing, applied research, evaluation, child assessment, parent/child interaction assessment, and publication of findings. In 2010, TIES also received federal support from the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) through the Kansas Department of Health and Environment (KDHE) to replicate the TIES model in Wyandotte County, KS as a Promising Approach in the Kansas application. The Institute has assisted CMH in solidifying the TIES model through development of a Blueprint to aid in the replication of the model. A matched comparison group design is being prepared for implementation to further strengthen the evidence of the effectiveness of the TIES model for this multi-challenged population.

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Jovanna M. Rohs, 816.235.5373, rohsjm@umkc.edu

Project Period: 1989-2014

Annual Funding: \$150,000

Funding Source: HHS AIA and COMBAT through Children's Mercy Hospital

HHS HRSA MIECHV to KDHE through Children's Mercy Hospital

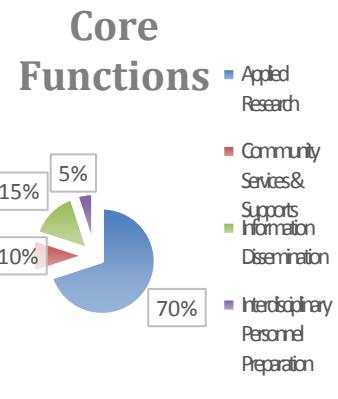
Core Functions

Applied Research: Longitudinal assessments of development, interaction, family needs, and support systems are conducted and evaluated by Institute staff and trainees. A research design in which two alternative ways of supporting families through a Parenting Resource component of TIES is being implemented. New instruments and processes to measure fidelity to the TIES model are being implemented in both Kansas and Missouri. The TIES model was approved as a "promising approach" in home visitation for replication in Wyandotte County, Kansas. The replication study incorporates both an implementation study and an effectiveness study. A blueprint was developed to document the TIES decision-making model for serving this multi-challenged population. Plans to compare the outcomes of the TIES Program with a matched comparison group are underway in both Missouri and Kansas.

Community Services and Supports: Institute faculty participate in the TIES Advisory Council and the Kansas City Task Force on Families Affected by Substance Abuse.

Information Dissemination: Institute and TIES staff offer presentations and poster sessions at various local, state, and national conferences and submit publications. Recently a publication describing the findings from the previous 4-year grant cycle was developed for widespread dissemination.

Interdisciplinary Personnel Preparation: Numerous graduate student employees participate in database management. This project also provided archival data for a doctoral dissertation. Institute staff occasionally offer course infusion concerning the project.



Project Profiles

2014

Significant Project Activities and Outcomes

Between 10/2009 and 9/2013, the TIES Program provided comprehensive services and service coordination to 123 pregnant or postpartum women and their families in Jackson County, MO for up to 2 years after delivery. IHD faculty conducted infant assessments, surveys of needs and psychosocial factors, and satisfaction surveys. Replication began in Wyandotte County, KS in 2012.

Notable outcomes among the families served in Jackson County, MO from 2009 to 2013 include:

- Improvement over time on all major goals (drug issues, parenting, child health, maternal health, housing, and economic stability);
- Improved environment (n=57) and improved family interactions (n=55) from intake to discharge;
- Positive birth outcomes for infants of families served prenatally;
- Mean of 3,075 grams, 4 of 44 with low birth weight (n=44),
- Mean gestational age of 39 weeks (n=44),
- Consistently high satisfaction of participants with the TIES Program (>95%) and high self-perception of successful goal completion (>85%) at 3, 9, 18, and 24 months after delivery;

Institute's Role

Participate in writing grant proposals

Assist in original and ongoing model development, program design, and research design

Conduct implementation study and process evaluation

Conduct an effectiveness study and outcome evaluation

Interview participants, conduct assessments of mothers and children, and confer with program staff about recommended interventions

Program information is submitted annually to the national AIA Cross-Site Evaluation.

Submit program information to National Cross-Site Evaluation annually

Products

Federal grant applications (multi-year funding in 1996, 2000, 2004, 2009, and 2013)

Five final reports summarizing findings from 23 years of program operation

Dissertation addressing the patterns of social support for drug-affected families

Critical thinking: A method to guide staff in serving families with multiple challenges, *Topics in Early Childhood Education*, 1997

Thirty-six-month outcome of prenatal cocaine exposure for term or near-term infants: Impact of early case management, *Journal of Developmental and Behavioral Pediatrics*, 2000

Impact of Early Case Management on School-Age Outcome of Children with Prenatal Cocaine Exposure, *Journal of Developmental and Behavioral Pediatrics*, 2006

Team for Infants Endangered by Substance abuse (TIES) Implementation Blueprint, 2014

Impact

Systems Change: This program maintains an active community consortium of human service agencies to develop ongoing funding opportunities and collaborative programming.

Personnel: Student trainees participate in consortium meetings, data collection, analysis, and reporting.

Leveraging: Institute staff participated in writing AIA HHS grants (funded). Funds leveraged from COMBAT (Community Backed Anti-Drug Tax) provide the opportunity to add to these services. Funds from HUD, Missouri Department of Mental Health, and local foundations have been leveraged to open a transitional housing unit for drug-involved families. The MIECHV funding was leveraged to strengthen the evidence for the TIES model and replicate it within the bi-state Greater Kansas City area.

2014

Enhancing Pediatric Care Coordination for CYSHCN

IHD Priority Area: Individual Advocacy and Family Supports

Description: The overall goal of this project is "to enhance care coordination for urban families with CYSHCN through integration of a parent-to-parent model of peer support within pediatric clinics." This project addresses issues related to supporting families receiving care coordination through pediatric medical homes to enhance Family-Professional Partnerships and increase access to peer support.



Project Contact: Michelle Reynolds, 816.235.1759, reynoldsmc@umkc.edu
Project Period: 2011-2014
Annual Funding: \$86,500 (FY2014)
Funding Source: Health Resource and Services Administration (HRSA)

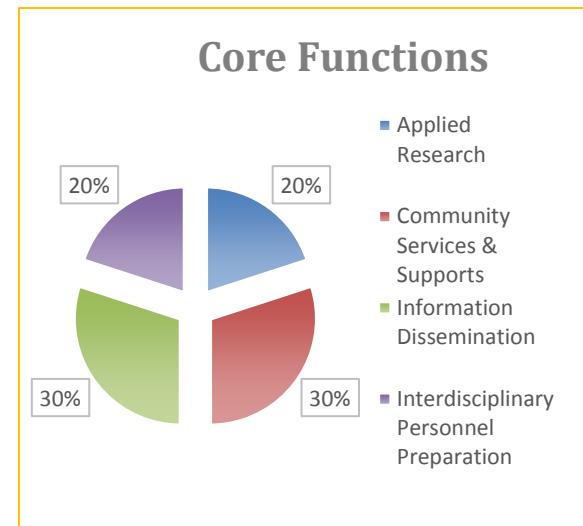
Core Functions

Applied Research: Project partners and participants, including health care professionals and families receiving services from Children's Mercy Hospital Pediatric Care Clinic or Priority Care Pediatrics, participate in process and outcome evaluation. Families evaluate outcomes through participatory action research methods.

Community Services and Supports: Collaborations between partner organizations, healthcare professionals, policymakers, family members and CYSHCN create and implement trainings and provide information to increase access and improve quality of services for CYSHCN and their families.

Information Dissemination: Information and training materials are provided to health care professionals, families, and individuals on topics related to supporting families, family/professional partnerships, medical home, and care coordination.

Interdisciplinary Personnel Preparation: Institute staff at MoF2F provide technical assistance and training to professionals serving CYSHCN and their families on family-centered practices, peer support, and family/professional partnerships.



Program Need and Historical Context

Current systems of services for CYSHCN and their families are disconnected and fractionalized. Families frequently report struggles with navigating systems, accessing supports, and finding available services.

- Almost 20% of Missouri's CYSHCN experience conditions that usually affect their daily activities and/or require family members to reduce or stop working.
- 13% of CYSHCN children miss more than 11 school days/year due to illness.
- 31% of Missouri's CYSHCN have inadequate insurance.
- Over 14% of Missouri's CYSHCN experience difficulty obtaining needed referrals.
- 9% of Missouri's CYSHCN families devote 11 or more hours/week providing or coordinating their child's health care.
- Nearly 28% of CYSHCN lack family-centered care.

Project Profiles

2014

The 2010 Title V Needs Assessment ranks MO 6th highest among all states regarding involvement of families in decision making and satisfaction with services they receive. The existing model for information dissemination and peer support through Missouri Family-to-Family (MoF2F) complements and enhances existing care coordination efforts of family-centered pediatric care clinics by providing infrastructure (education, resources, and technical assistance) to incorporate an effective and sustainable peer support component.

Consumer and Community Involvement

- Families serve on workgroups and drive many of the components and initiatives of this project.
- Project leadership participates in MoF2F stakeholder meetings.

Significant Project Activities and Outcomes

- Develop/identify and deliver peer support education in a team approach that involves families, caregivers, and service providers as resources.
- Provide training, mentoring and technical assistance opportunities for staff of partnering agencies.
- Continue participation in statewide promotional activities to increase knowledge, understanding and availability of all programs and services for CSHCN individuals.
- Presentations about peer support as part of care coordination at statewide and national conferences; continue training requirements to promote staff participation in professional development, creating educated, efficient workforce to improve participant services and satisfaction.
- Continue to promote the Medical Home philosophy through various education and training opportunities

Institute's Role

The Institute serves as the lead agency and evaluator on this project and the administration of its implementation by providing technical assistance, training, and overall leadership.

Products

- NAPNAP Poster Presentation
- Lessons Learned
- Tools for Integrating Peer Support into Pediatric Care Coordination

Core Functions

System: *This project works across health care systems to increase access and enhance coordination of services.*

Personnel: *Families and youth with SHCN volunteer time to improve access and quality of services.*

Leveraging: *Funding is provided by federal HRSA dollars.*

2014

Missouri Family to Family Health Information Center

IHD Priority Area: Individual Advocacy and Family Supports

Description: The Family to Family Health information Center, housed within the Missouri Family-to-Family Resource Center, focuses on creating collaborative and respectful partnerships between families of children and youth with special health care needs (CYSHCN), health care providers, policymakers, programs and agencies at local, state, and national levels. Through peer support, leadership and advocacy education, and informational resources, this project seeks to increase opportunities for families of CYSHCN to be empowered and access services that are most beneficial to them.



Project Contact: Michelle Reynolds, 816.235.1759, reynoldsmc@umkc.edu

Project Period: 2008-2014

Annual Funding: \$95,700 (FY2014)

Funding Source: Health Resource and Services Administration (HRSA)

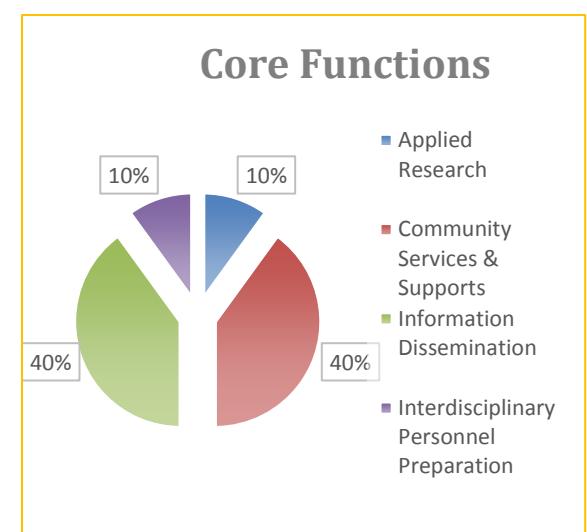
Core Functions

Applied Research: MoF2F evaluates its effectiveness in providing informational and referral resources, peer support and leadership training.

Community Services and Supports: MoF2F collaborates with state systems as well as regional and local affiliate organizations to provide information and peer support to requestors. Affiliate organizations also receive technical assistance and training from MoF2F. Currently, over 150 affiliate organizations participate in statewide and regional stakeholder meetings. Stakeholders at the statewide meeting represent an average of 56% family members and self-advocates.

Information Dissemination: MoF2F develops and disseminates information relating to diagnosis and life course topics throughout the state for families and professionals.

Interdisciplinary Personnel Preparation: MoF2F staff provide technical assistance and training to professionals serving in the field on the life course, family-centered practices, supporting families, and current practices for individuals with special health care needs and their families (healthcare transitions, health insurance and the ACA, partnering with professionals, navigating systems, care coordination within a medical home, self-determination, self-advocacy, leadership, etc.).



Program Need and Historical Context

- Current systems of services for CYSHCN and their families are disconnected and fractionalized. Families frequently report difficulty navigating systems, accessing supports, and finding services.
- Almost 20% of Missouri's CYSHCN experience conditions that usually affect their daily activities.
- 13% of CYSHCN children miss more than 11 school days/year due to illness.
- 31% of Missouri's CYSHCN have inadequate insurance.
- 9% of Missouri's CYSHCN families devote 11 or more hours/week providing or coordinating their child's health care.

Project Profiles

2014

- Over 19% of CYSHCN families have health-related out-of-pocket expenses of \$1,000 or more yearly.
- Nearly 20% of CYSHCN's conditions require a family member to cut back or stop working.
- Nearly 16% of CYSHCN families experience financial difficulties because of their child's health issues.

Consumer and Community Involvement

Project is family driven. Family members participate in all components and activities of the F2F project.

Families and youth serve as volunteers providing peer support and serving in advisory roles.

- MoF2F hosts quarterly Family-to-Family stakeholder meetings to facilitate a strong network of support for families across Missouri. Meetings create an information and network exchange between stakeholders and promote development of products and activities to meet identified unmet needs.
- Self-Advocates and family members are connected to volunteer opportunities such as reviewing products, developing content; serving as Sharing Our Strengths (SOS) peer support mentors, hosting conference exhibits, and serving on advisory boards.
- MoF2F staff consists of family members: the Project Director is a sibling, the Family Advocate, Peer Support Coordinator and a support staff are parents of children with disabilities.

Institute's Role

- The Institute serves as the lead agency and evaluator of the F2F-HIC and oversees the administration of its implementation by providing the infrastructure where information/resources, peer support, leadership, and advocacy opportunities are provided to families.
- In conjunction with the MO Family-to-Family Resource Center:
 - Over 1,000 people received information and peer support through the MoF2F per year.
 - MOF2F presented its services to over 10,000 attendees at 74 different locations, such as statewide disability conferences, parent groups, Regional Centers and workshops.
 - The web site has over 400 disability-specific and disability topic articles available to the public as well as IHD products, a national support directory, and a calendar of events.
 - Dissemination of over 60,000 network folders
- Institute staff provide technical assistance, training, and leadership to ensure families of CYSHCN, as well as youth, drive the activities and serve as volunteers thus ensuring successful outcomes.

Products

- Partnering Together Newsletter
- Family Leader Certificate Series
- Core Competencies of Family Leaders: A Guide for Families and Organizations
- LifeCourse Webinar Series
- AMCHP Poster Session on the LifeCourse framework

Impact

System: *The F2F strengthens and builds the capacity of families, self-advocates, as well as systems and organizations supporting families in Missouri.*

Personnel: *Families and youth with SHCN receive information and peer support and participate in leadership opportunities that improve their access and quality of services.*

Leveraging: *Funding is provided by federal HRSA dollars.*

2014

Missouri Family to Family Resource Center

IHD Priority Area: Individual Advocacy and Family Supports



Description: The Missouri Family-to-Family Resource Center (MoF2F) provides three types of services: information and referral, parent-to-parent, and leadership development opportunities. Center staff help locate needed disability related services and obtain current print, video, and audio materials on specific disabilities or disability related topics. Services are available at no cost to any family, individual, or organization in Missouri. Disability related information is also provided on the Resource Center's web site at www.mofamilytofamily.org.

Project Contact: Michelle Reynolds, 816.235.1759, reynoldsmc@umkc.edu
Project Period: 1991-2014
Annual Funding: \$580,000 for 5 years
Funding Source: Missouri Council for Developmental Disabilities (MCDD)

Core Functions

Applied Research: MoF2F evaluates its effectiveness in providing informational and referral resources, peer support and leadership training.

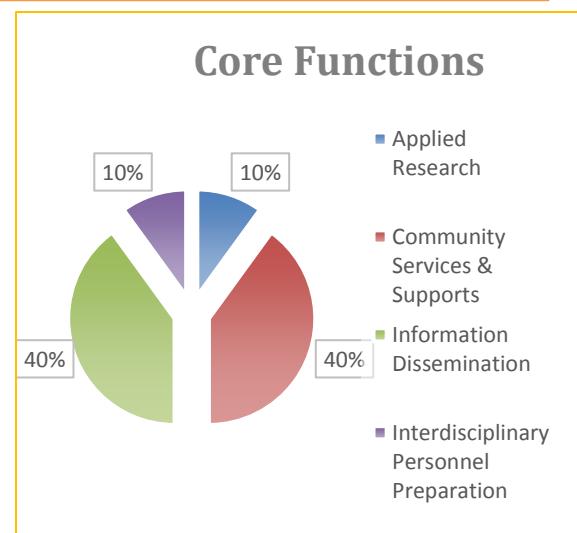
Community Services and Supports: MoF2F collaborates with state systems as well as regional and local affiliate organizations to provide information and peer support to requestors. Affiliate organizations also receive technical assistance and training from MoF2F. Currently over 150 affiliate organizations participate in statewide and regional stakeholder meetings. Stakeholders at the statewide meeting represent an average of 56% family members and self-advocates.

Information Dissemination: MoF2F develops and disseminates current disability related information to families and community service organizations through information packets, peer support, workshops, webinars, and its website.

Interdisciplinary Personnel Preparation: MoF2F staff provides technical assistance and training to professionals serving in the field on the life course, family-centered practices, supporting families, and current practices for individuals with developmental disabilities and their families (housing, employment, self-determination, self-advocacy, leadership, etc.).

Program Need and Historical Context

- In 1988, the need for an information and referral service was identified in "Families Speak Out" Forums and confirmed by an evaluation of the DD case management system in 1989 by the Institute.
- The Missouri Council for Developmental Disabilities has funded the Missouri Developmental Disabilities Resource Center (MODDRC) since 1991. In 2010, it was renamed the Missouri Family-to-Family Resource Center in recognition of the expansion of the resource center to include a variety of disabilities and special health care needs.
- Website development began in 1998, and expanded to include information on topics including information about diagnosis, peer support, alternatives to guardianship, transition, employment, and housing in alignment with the LifeCourse framework. The website also includes a "live help" feature.



Project Profiles

2014

Consumer and Community Involvement

Project is family driven. Family members participate in all components and activities of the F2F project.

Families and youth serve as volunteers providing peer support and serving in advisory roles.

- MoF2F hosts quarterly Family-to-Family stakeholder meetings to facilitate a strong network of support for families across Missouri. Meetings create an information and network exchange between stakeholders and promote development of products and activities to meet identified unmet needs.
- Self-Advocates and family members volunteer by reviewing products, developing content, serving as Sharing Our Strengths (SOS) peer support mentors, hosting conference exhibits, and serving on advisory boards.
- MoF2F staff consists of family members: the Project Director is a sibling, the Family Advocate, Peer Support Coordinator and a support staff are parents of children with disabilities.

Significant Project Activities and Outcomes

- Over 1,000 people receive information and peer support through the MoF2F per year.
- MOF2F presented its services to over 10,000 attendees at 74 different locations, such as statewide disability conferences, parent groups, meetings, Regional Centers and workshops.
- The web site has over 400 disability-specific and disability topic articles available to the public as well as IHD products, a national support directory, and a calendar of events.
- Dissemination of over 60,000 disability information resource folders

Institute's Role

- MoF2F is housed at the Institute and provides a toll-free telephone number and an extensive website, information packets, program/service referrals, consultant referrals, parent-to-parent/peer support matches, and individual information searches on any disability topic.
- MOF2F staff develop and publish information and training on leadership and advocacy, specific disabilities, and broad disability topics.
- MoF2F staff participate in consumer advocacy groups throughout Missouri and attends local, state, and national conferences as speakers and disseminate information.

Products

- Network Resource Folder
- Sharing Our Strengths Peer Support Network and Peer Mentor Curriculum
- Progress reports to MCDD
- MoF2F website
- F2F Affiliate Network
- LifeCourse Book and Webinars
- Training on best practices (navigating the system, employment, alternatives to guardianship, etc.)
- Over 500 LifeCourse topic and disability information packets available in English & Spanish

Impact

System: *The MoF2F Resource Center works with Department of Mental Health, Division of DD as one of their information and resource centers for individuals, families and professionals as well as Special Health Care Needs and Early Childhood Comprehensive Systems.*

Personnel: *People with disabilities, their families, and professionals have access to current information and peer support that can improve support systems for people with disabilities.*

Leveraging: *MOF2F receives annual funding from the Missouri Council for Developmental Disabilities*

2014

Missouri Guardianship Project

IHD Priority Area: Individual Advocacy and Family Supports

Description: The overall goal is “**to empower individuals with developmental disabilities, special healthcare needs, mental/behavioral health needs, and age/illness related cognitive issues, and their families to make informed guardianship decisions.**” The project provides training on alternatives to guardianship to ensure that people with disabilities, mental illness and addictions; and older adults, and their families, who are considering guardianship, are aware of the guardianship options and alternatives available to them. The training also focuses on increasing understanding about the impact of guardianship on the human and civil rights of individuals. The project is a joint effort between MO’s University Center on Developmental Disabilities (implementation); the MO Developmental Disability Council (providing the majority of the funding); MO Protection and Advocacy (providing legal, technical assistance); and Pathways, a mental health provider on behalf of MO’s Division of Mental Illness, who is providing the rest of the funding.

Project Contact: Vim Horn, 816.235.1756, hornw@umkc.edu
Jane St. John, 816.235.5684, stjohnj@umkc.edu

Project Period: 2013-2015

Annual Funding: \$45,000 (over 18 months)

Funding Source: Missouri Council for Developmental Disabilities (MCDD), Pathways



Ben is 24 years old and uses several alternatives to guardianship to provide decision making supports, enabling him to learn and practice new skills and be included in all aspects of community life. It also gives the family peace of mind that Ben will have the supports he needs in the future.

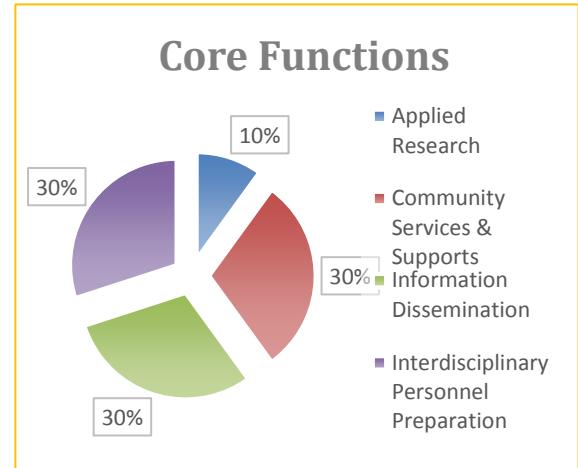
Core Functions

Applied Research: IHD evaluates the understanding of individuals with disabilities, family members and supporters, and professionals in the disability, aging, or mental health fields regarding guardianship options and alternatives pre and post presentation. The knowledge gained about alternatives and options and how to access them is also evaluated. Workshop participants are surveyed 9 months post attendance to evaluate change in attitudes and practices.

Community Services and Supports: The primary purpose is to promote the use of alternatives to guardianship, which supports the inclusion of people with disabilities in the community in ways that they choose and determine. By providing knowledge of alternatives to guardianship and how to access alternatives, individuals with disabilities are more likely to retain these fundamental rights and live and be supported in ways that they choose in the community. In addition, individuals who currently have a guardian, but don’t want one or don’t need one, gain knowledge about how to seek restoration of their rights.

Information Dissemination: All workshop attendees receive the project materials, including the Resource Guide, the Stoplight Tool, and other handouts. These materials are also maintained and disseminated through the Missouri Family to Family Resource Center and website. There is also an online workbook that can be accessed by individuals, families and professionals. Professionals receiving the information include support coordinators, teachers, public administrators, mental health liaisons, and other supporters from the disability, mental health, aging, and education fields. In addition, trained facilitators are prepared to offer the information using an interactive process based on the recorded webinar and key activities of the workshop.

Interdisciplinary Personnel Preparation: Individuals are often advised about guardianship issues by professionals with roles in the disability, mental health, aging, and school settings. This project seeks to



Project Profiles

2014

educate professionals about the legal ramifications of guardianship and the alternatives to guardianship so they can be better equipped to serve families who are experiencing concerns about decision making supports. Family Support Coordinators with the Division of Developmental Disabilities are trained and knowledgeable about guardianship options and alternatives, to be able to help families and support coordinators with the Division and the County Boards to better serve families.

Program Need and Historical Context: Historically, there has been a belief that just because someone has a disability (especially a developmental disability), he or she will need a guardian when they are an adult. In reality, everyone is presumed competent to make choices about their own lives when they are age 18 or older, unless a court says otherwise. Parents of youth approaching the age of 18 are often advised to get a guardian to protect their son or daughter. Guardianship is a legal action that limits or denies a person's rights and freedom to make choices and decisions that define us as human beings and determine quality of life. With the right supports, many people with disabilities are able to remain "their own person," making their own decisions and being in charge of their own lives.

Consumer and Community Involvement: Throughout this effort, input has been obtained from individuals with disabilities and their families, on the content of the training and resource materials.

Significant Project Activities and Outcomes

- To educate people with disabilities, special healthcare needs, mental/behavioral health needs, and age related cognitive issues, and their families about guardianship alternatives and how to access them and about guardianship options and the legal ramifications of having a guardian on an individual's ability to make decisions and be included in the community
- To educate community, county and state agency professionals that provide services and supports about guardianship alternatives, and the legal ramifications of guardianship
- To educate about the process for restoration of rights of individuals who currently have a guardian
- To educate individuals, families and professionals on the use of limited guardianship if no alternative can be found to meet the specific need for decision making support and protection

Institute's Role: The Institute conducts informational workshops at locations within each of the Department of Mental Health, Division of Developmental Disability's eleven regions throughout the state. IHD staff partner with the Division of Developmental Disabilities, Division of Behavioral Health, the Missouri Developmental Disabilities Council, and the Division of Aging to encourage attendance at workshops by individuals, families, and professionals. Information is also shared at conferences and with special interest groups. The Institute develops and maintains all training materials and products, and develops and administers pre/post tests and follow up surveys.

Products

- Missouri Family to Family website includes Guardianship Options/Alternatives information and products
- Resource Guide
- Tool for Identifying Areas of Need for Decision Making Support (Stoplight Tool)
- Facilitator's guide and materials (to sustain the ability to have workshops for individuals, families, and professionals once the project has ended)
- Other handouts (options and alternatives, quick info sheet)
- Online workbook (includes interactive quizzes, videos, etc.)
- Workshop Webinar (archived on the Missouri Family to Family)

2014

Special Health Care Needs Family Partnership Initiative

IHD Priority Area: Individual Advocacy and Family Supports

Description: The overall goal of this project is to build a network of support for family members of CYSHCN and provide the Department of Health and Senior Services-Special Health Care Needs with input regarding specific needs as requested. This project addresses issues related to HRSA's core system outcomes and work to improve family/professional partnerships, access to medical home, system navigation, health insurance, and financing, and early and continuous screening.



Project Contact: Michelle Reynolds, 816.235.1759, reynoldsmc@umkc.edu

Project Period: 2010-2014

Annual Funding: \$109,011 (FY2014)

Funding Source: Department of Health & Senior Services-Special Health Care Needs (Title V)

Core Functions

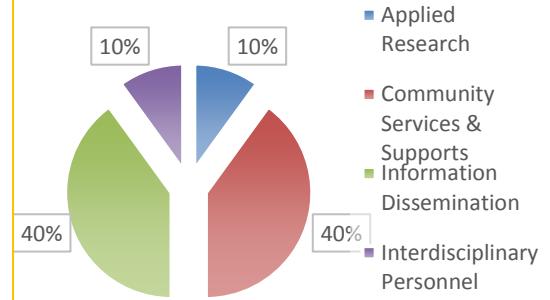
Applied Research: A yearly needs assessment and satisfaction survey is conducted with individuals and families receiving Special Health Care Needs services. In addition, the evaluation reviews effectiveness of activities.

Community Services and Supports: Collaborations between partner organizations, healthcare professionals, policymakers, family member and CYSHCN create and implement trainings and provide information to increase access and improve quality of services for CYSHCN and their families.

Information Dissemination: Information and training materials provided to communities, families and individuals about topics related to family/professional partnerships, medical home, transition, financing and early and continuous screening.

Interdisciplinary Personnel Preparation: MoF2F provides technical assistance and training to professionals serving in the field on family-centered practices, family support and current practices for individuals with special health care needs and their families.

Core Functions



Program Need and Historical Context

- Current systems of services for CYSHCN and their families are disconnected and fractionalized. Families frequently report struggles with navigating systems, accessing needed supports, and finding available services.
- In 2009, through the Integrated Community Services project (D70), MoF2F helped establish the Family Partnership program which was contracted through Miller County Health Department.
- In November 2012, BSHCN contracted directly with MoF2F for the Family Partnership program to build the capacity of the four Family Partners and extend MoF2F's reach to families.

Consumer and Community Involvement

Project is family driven. Family members participate in all components and activities of the Family Partnership Initiative. Families and youth serve as volunteers providing peer support and serving in advisory roles.

Project Profiles

2014

Significant Project Activities and Outcomes

- Disseminate information to families and communities about SHCN programs and services; continue training requirements to promote staff participation in professional development, creating educated, efficient workforce to improve participant services and satisfaction.
- Develop/identify and deliver parenting information and education in a team approach that involves families, caregivers, and service providers as resources.
- Participate in outreach activities assuring collaboration with external agencies to promote organized community-based service systems for CSHCN.
- Continue participation in statewide promotional activities to increase knowledge, understanding and availability of all programs and services for CSHCN individuals.

Institute's Role

The Institute oversees the contract and ensures deliverables are being met. Faculty and staff provide technical assistance to Family Partners and SHCN staff.

Products

- Partnering Together Newsletter
- Family Needs Assessment
- Reports to SHCN

Core Functions

System: *This project works with DHSS-Special Health Care Needs to increase access and enhance coordination of services.*

Personnel: *Families and youth with SHCN volunteer time to improve access and quality of services.*

Leveraging: *Funding is provided by DHSS-Special Health Care Needs (Title V).*

2014

Adult Continuing Education for Persons with Developmental Disabilities

IHD Priority Area: Adult Community Living

Description: ACED offers adults with developmental disabilities the opportunity to attend non-credit classes in an integrated educational and social environment. The program teaches independent living skills and provides life-enhancing experiences. ACED is offered by the Institute for Human Development in cooperation with UMKC and Metropolitan Community College. Funding is provided by EITAS (Developmental Disability Services of Jackson County), small grants, and donations.



Project Contacts:	Carl F. Calkins, 816.235.1755, calkinsc@umkc.edu Wendy Seelbinder, 816.235.1754, seelbinderw@umkc.edu
Project Period:	1994-2014
Annual Funding:	\$230,871 (FY2014)
Funding Source:	EITAS (Developmental Disability Services of Jackson County)

Core Functions

Community Services and Supports: ACED demonstrates an adult education model on a higher education campus.

Information Dissemination: A brochure listing course offerings is disseminated to the community during spring, summer, and fall.

Interdisciplinary Personnel Preparation: Practicum and employment opportunities are available to students in a variety of disciplines.

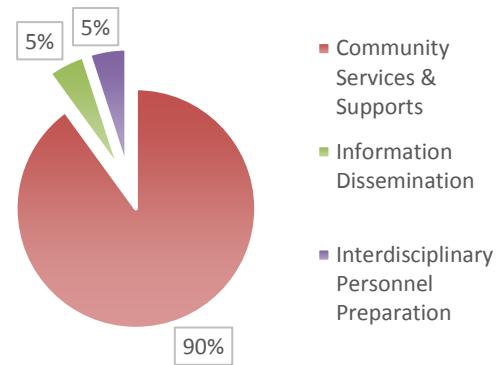
Program Need and Historical Context

ACED was developed in response to requests for post-secondary educational opportunities for adults with disabilities. Jackson County parents and the Jackson County Board of Services asked the UMKC Institute for Human Development to design a program similar to CLEAR, which is offered to Johnson County residents. The project enhances high school transition and post-high school educational opportunities for people with disabilities. Institute staff established an agreement with the UMKC Dean, College of Arts and Sciences, Division of Continuing Education to offer the program at the UMKC campus. An agreement was made with MCC-Longview and MCC-Blue River to offer the program on their respective campuses as well.

Consumer and Community Involvement

- Consumers consist of ACED students.
- Community members serve as ACED staff, volunteers, and advisory committee members.
- Community organizations serving ACED students, parents/family members, and consumers provide feedback.

Core Functions



Project Profiles

2014

Significant Project Activities and Outcomes

- Enhances independent living, social leisure/recreational opportunities of consumers
- Enhances skills and experiences of ACED staff, community members, and students regarding interaction with people with disabilities

Institute's Role

- Develops the grant proposal and manages the development, administration, and delivery of courses
- Provides technical assistance to ACED staff
- Evaluates effectiveness of the project by conducting satisfaction evaluations of consumers, community organizations, and parents/family members
- Recruits UMKC faculty and students to participate in the program

Products

- Session Brochure disseminated during spring, summer and fall at www.ind.umkc.edu/default.html
- Promotional information disseminated widely in the community
- JCBS Training Program Description of courses

Impact

System: *The regional system has been enhanced by adult education opportunities in university settings.*

Personnel: *Staff, community members, and students have gained experience working with people with disabilities.*

Leveraging: *Grant awarded by EITAS (Developmental Disability Services of Jackson County)*

People First of Missouri Technical Assistance

IHD Priority Area: Adult Community Living

Description: People First is a self-advocacy training group for people with developmental disabilities. Self-advocacy means that the members learn how to make decisions about their lives and speak for themselves. Members learn from other members how to solve problems and practice self-direction and self-advocacy skills. The Institute assists members by providing technical assistance as needed (e.g., conduct surveys, writing mission statement, etc.). The Institute also serves as a contact and disseminates information on behalf of People First.

Project Contact: Laura Jackson, 816.235.5626, jacksonlw@umkc.edu

Project Period: 1997-2014

Annual Funding: \$60,000

Funding Source: Missouri Planning Council for DD

Core Functions

Community Services and Supports: People First, as members of the community, are assisted in making themselves and their needs heard in the community. The Institute lends technical assistance as needed.

Interdisciplinary Personnel Preparation: UMKC students are able to fulfill practicum placement requirements by assisting People First.

Program Need and Historical Context

As people with disabilities take their rightful place within the community, their needs must be made known to others. People First allows people with disabilities to learn self-advocacy skills and to speak as a united group within the community. Currently there are 44 chapters that are recognized by the state chapter. The statewide organization hosts quarterly steering committee meetings where two members and one advisor from each local chapter meet to discuss statewide issues. People First of Missouri became a recognized 501c3 organization in 2004. IHD has been providing technical support to People First of Missouri for over 10 years. Throughout the state of Missouri, People First members connect with decision-makers as equal partners and advocate for others with disabilities that have no voice and are still in institutions or other segregated settings.

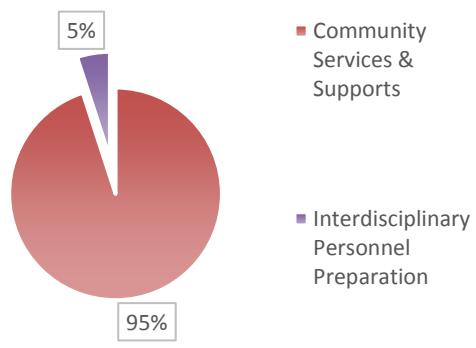
Consumer and Community Involvement

- People First is comprised and run by individuals with disabilities.
- People First members are trained to become board members, speakers, and self-advocacy trainers.
- Local chapters receive fiscal and in-kind support from organizations, such as SB-40's or provider agencies.
- Local chapters receive donations from businesses and organizations in their communities.

Significant Project Activities and Outcomes

- People First members host a statewide conference every two years where approximately 300 self-advocates attend.
- People First members host a Training Camp in which over 150 self-advocates participate per year.

Core Functions



Project Profiles

2014

- People First Steering Committee members present at the national conferences, such Self-Advocates Becoming Empowered conference.
- Presentations are made at high schools, Nursing Schools, Disability Connections, AAMR, and the Institute for Inclusive Education Conference.
- People First of Missouri sponsored AmeriCorps*VISTA members to recruit more members and build chapters in areas where they were needed around the state.
- People First of Missouri hosts an AmeriCorps member who provides mentoring to local chapter members and the statewide officers.
- People First of Missouri members serve on statewide and local boards and organizations, such as SB-40s, AAMR, Mo-TASH, Congress on Disability Policy, Disability Education Day, and The Arc of Missouri.
- 85% of the statewide steering committee members have graduated from Partners in Policymaking.
- People First of Missouri received a sub-contract from the Medicaid Infrastructure Grant to collect information and data related to employment issues from consumers with disabilities.
- People First of Missouri participated with the Real Choices grant in providing training to consumers with disabilities.

Institute's Role

- Developed the grant proposal and managed the development, administration, and delivery of Transportation Institute courses
- Evaluated effectiveness of the project by conducting satisfaction evaluations of consumers, community organizations, and parents/family members
- Recruited faculty and students to participate in the program

2014

■ Interdisciplinary Center on Aging and Intellectual and Developmental Disabilities

IHD Priority Area: Aging

Description: *The goal of the ITC on Aging and I/DD is to enhance the lives of aging individuals with I/DD and their caregivers to ensure a high level of quality of later life and promote practice on aging in place in the community. This is accomplished through community and university partnerships to develop and promote pilot projects and promising practices through a research to practice model.*

Project Contact: Laura Jackson, 816.235.5626, jacksonlw@umkc.edu

Project Period: 1997-2014

Annual Funding: \$60,000 (FY2014)

Funding Source: CORE

Core Functions

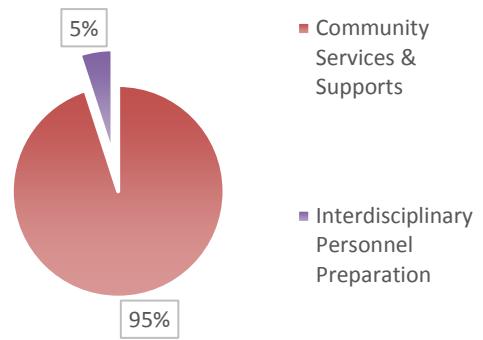
Community Services and Supports: UCEDD leadership conducts planning and technical assistance to generic and I/DD aging agencies to enhance their ability to better meet the needs of this population.

Interdisciplinary Personnel Preparation: A course on Aging and I/DD is offered to UMKC and continuing education students and is included in the Disability Studies Certificate program.

Program Need and Historical Context

Individuals aging with intellectual and developmental disabilities are particularly at risk as their early and adult life experiences were formed in a much different paradigm than that of children with disabilities today. In addition to lives defined by institutionalization and lack of access to educational and employment opportunities, this population is living longer and often times living at home with aging family caregivers. Our approach is to refine

Core Functions



Consumer and Community Involvement

- Host monthly aging focus/advisory groups with older self-advocates
- Connect with University departments on aging initiatives and co-teach courses
- Partner with generic aging agencies to enhance their ability to support aging caregivers of and individuals with intellectual and developmental disabilities

Significant Project Activities and Outcomes

- Wrote the ARDC grant and lead the development of the ADRC in Missouri
- Developed the WARP curriculum for retirement planning for individuals with I/DD retiring from workshop and community employment

Project Profiles

2014

College of Direct Support

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: The Missouri College of Direct Support (MoCDS) is a partnership of agencies that have joined together to create a training and certification program for direct support workers in Missouri. Currently 32 provider agencies statewide have agreed to participate in piloting the College of Direct Support internet-based training curriculum for people in direct support roles (DSPs). During the pilot phase, the partners will work to create a Direct Support Professional credentialing system that would link the MoCDS competency-based training with improved compensation packages for DSPs and address recruitment and retention needs.

Project Contact: Robert Doljanac, 573.884.2768, doljanacr@umkc.edu

Funding Source: Missouri Real Choices Systems Change Grant; Missouri Division of MRDD; County Boards (15); Service Providers (32); UMKC Institute for Human Development; Missouri Planning Council for DD; Missouri AAIDD

Core Functions

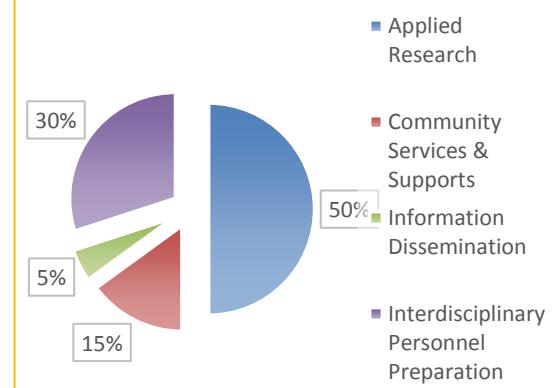
Applied Research: The Institute for Human Development is conducting an evaluation on the pilot phase of the Mo College of Direct Support training program. The purpose is to provide insight to funding partners on the effectiveness, feasibility, and impact of the internet-based curriculum.

Community Services and Supports: The Institute is taking the lead in recruiting agency participation, facilitating dialogues among agencies regarding the impact of DSP credentialing on career development and improvement in services.

Information Dissemination: The MoCDS curriculum is a validated, competency-based curriculum. Additionally, Missouri has added annotations detailing specific Missouri regulations essential to DSP's working in Missouri.

Interdisciplinary Personnel Preparation: The Institute is facilitating the development of the credentialing system and supporting learner participation in the online curriculum.

Core Functions



Program Need and Historical Context

The supply of DSPs to provide supports and services for people with developmental disabilities is below acceptable levels due to (a) competition for workers across other industries, (b) the low reimbursement for direct service providers and correspondingly (c) high rates of turnover. Thus, Missouri stakeholders identified a significant need for additional training regarding serving people with more complex medical and behavior support needs.

Consumer and Community Involvement

Missouri agencies providing services for individuals with developmental disabilities are involved in all aspects of this pilot project: advisory, recruitment, implementation, supporting DSP participation, and mentoring.

Significant Project Activities and Outcomes

- Improvement in the knowledge, skills, and competencies of DSPs
- Improvement in the retention rate of DSPs

Project Profiles

2014

- Long-term career development for DSPs, including a career ladder
- Development of a statewide credentialing and certification process
- Establishment of a plan for long-term sustainability
- Ultimately, an improvement in the quality of life experienced by people with developmental disabilities

Institute's Role

- Evaluation of pilot outcomes
- Leadership in development of a DSP credentialing system and CEUs
- Development of companion UMKC courses for college credit and CEUs
- Coordination of recruitment and mentoring
- Support DSP participation

Products

- DSP certificate of completion
- DSP credential
- DSP college courses
- Missouri annotations to the MoCDS curriculum

Impact

System: *A statewide recognized DSP credential will support DSP career development.*

Personnel: *Direct Support Professional increase knowledge and skills essential for providing quality care for individuals with disabilities.*

Leveraging: *A collaborative comprised of the Institute, Missouri agencies, and state departments, have supplemented the federal CMS grant with contributions of funding, both direct and indirect, to this pilot project.*

■ Interdisciplinary Collaborations

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: Through *Interdisciplinary Research and Training Agreements (IRTAs)*, joint activities between the Institute for Human Development (IHD) and other academic units within the University of Missouri-Kansas City are planned. IRTAs are working documents that provide the mechanism for detailing and realizing collaborative research and training goals and activities. The purpose of these agreements are to maintain established and build new linkages focused on improving quality of life for individuals experiencing barriers to needed services and supports due to disability, poverty, age, cultural difference, or other disparities.

Project Contact: Alexis Petri, EdD, 816.235.5872, petria@umkc.edu

Project Period: Ongoing

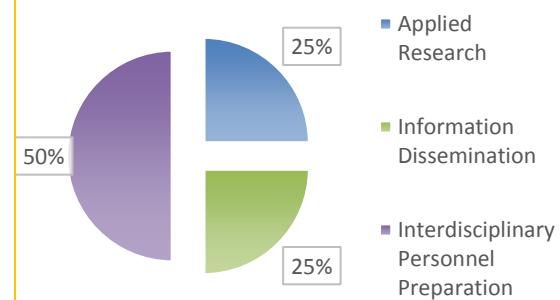
Core Functions

Applied Research: To jointly engage in community-based, participatory, and translational research focused on improving the health and well-being of individuals experiencing disparate outcomes through current health systems.

Information Dissemination: To jointly disseminate products and materials.

Interdisciplinary Personnel Preparation: To jointly provide interdisciplinary educational opportunities for UMKC affiliates that strengthens the knowledge- and skill-base of practitioners. Such opportunities include academic-service learning and infusion of disability-related knowledge into courses cross-disciplines.

Core Functions



Program Need and Historical Context

Fundamental to interdisciplinary training is the belief that an integrated, interdisciplinary, and collaborative approach is imperative to the preparation of professional leaders working with individuals of diverse backgrounds and abilities in inclusive communities. This approach is manifest in the array of personnel preparation opportunities. A pool of discipline coordinators from partnering academic units have been vital to the development of interdisciplinary collaborations resulting in expanded opportunities for personnel preparation across professional fields focusing on improving the quality of life of people with disabilities.

Consumer and Community Involvement

Community members (including service providers, family members, and individuals with disabilities) partner in interdisciplinary training by assisting with course instruction, working one-on-one with trainees through academic service-learning, and including trainees in professional development experiences.

Significant Project Activities and Outcomes

- Collaborate in the development of research and/or project proposals in shared interest areas pertaining to community inclusion.
- Collaborate in the development and dissemination of products and materials that result from joint research and training.
- Collaboratively identify appropriate courses for infusion with content relevant to health disparities experienced by individuals of diverse ethnicity, race, ability, and economic status.

Project Profiles

2014

- Seek opportunities to involve faculty and UMKC students in interdisciplinary training, research and technical assistance activities.
- Provide, by arrangement, instructors/guest lecturers/presenters for classes or other instructional forums.
- Collaboratively provide cross-discipline training opportunities for pre-service professionals to better prepare them for interdisciplinary work in promoting the health and well-being of individuals of diverse economic status, cultural backgrounds, and/or abilities.

Institute's Role

- Facilitate the development of Interdisciplinary Research and Training Agreements (IRTA) and coordinate efforts
- Provide faculty with expertise in disabilities to co-teach courses or serve as guest lecturers
- Providing trainee opportunities for students across professional disciplines
- Seek opportunities to build new partnerships and expand upon existing partnerships with the purpose of improving the quality of life for individuals with disabilities

Products

- Interdisciplinary Research and Training Agreements
- Course infusion materials
- Database of agencies and organizations focused on serving people with disabilities and their families as potential training/education settings

Impact

System: *Increased capacity of interdisciplinary and translational research and education.*

Personnel: *Interdisciplinary knowledge and skills.*

Leveraging: *Collaborative program development leveraging additional funding streams.*

2014

KC-BANCS

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: The goal of KC-BANCS (Building an Alliance for New Careers in S.T.E.M.) is to “increase the participation and success of people with disabilities within the Kansas City region in STEM (science, technology, engineering, and math) education pathways.” The KC BANCS project will lead to greater numbers of students entering the STEM workforce with completed associate and/or undergraduate degrees from the following target groups: youth with disabilities, traditional college students with disabilities, and veterans of the armed services with service-related disabilities. A subgroup of individuals from urban communities (youth, young adults, and service veterans with disabilities) will also be targeted, incorporating individuals from racially, ethnically, and linguistically diverse backgrounds.



Project Contacts: Ronda Jenson, 816.235.6335, jensonr@umkc.edu
Alexis Petri, 816.235.5872, petria@umkc.edu

Project Period: 2009-2015

Project Funding: \$1,200,000

Funding Source: National Science Foundation, award no. 0929212

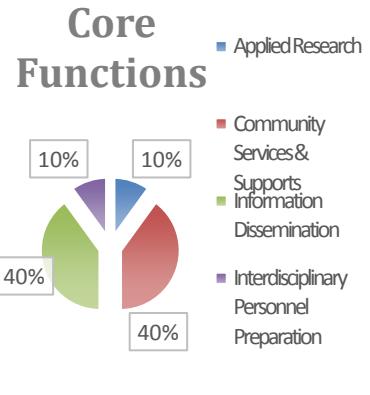
Core Functions

Applied Research: While not finalized, plans for early research areas of the project include: increasing understanding of veterans with service-connected disability and their experience transitioning into the STEM workforce, and determining baseline implementation of Universal Design for Learning principles in higher education for students with disabilities. Additional areas of research will be added in successive years.

Community Services and Supports: KC-BANCS provides support to STEM Scholar participants, such as: specialized internships and research opportunities, tailored instruction in education/work-related skills and self-advocacy/self-determination, and education/career pathway guidance. Transition Navigators, peer mentors, and trained educators offer support to students with disabilities desiring to pursue careers in STEM fields.

Information Dissemination: KC-BANCS will strive to fully utilize current technology and emerging modes of communication to engage the STEM education and business community and current/future K-BANCS scholars. This includes developing a solid internet presence, participant communication interface, and the use of social media outlets. The project will disseminate research and results through an estimated seven academic papers.

Core Functions



Program Need and Historical Context: While many youth with disabilities are fully capable of succeeding in higher education, few receive encouragement to travel this pathway. Research consistently demonstrates that youth with disabilities lag behind their peers without disabilities in virtually every measurement of academic and career success. Youth with disabilities are less likely to earn a high school degree, take high school preparation courses, pursue postsecondary education, graduate with a postsecondary degree, or obtain full-time employment after graduation. This tendency is especially evident in STEM fields.

Experts attribute the disparities among high school students to low expectations, inadequate teacher training in effective methods of teaching individuals with disabilities, and poor transition planning for these students from high school to college or career.

Project Profiles

2014

Research also shows significant obstacles for students with disabilities who choose to pursue a college degree. Faculty attitudes and resistance to accommodating students with disabilities, a lack of institution-provided supports, a “weed out” academic culture, poor coordination among a student’s disability service providers, and lack of social integration cause higher dropout rates and longer degree completion cycles.

Little research exists in regards to “Wounded Warrior” veterans returning from combat and entering college. However, general statistics provide a window into the needs of those with service-connected disabilities. The current number of veterans returning from combat zones with either physical or psychological effects is estimated to be more than 100,000. And among all returning veterans, high unemployment (18 %) and low wages (25% earning less than \$21,840 a year) are prevalent.

Consumer and Community Involvement: IHD will develop an alliance partnership model incorporating STEM educators (Metropolitan Community College, Kansas City Kansas Community College), community and youth organizations (Project Lead the Way, Project UpLink) and veterans’ organizations (Veterans Upward Bound, local Veteran Services Offices) to recruit and address the needs of individuals with disabilities desiring to enter STEM fields. High school students, college students, and armed service veterans with disabilities will participate as equal partners and collaborators in the KC-BANCS program.

KC-BANCS will conduct bi-annual “Community Conversations” related to the inclusion of people with disabilities in STEM fields and collect input from partners regarding their satisfaction with the program.

Significant Project Activities and Projected Outcomes: By the end of project year five,

- 80 traditional students with disabilities and 110 veterans with service-related disabilities will have entered associate and/or bachelors-level STEM academic programs with the aid and support of KC-BANCS;
- 28 traditional students with disabilities and 40 veterans with disabilities in the KC-BANCS program will complete post-secondary degrees, a completion rate of approximately 80 percent;
- 150 youth with disabilities will participate in Project Lead the Way and UpLink opportunities;
- 100 faculty will be trained in principles of universal design and strategies of accommodation for students with disabilities and 30 students with disabilities will be receiving formal peer support per academic year.

Institute’s Role

- Grant proposal development, Principal Investigator, and Program Manager
- With the Resource Development Institute, conduct formative and summative evaluation
- Website, portal and technology communications creation and maintenance
- Train Peer support mentors and pair mentors with KC-BANCS participants
- Create curriculum for STEM Scholar and Educator training sessions
- Provide Universal Design for Learning (UDL) workshops for faculty at Metropolitan Community College, Kansas City Kansas Community College and University of Missouri Kansas City, as well as for Project Lead the Way teachers
- Design and implement support workshops for KC-BANCS participants

Products

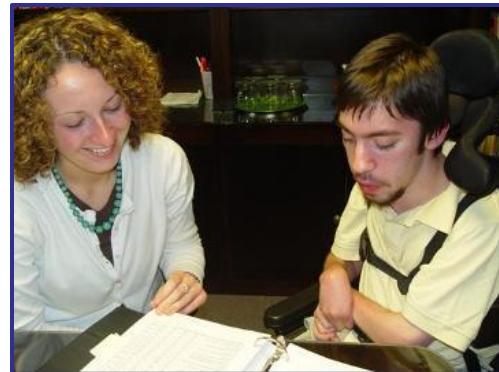
- Development of a community tracking system to monitor students and veterans with disabilities’ transition to work in STEM fields
- KC-BANCS website and online resource center, YouTube channel, and Twitter feed for use by current and future KC-BANCS participants and the community at large
- Think tank white paper and video
- Community conversation process for veterans’ transition to STEM
- Quarterly e-newsletter, Annual reports, Peer reviewed publications, and Professional Presentations

2014

LEADERSHIP CERTIFICATE IN DISABILITY STUDIES

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: *Disability Studies focuses on the sociopolitical analysis of disability. The UMKC Leadership Certificate in Disability Studies is a 12 credit hour graduate level program of study that will enable students to examine the social meanings we give to variations that exist in human behavior and appearance and the consequences of those meanings. The interdisciplinary curriculum includes the humanities, social sciences, law, administration, and education.*



Project Contact: Alexis Petri, EdD, 816.235.5872, petria@umkc.edu
Project Period: Ongoing
Funding Source: UMKC College of Graduate Studies

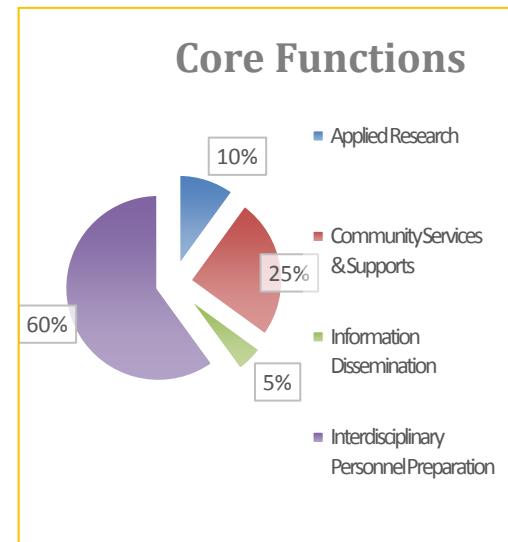
Core Functions

Applied Research: Course evaluations are conducted routinely. Evaluation information is utilized to expand and improve course content.

Community Services and Supports: Institute staff provide university faculty with information on Institute values and service paradigms. Technical assistance is provided to community agencies in conjunction with student projects.

Information Dissemination: Materials from the Missouri Developmental Disabilities Resource Center and from disability related advocacy organizations, as well as text and other selected readings, are disseminated to students.

Interdisciplinary Personnel Preparation: Students are prepared for leadership positions within their chosen field in the arena of disabilities



Program Need and Historical Context

- Curriculum is based on courses and academic relationships developed as part of the Institute's interdisciplinary training mission.
- Recent policy studies indicate that disability issues remain to be acted upon even though significant resources are targeted at 20% of the population that have disabilities.
- Leadership Certificate will train leaders to recognize and understand policy and action implications of social/political valuing of people with disabilities.

Consumer and Community Involvement

- Both adults with disabilities (e.g., People First members) and parents of children with disabilities work as trainers in the course.
- Special Education teachers, staff members from governmental agencies, and other practitioners in the field serve as presenters. Many students are preparing for work in these fields.
- Administrators and board members of consumer agencies may be students in this program.
- Community agencies will benefit from service-learning of students in programs.

Project Profiles

2014

Significant Project Activities and Outcomes

- Development of multidisciplinary Disability Studies Advisory Committee
- Organized structure for disability courses
- Transcript recorded evidence of advanced training in disability field

Institute's Role

- Recruit and coordinate the responsibilities of faculty team members
- Participate as key faculty and guest lecturers, in partnership with faculty from other university departments
- Oversee the yearly development and revision of curricula for the courses and the delivery of training at multiple locations
- Coordinate the involvement of community agencies that participate in supporting on-site student projects
- Supervise student activities conducted at the Institute

Products

- Rationale for Disability Studies
- Core course syllabi
- Lecture content
- Speaker directory
- Bibliography of Disability Studies curricula and resources

Impact

System: *Graduates will be in leadership positions.*

Personnel: *Graduate students are sensitive to disabilities issues and aware of disabilities law and services.*

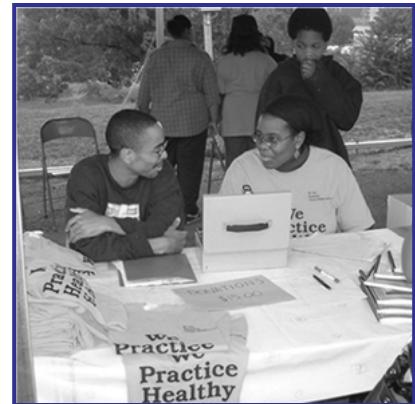
Leveraging: *The cost is shared with the UMKC School of Graduate Studies and participating disciplines.*

2014

Service-Learning

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: The University of Missouri-Kansas City vision statement expresses a value for "active engagement" with Kansas City and the region. One of the primary ways UMKC engages with regional communities is through student learning that bridges classroom and community. The service-learning component of the Gateway Program fulfills an integral part of that vision. Key projects include the development of Serve2Learn, an online management tool for service-learning, development of a 15-member consortium partnering institutions of higher education with community partners, and the development of an internal infrastructure that brings faculty, students and alumni together to serve the community.



Project Contact: Alexis Petri, EdD, 816.235.5872, petria@umkc.edu
Julie Warm, PhD, 816.235.5371, warmj@umkc.edu

Project Period: Ongoing

Funding Source: UMKC

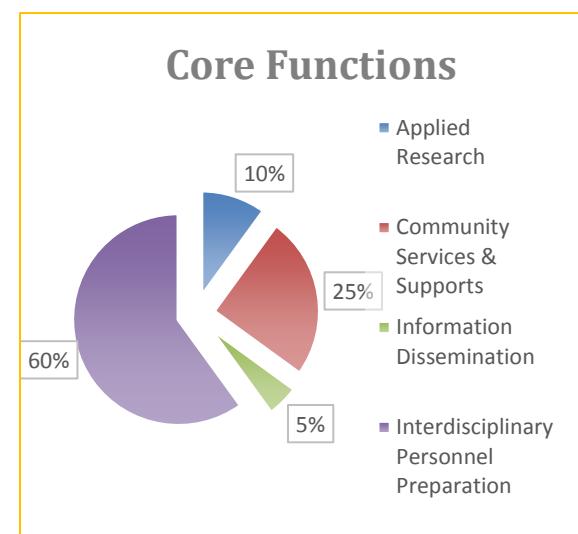
Core Functions

Applied Research: Ongoing program evaluation of service-learning (S-L) at UMKC and its impact on community partner organizations.

Community Services and Supports: Service-learning bridges classroom and communities. Students enrolled in service-learning courses apply classroom theories and skills to address or solve problems identified by community groups.

Information Dissemination: Disseminate information regarding service-learning in greater Kansas City communities as well as across the UMKC campus.

Interdisciplinary Personnel Preparation: Service-learning deepens students' understanding and application of classroom theories and skills. Through service-learning, students are put to work on projects that address real issues in their communities. Students gain real-world experiences – the opportunity to apply what they learn in class in the social context of the community. The outcomes can be significant, depending on the project. The student outcomes almost always include increased civic, personal, and social skills as well as career exploration.



Program Need and Historical Context

- Desired increase in students' understanding of classroom theories and skills
- Desired increase in students' understanding of community and societal issues and challenges
- Desired increase in students' marketable skills and career networks
- Desired connection of university to community for partnerships and collaboration characterized by reciprocity
- Desired increase in bringing non-profit expertise to the classroom for purposes of resource-sharing and examining problems and solutions

Project Profiles

2014

Consumer and Community Involvement

- A value of S-L is that it is done in partnership with the community. This value expresses itself by encouraging nonprofit community groups to identify needs for possible service-learning partnerships.
- Because S-L connects classroom and community, community-based organizations become closely connected to UMKC faculty and the students they teach, often spanning semesters. High quality service-learning requires a collaborative relationship with community organizations and students.

Significant Project Activities and Outcomes

Developing a conceptual framework for a campus-wide program and infrastructure support in collaboration with the Faculty Center for Excellence in Teaching (FaCET) and the Provost's Office.

Institute's Role

- The Institute is working collaboratively with other schools, colleges, and administrative units to implement this plan.
- The Institute is serving as both a thought leader and project organizer.
- Assistance provided to faculty on an as-needed basis to begin service-learning in one or more courses or to significantly revitalize existing service-learning.

Products

Web-based interface to support academic service-learning, community service and volunteer internships. Called Serve2Learn, this decentralized system for project management will allow administrators, faculty, students and community partners to interact and manage service-learning opportunities. On-going program evaluation of service-learning and its impact on student learning and community-based partner organizations.

Impact

System: *The successful implementation of this project will help the university connect to the community; enhance student learning and career opportunities, and helps solve community problems.*

Leveraging: *The successful implementation of this project will gain additional resources for UMKC through grants and community recognition.*

2014

Tips for Kids (LEND)

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: *TIPS for Kids* is Missouri's LEND (*Leadership Education in Neurodevelopmental and Related Disabilities*) training program. LEND training provides graduate level interdisciplinary training to graduate students, professionals and family members. The purpose is to develop leadership potential to improve the status of infants, children and adolescents with or at risk for neurodevelopmental and related disabilities and to enhance the systems of care for children and their families. Trainee disciplines include social work, speech/language pathology, physical therapy, occupational therapy, psychology, health management and informatics, and family members. The base of the program is at the University of Missouri – Columbia however, during the fall semester, IHD facilitates a classroom that is connected to Columbia via telehealth conferencing.



Project Contact: Kay Conklin, 573.882.2555, conklinsk@health.missouri.edu

Project Period: 1995-2016

Annual Funding: \$541,185 (FY2014)

Funding Source: Maternal and Child Health Bureau, US Department of Health and Human Services

Core Functions

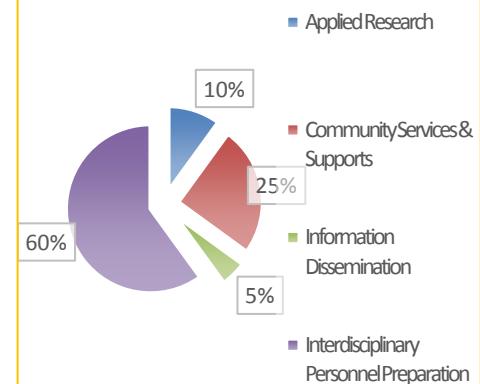
Applied Research: Faculty, trainees, and fellows plan and conduct clinical and community-based research as part of their training activities. Process and outcome evaluations of the leadership training program are routinely conducted and utilized to improve training activities.

Community Services and Supports: Faculty, trainees, and fellows provide health and allied health services to over 1300 children and their families annually and collaborate with State Title V agencies and other community organizations that serve children with disabilities and their families.

Information Dissemination: Interdisciplinary leadership training is provided to graduate and post-graduate students of health and allied health professions in disability-related topics, particularly autism. TIPS has a poster presentation each spring highlighting leadership projects.

Interdisciplinary Personnel Preparation: Journal articles, chapters, books, technical reports, and audio or video materials are developed and disseminated by faculty, trainees, and fellows.

Core Functions



Program Need and Historical Context

- National and state statistics reflect a large incidence of people under the age of 22 with disabling conditions, many receiving less than adequate services. There is a shortage of trained professionals to address the needs of these children, especially in rural areas.
- In Winter 1994-95, the Institute and Children's Hospital of the University of Missouri-Columbia (UM-C) agreed to collaborate in the development of a Maternal and Child Health (MCH) leadership training grant application. It was agreed that the program would be located at University of Missouri-Columbia. This site is an extension of the Institute and serves mid-Missouri.

Project Profiles

2014

Consumer and Community Involvement

- Family members have been included in the development and implementation of grant programs.
- The program works in collaboration with the Missouri Developmental Disabilities Council, University of Missouri Extension, the Missouri Department of Health and Senior Services, and the Missouri Division of DD as well as local and county based service providers such as Boone County Family Resources.
- The classroom and clinical facilities are provided by the Thompson Center on Autism and Neurodevelopmental Disorders.
- A parent of a child with a disability participates in planning, curriculum design, and instruction.
- Each year at least one trainee is a parent of a child with a disability.
- Each trainee/fellow shadows a family with a child with a disability for 12 hours during the fall semester.
- Observation of policy or advocacy processes are required for each trainee/fellow, requiring attendance at local or statewide events.

Significant Project Activities and Outcomes

- The TIPS for Kids certificate program is completed by 12-15 long-term trainees and fellows each year, including current trainees in social work, psychology, physical therapy, speech language pathology, health management and informatics, family, and occupational therapy.
- Problem-based learning sessions are contained in the curriculum.
- The core curriculum has sound learning objectives.
- An interdisciplinary clinical training process is in place.
- Over 1,300 children with disabilities were seen by the LEND faculty and trainees in a variety of clinical and community settings.
- A journal club for trainees is facilitated by the psychology post doctoral fellow.

Institute's Role

- IHD staff work with Univ. of Missouri-Columbia staff to write the grant applications and progress reports.
- IHD personnel fulfill ongoing evaluation efforts and maintain the database.
- IHD staff participates in curriculum development for the core course in interdisciplinary processes and serve as instructors.
- IHD staff participates on the faculty committee, as well as other ad hoc committees and task forces.

Products

- Leadership training curricula and Syllabi
- Progress reports and Grant applications
- Posters, training modules, and brochures are produced each year as leadership project

Impact

System: *This program will impact the lives of individuals with neurodevelopmental disabilities and other special health care needs and their families by provision of clinical and other services in rural communities. Currently, 89% of our graduates at five years past training report leadership training report leadership in academics clinical, or public health activities.*

Personnel: *Systems capacity is strengthened by offering leadership development experiences for trainees in health and allied health professions, thereby strengthening their skills in clinical practices, interaction with families, research, advocacy, and policy development.*

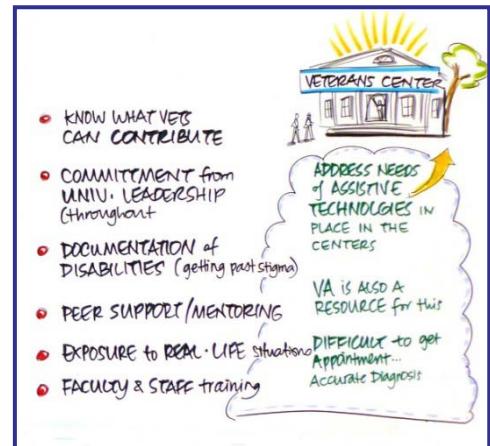
Leveraging: *We currently have medium term trainees attending from a classroom at UMKC via teleconferencing as well as medium and short term trainees attending along with the long term trainees/fellows. These medium and short term trainees represent community providers, families and medicine.*

2014

Veterans in STEM: Critical Analysis of Factors Affecting Pathways to STEM Careers for Veterans Experiencing Disabilities

IHD Priority Area: Interdisciplinary Personnel Preparation

Description: The goal of this research study is to "investigate the critical factors that impact learning, participation, persistence, and graduation for veterans with disabilities pursuing undergraduate STEM (science, technology, engineering, math) education and careers." This research project aims to answer the following questions: What are the critical factors reported by veterans with invisible disabilities influencing their decisions to enroll and persist in STEM post-secondary undergraduate programs? Using fuzzy cognitive mapping (FCM), an innovative methodology that applies fuzzy set theory making causal cognitive maps computable, the data from key informants will provide a clear image of multiple dimensions (e.g. characteristics, timing, and intensity) influencing veterans with disabilities succeeding in STEM.



Project Contacts: Ronda Jenson, 816.235.6335, jensorr@umkc.edu

Alexis Petri, 816.235.5872, petria@umkc.edu

Project Period: 2013-2015

Project Funding: \$446,999

Funding Source: National Science Foundation (NSF)

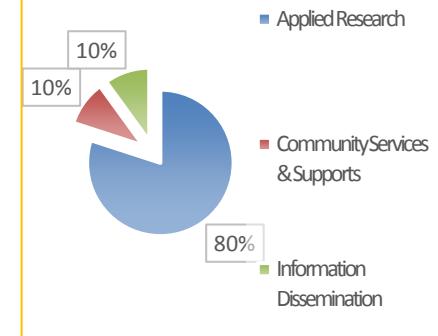
Core Functions

Applied Research: Research questions for this study focus specifically on veterans with disabilities and their experiences and address the social ecological layers influence and strategies intended to increase recruitment, engagement, graduation and career entry for careers in STEM. Results will be translated for multiple audiences of stakeholders and set the stage for intervention-specific studies, improved data systems, and evidence of necessary systems change.

Community Services and Supports: The issues and challenges faced by veterans returning from military life, seeking a college degree, and finding a career are not universally recognized and addressed. These challenges have implications for (a) the system of supports including disability services and student counseling designed to accommodate and support; (b) STEM education including course design, assessment, participation, and faculty-student interaction; and (c) getting into STEM careers. The results of this study will be translated for multiple audiences of stakeholders and set the stage for intervention-specific studies, improved data systems, and evidence of necessary systems change.

Information Dissemination: Veterans in STEM will strive to disseminate results of this study that inform participating institutions, pose recommendations for similar institutions, and provide a framework for further research. The dissemination objective includes quarterly update emails to SRT on the progress of the study, presentation of results at state, local, and national meetings of stakeholder groups, publication of results in stakeholder and peer reviewed journals, and web features on related sites www.veteransinstem.org and www.transitionstem.org.

Core Functions



Program Need and Historical Context: Transition STEM: A Wounded Warrior Think Tank (www.transitionstem.org) provided an opportunity for individuals across the country with expertise in working

Project Profiles

2014

with student veterans and STEM fields to engage in focused conversations. Participants described a range of services and resources needed by veterans with invisible disabilities to support them in their STEM education and connect them to STEM careers. The intended outcome was to identify programmatic and policy recommendations for higher education, policy leaders, veterans' services, business/industry, and the NSF.

Veterans in STEM will advance the knowledge base developed by Transition STEM Think Tank by maintaining focus on the underlying issues experienced by veterans with disabilities, grounding the issues in a framework giving logic to the conduct of the study and the interpretation of the data, and employing a community-based participatory action research approach that anchors the research in the contexts of existing system. Building on the ecological model of human development (Brofennbrenner, 1994; Sontag, 1996), the social ecological perspective is an approach to conceptualizing the influences affecting the lives of and outcomes for people with disabilities (Walker et al, 2011).

Consumer and Community Involvement: IHD will develop an alliance partnership model incorporating STEM educators in Missouri, California, Hawaii, and Maryland to recruit and interview student veterans and to develop the causal cognitive maps addressing the needs of individuals with disabilities desiring to enter STEM fields. This study will include community resource and service leaders (e.g. Veterans Administration, military base outsourcing professionals, and Veterans Upward Bound) as key informants for comparing the intentions of these resources and supports with the experienced outcomes.

Significant Project Activities and Projected Outcomes: The Veterans in STEM research study will contribute to the understanding and discovery of the critical factors affecting the participation of veterans with disabilities in STEM education and careers. The broader impact will be realized in the following ways:

- Broaden participation of underrepresented groups by focusing on veterans with service-connected disabilities.
- Advance discovery and understanding by including key stakeholders in the interpretation of research findings and implementing an innovative methodology for sense-making and decision-making.
- Promote improved teaching/learning through a reflective process comparing strategies with outcomes.
- Broaden dissemination by posing problem-solving scenarios and action-reaction results, sharing results with community partners, and involving community partners in decision-making.
- Benefit society by analyzing, interpreting, and synthesizing research results in formats understandable and useful for community partners.

Institute's Role

- Grant proposal development
- Principal Investigator and program manager
- Protocol development for the fuzzy cognitive mapping process and presence during interviews with key informants
- Causal cognitive maps developed during interviews with key informants and input of maps into cognitive mapping software
- Development of subcontracts for assistance with fuzzy cognitive mapping methodology and data analysis

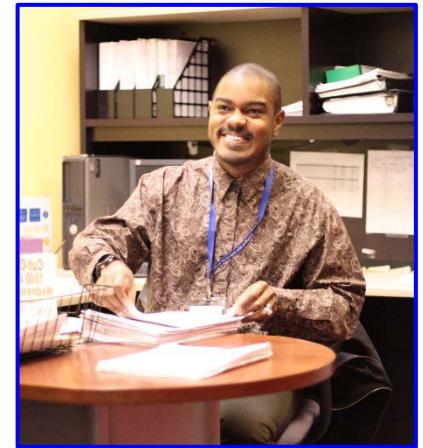
Products

- Annual reports
- Peer reviewed publications
- Professional presentations

Add-Us-In Kansas City

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: The goal of Add-Us-In Kansas City is to create a business-led network focused on increasing the capacity of employers to successfully hire and retain individuals with disabilities. As part of this goal, Add-Us-In equips youth to successfully participate within this continuum through Urban Career Academies, identifies and creates supports needed by employers in their efforts to diversify their workforce to include this population, increases the number and range of employment opportunities available to youth with disabilities, and develops a model continuum of career development encompassing these opportunities and supports. Minority-owned businesses and urban youth with disabilities are given special attention in the development of the Add-Us-In model. Located in the greater Kansas City area, the program will provide a replication toolkit for nationwide dissemination.



Project Contacts: Derrick Willis, 816.235.6438, willisdk@umkc.edu

Project Period: 2010-2015

Annual Funding: \$375,000

Funding Source: U.S. Department of Labor, Office of Disability Employment Policy

Core Functions

Applied Research: The Institute for Human Development (IHD) has established baseline data on the number of businesses within the Greater Kansas City area currently employing individuals with disabilities. The Add-Us-In consortium, which includes business representatives and disability-focused organizations, works towards understanding:

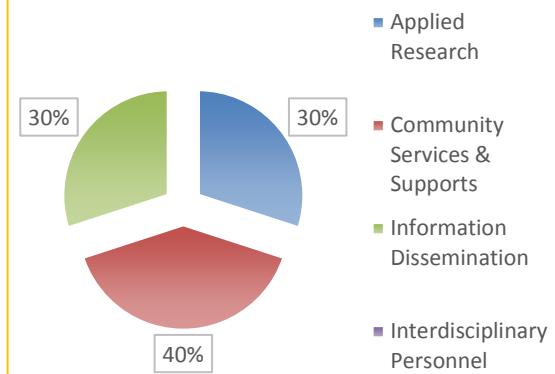
- barriers faced by employers and youth with disabilities,
- needs of businesses desiring to hire or train youth with disabilities,
- and successful marketing methods to both parties.

The Institute will measure the effectiveness of Add-Us-In KC project activities and the achievement of desirable outcomes for youth with disabilities, with a particular focus on urban youth and minority-owned businesses.

Community Services and Supports: The Add-Us-In business-to-business network provides information, mentoring, and encouragement towards workforce diversification to employers. Youth participating in the Urban Career Academy receive training and support to strengthen their abilities to enter and be successful within the workforce, as well as work experience and resume building assistance. Consortium participants, including youth and disability serving organizations, workforce development organizations, and minority-owned businesses gain experience working through cross systems partnerships to meet mutual goals set forth by the consortium.

Information Dissemination: A high quality and user-friendly “Add-Us-In Toolkit” will be created to aid other metropolitan areas as they seek to expand opportunities for youth with disabilities through the Add-Us-In model. This toolkit will be disseminated, in part, by core Add-Us-In consortium partners with membership in national associations, including but not limited to: business, youth, disability, and workforce associations.

Core Functions



- Applied Research
- Community Services & Supports
- Information Dissemination
- Interdisciplinary Personnel Preparation

Program Need and Historical Context

Urban youth encounter many hurdles to meaningful employment every day. Harsh realities of poverty and violence surround these young adults. Combined with low expectations, negative family work experiences, and a lack of jobs and training, urban youth encounter social pressure to abandon school and work. For those with disabilities, the prospects are even bleaker. Nationally, the Bureau of Labor Statistics reports that in 2012 only 17.8 percent of individuals with disabilities were employed (Persons with a Disability: Labor Force Characteristics Summary; June, 2013). Consequently, urban youth with disabilities have little access to role models or vocational mentors. Additionally, the scarcity of opportunities for these youth leads to low levels of "vocational hope." This program is an important step in addressing employment disparities for young people with disabilities living in urban areas, on both a local and national level.

Consumer and Community Involvement

- Sixteen core Add-Us-In consortium organizations, comprised of community leaders in business, youth-serving organizations, workforce agencies, and disability-serving organizations contribute expertise, resources, and their respective connections to local and national association networks.
- Between 2011-2013, 155 urban youth with disabilities participated in an Urban Career Academy developed by UMKC-IHD and the Add-Us-In consortium
- 10 Urban Career Academy host sites in the Kansas City metro, involving community-based organizations that serve area youth and persons with disabilities
- Significant partners also include the Kansas City Black Chamber of Commerce, Hispanic Chamber of Commerce, and Kansas City, KS Chamber of Commerce

Significant Project Activities and Outcomes

- Establishment of baseline data regarding urban youth with disability workforce participation
- Creation of the business-to-business network, a resource for area employers to learn from peer organizations about issues and opportunities related to the inclusion of employees with disabilities
- Employer training opportunities, developed by the Add-Us-In consortium and tailored to meet business needs; brought to the community by consortium partners
- After-school Urban Career Academies designed to meet the needs of urban youth with disabilities, providing:
 - Training in job seeking and workplace skills
 - Opportunities for career exploration through job shadowing, internships, and service
 - Identification and matching of interested youth with mentors from the business community

Institute's Role

- Developer of grant proposal
- Fiscal agent for obtained grant
- Project director
- Consortium core leadership and host site recruiter
- Project evaluation, both quantitative and qualitative, and the creation of a "Lessons Learned" section of the replication toolkit
- Developer of Urban Career Academy curriculum

Alianzas (Alliances)

IHD Priority Area: Program, Organization, & Community Capacity Building

The goal of Alianzas is to foster inclusive communities that recognize and address the unique qualities and challenges of Hispanic/Latino residents using a community-based, collaborative learning approach. This is a collaborative effort of University of Missouri Extension and the University of Missouri Kansas City Institute for Human Development.

Project Contact: Vim Horn, 816.235.1756, hornw@umkc.edu

Project Period: 1997-2014

Annual Funding: \$60,000

Funding Source: University of Missouri Extension



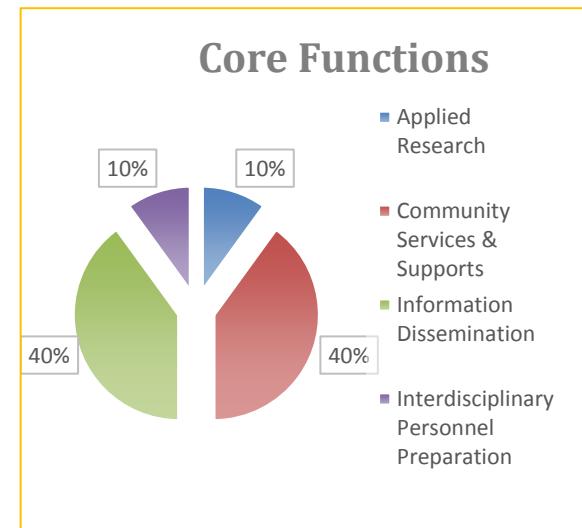
Core Functions

Applied Research: Conduct ongoing discussions with groups and key informants to expand the knowledge base about Hispanic communities in Missouri. Alianzas will support and develop program initiatives that enhance University Extension outreach efforts with Hispanic consumers, examine existing databases to identify demographic trends about Latinos in Missouri, and provide technical assistance, research resources and training to all University of Missouri Extension regions of Missouri.

Community Services and Supports: Identify resources within state and local government agencies that can partner with University of Missouri Extension (e.g., Latino Centers, Department of Health). Identify resources within the Latino community that can assist in strategic planning and program implementation (e.g., Spanish classes; translations, cultural awareness training). Identify other community partners that can bring resources to bear on Hispanic programs. Establish a database of these resources.

Information Dissemination: Alianzas maintains a statewide online resource center for the purpose of sharing best practices, highlighting programs in the state, and connecting efforts across the state, as it pertains to addressing the needs of the growing Hispanic/Latino population in Missouri. Alianzas also publishes a bimonthly newsletters that reaches over 800 MU Extension specialists across the state.

Interdisciplinary Personnel Preparation: Identify the cultural diversity needs of current academic programs within UMKC to support community program development and needed academic development activities.



Program Need and Historical Context

- The US Census recently released the redistricting figure for the 2010 census and Hispanics are the fastest growing population in the United States.
- Data from the US Census American Community Survey tell us that the Hispanic population is on average 10 years younger than the non-Hispanic population.
- Schools are experiencing tremendous growth in Latino students. Unfortunately dropout rate overall in the State has increased for Blacks and Hispanics students.

Project Profiles

2014

- In recent decades, a significant number of Latino immigrants have relocated to Missouri's rural and urban areas. Many challenges face these new immigrants, from language, lack of cultural awareness, social class issues, and isolation.

Consumer and Community Involvement

- Alianzas collaborates with communities where Latino projects occur and are being developed.
- Local and statewide coalitions are formed and some work groups are identifying needs and addressing key issues for program development.

Significant Project Activities and Outcomes

- Alianzas supported the KC Metro Hispanic Needs Assessment process.
- Alianzas provided cultural diversity training for MU Extension staff, and worked with MU Extension's Affordable Care Act Project team to ensure the curriculum was developed in a culturally competent framework that was accessible to diverse and minority communities.
- Alianzas completed conducting the Exito en el Norte series, in St Joseph MO.
- Alianzas participated in the Binational Health Week activities in Kansas City, and St. Joseph, MO.

Institute's Role

- IHD initiated the proposal that established Alianzas. It continues to offer program support and oversight as the program evolved into a Statewide program.

Products

- Binational Health Week Evaluation Report.
- Exito en el Norte Evaluation Report
- KC Metro Hispanic Needs Assessment Preliminary Report

Impact

System: *A statewide resource enhancing program development and outreach efforts for UME, UMKC, IHD within Missouri Hispanic community.*

Personnel: *Leadership roles have been established at both the university and community levels to support program development and replication.*

Leveraging: *Alianzas has leveraged its influence and efforts through University and community partnerships, and has leveraged funds on a limited basis.*

2014

Community of Practice: Focusing on Life Span Supports for Self-Advocates and Their Families

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: *The Community of Practice: Focusing on Life Span Supports for Self-Advocates and Their Families is a learning environment for intensive exploration into current policy, practices, trends and barriers. Five states are the focus of the Community of Practice, with learning shared with the entire nation. Additionally, Missouri collaborates as the demonstration state for the project. Each state team is facilitated jointly by the state I/DD service system office and state Council on Developmental Disabilities. Self-advocacy and family organizations as well as university, education, aging, and other organizations also serve as members.*



Project Contact: Michelle Reynolds, 816.235.1759, reynoldsmc@umkc.edu

Project Period: 2012-2017

Annual Funding: \$250,000

Funding Source: Administration on Intellectual and Developmental Disabilities

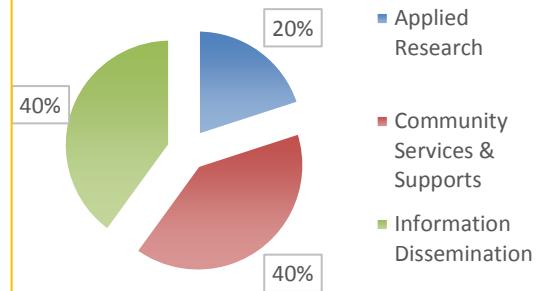
Core Functions

Applied Research: The Community of Practice (CoP) is focusing its applied research efforts on six areas of systems change strategies: Reframing, Service Innovation, Policy and Goals, Financing, Training and Technical Assistance, and Outcome Data.

Community Services and Supports: The Community of Practice is made up of a Project Leadership Team of four organizations: the National Association of State Directors of Developmental Disabilities Services (NASDDDS), the University of Missouri Kansas City Institute for Human Development (UMKC-IHD), the National Association of Councils on Developmental Disabilities (NACDD) and the Human Services Research Institute (HSRI); national partnership council, and six states. NASDDDS and UMKC-IHD partner to provide overall project coordination as well as technical assistance to state partnerships and consortia. NACDD senior staff provides technical assistance and information dissemination to State DD Council Directors. HSRI leads evaluation, state assessment, and data collection/reporting activities.

Information Dissemination: The CoP website, supportstofamilies.org houses both the national project information as well as a page for each state in the project. Members of the project management team presented at each state's kick off meetings. Information was also disseminated at AUCD, and presented at NASDDDS Directors' Forum and Annual Conference.

Core Functions



Program Need and Historical Context

Families are the core unit in our society. For individuals with intellectual and developmental disabilities, family members help them to participate in their community. Family often provides medical, behavioral, financial, and other daily supports beyond what most families provide. Yet, the vital role of families is not fully

Project Profiles

2014

recognized and supported in disability policy and practice. Today, there are more than 4.7 million American citizens with an intellectual or developmental disability. Most, 75%, of these individuals live in their communities without any formal disability services.

In 2011, a group of national and state leaders in the disability field came together to provide direction and guidance for the shift to focus on families. One recommendation was to develop and fund a National Supporting the Family Initiative to gain consensus on issues related to supporting families at both the national and state level. This initiative is our Community of Practice.

Consumer and Community Involvement

Core organizations that comprise the National Partnership Council (NPC) include the National Association of State Directors of Developmental Disabilities Services (NASDDDS), the National Association of Councils on Developmental Disabilities (NACDD), Parent to Parent USA (P2PUSA), Self-Advocates Becoming Empowered (SABE), the Autistic Self-Advocacy Network (ASAN), the Sibling Leadership Network and lead representatives from the Consortium for a National Agenda on Supports to Families with Members with I/DD.

Five states: Connecticut, District of Columbia, Oklahoma, Tennessee, and Washington are the focus of the Community of Practice with learning shared with the entire nation. Each state team is facilitated jointly by the state I/DD service system office and state Council on Developmental Disabilities.

Significant Project Activities and Projected Outcomes

- Selection of 5 participating states and National Kick-off in Kansas City, MO during year one
- Scaling-up activities in 5 states (CT, DC, OK, TN, & WA)
- Scaling-up activities in MO as demonstration state
- Development of a model framework for supporting families that addresses the needs of families with a member with I/DD across the lifespan and supports states to develop and sustain exemplary practices supporting families.

Institute's Role

Faculty and staff from UMKC-IHD partner with NASDDDS to provide overall project coordination and technical assistance to state partnerships and consortia. The Institute provides technical assistance to Missouri's Division of Developmental Disabilities to develop a strategic plan that focuses on increasing individualized supports, community living, employment and family supports across the lifespan.

Products

- Supportstofamilies.org website
- Community of Practice Overview
- TASH Webinar
- AAIDD poster and post-conference session (June)

Impact

- State and national consensus on a national agenda for improving support for families with I/DD.
- Enhanced national and state policies, practices, and sustainable systems
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems

2014

Determining the Efficacy of the Self-Determination Career Development Model (SDCDM)

IHD Priority Area: Program, Organization, and Community Capacity Building

Description: The UMKC-IHD and the Kansas University Center on Developmental Disabilities (KUCDD) are partnering on a Field Initiated Program grant from the National Institute on Disability and Rehabilitation Research (NIDRR) with the goal of *testing the Self-Determined Career Development Model (SDCDM) with a multi-state sample in Missouri, Kansas, and Oklahoma to measure the gain individuals with DD make in self-identified career development goals as a result of their interaction with the model.*

Project Contact: George S. Gotto, 816-235-5334, gottog@umkc.edu

Megan Steele, 816-235-6438, steelemj@umkc.edu

Project Period: 2012 – 2015

Project Funding: \$200,000 (FY2014)

Funding Source: National Institute on Disability and Rehabilitation Research

Core Functions

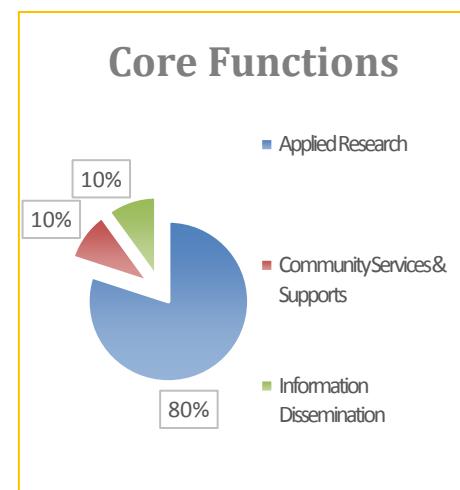
Applied Research: Data collection, entry, and analysis occurs under the direction of the UMKC-IHD faculty.

Community Services and Supports: Institute faculty provide all training and technical assistance to the community partners who are participating in project activities.

Information Dissemination: IHD faculty have developed all training and facilitation materials that are being used to implement the SDPCM.

Program Need and Historical Context

Employment figures for adults with I/DD lag far behind those for the general population; the Alliance for Full Participation reports an employment gap of 58% between people with I/DD and the general population (2009). People with I/DD who are working tend to work fewer hours and make less per hour than their counterparts in the general population, and tend to be concentrated in low-paying entry-level service jobs (Butterworth, et. al., 2011). In Missouri, according to 2009 data from the Institute for Community Inclusion (ICI), just 7% of individuals with DD/ID were employed in integrated settings, compared with 20% nationally.



Consumer and Community Involvement

The UMKC-IHD is working with 15 direct support organizations and 40 direct support providers in Missouri, Kansas, and Oklahoma. The support providers are working directly with individuals with IDD, facilitating the implementation of the SDPCM.

Significant Project Activities and Outcomes

- UMKC-IHD staff have trained 75 direct support providers in the use of the SDPCM.
- Collected first-round data from 180 people with IDD. This includes the ARC Self-Determination Scale, the Autonomous Functioning Checklist, and Goal Attainment Scaling.
- Implemented the SDPCM with 90 individuals with IDD.

Project Profiles

2014

Institute's Role

- Institute faculty provide all training and technical assistance to implementation sites.
- Institute faculty oversee the collection of all data.
- Institute faculty participate in the analysis of all data.
- Institute faculty participate in the dissemination of all results.

2014

Kansas City Hispanic Needs Assessment

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: The 2013 Hispanic Needs Assessment project was developed to assess current conditions, assets, and needs of the Latino population in the nine-county Greater Kansas City area. The project primarily emphasized economic, social, educational, health, and civic conditions. The findings from the project are to be used for the purpose of creating a road map for policy makers, community organizations, educators, Hispanic families, and students. This road map, in turn, is to be used to build and strengthen the future of the Latino community in Greater Kansas City.



Project Contacts: Kathryn L. Fuger, 816.235.5351, fugerk@umkc.edu

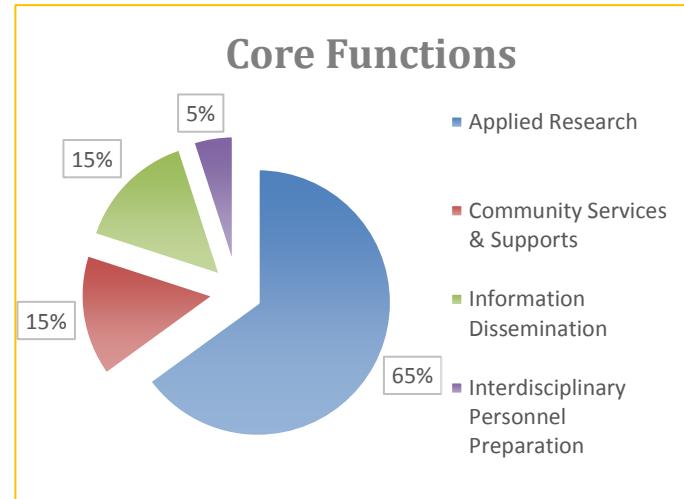
Project Period: 2012-2014

Project Funding: \$70,800

Funding Source: Latino Civic Engagement Collaborative

Core Functions

Applied Research: This assessment project employed a framework focused on determinants of health, defined as "the range of personal, social, economic, and environmental factors that influence health status." Of the many determinants of health, this assessment focused on socioeconomic conditions, access to health care services, availability of quality education, access to housing and other resources for community living, and discrimination. Additional emphasis was placed on assessing the civic health of the community, defined as activities that expand collective actions, resources, skills, expertise, and knowledge of individuals to increase choices and opportunities and improve quality of life in communities.



Community Services and Supports: The Hispanic Needs Assessment was commissioned by the Latino Civic Engagement Collaborative (LCEC) to support its work to bring about measurable improvements in the quality of life for Latinos in Kansas City. The LCEC identified one of its primary goals to be the creation and distribution of a research study that describes the current conditions and needs of the Greater Kansas City Latino population. Many volunteers from the community stepped forward to promote participation in the study as well as recruit other community members to the effort.

Information Dissemination: Findings from the project are being published and disseminated through an Executive Summary and full report of the 2013 Greater Kansas City Hispanic Needs Assessment. Subsequently, HNA research will be used for the purpose of creating a road map for policy makers, community organizations, educators, Hispanic families, and students, and build and strengthen the future of the Latino community in Greater Kansas City.

Interdisciplinary Personnel Preparation: Collaborators from different disciplines within the university, as well as professionals from among the Latino community worked to bring the HNA to completion.

Project Profiles

2014

Program Need and Historical Context

- The Greater Kansas City Community Foundation and Affiliated Trusts commissioned the first Hispanic Needs Assessment in Greater Kansas City over 25 years ago, in 1988.
- After the publication of the 1988 Hispanic Needs Assessment, rapid societal change occurred, greatly affecting the Latino population in Greater Kansas City.
- Over the following decades, many of today's leading Hispanic organizations were established, or serving other populations.
- Today, a host of nonprofit community organizations and Latino businesses address the needs of the Latino population for education, health and mental health, housing, employment, and social services. Among these are the organizations that sponsored and guided the current assessment project.
- The LCEC identified a need for current data to accurately understand present needs of local Latino communities, and plan for the future.

Consumer and Community Involvement

Significant consumer and community involvement was offered by many organizations and individuals, including, but not limited to: The Hispanic Assessment Advisory Committee with representatives from the following organizations: Argentine Neighborhood Development Association, Cabot Westside Medical and Dental Center, El Centro, Inc., Greater Kansas City Hispanic Scholarship Fund, Guadalupe Centers, Inc., Hispanic Chamber of Commerce of Greater Kansas City, Hispanic Economic Development Corporation, Latino Coalition of Kansas City (formerly Coalition of Hispanic Organizations), Latinos of Tomorrow, LULAC National Educational Service Center of Kansas City, Mattie Rhodes Center, Samuel U. Rodgers Health Center, UMKC Latina(o)/Chicana(o) Studies Program, Westside Housing Organization, and Young Latino Professionals.

Significant Project Activities and Outcomes

- Foundational body of research regarding Kansas City Latino communities
- Enhanced partnerships with Latino-serving organizations included in the LCEC
- Published research available for the community

Institute's Role

- Designed online and paper survey and instrument design
- Completed historical review, demographics change study, and overview of 1988 study
- Conducted survey distribution, focus groups, interviews and managed collection efforts
- Analyzed results
- Created report of findings, product development and dissemination

Products

- 2013 Kansas City Hispanic Needs Assessment Full Report
- Executive Summary

Impact

System: Established current research to be used for the purpose of creating a road map for policy makers, community organizations, educators, Hispanic families, and students. This road map will be used to build and strengthen the future of the Latino community in Greater Kansas City.

2014

Missouri Money Follows the Person Demonstration Project

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: The federal Money Follows the Person (MFP) demonstration was authorized by Congress as part of the 2005 Deficit Reduction Act (DRA) and was extended under the Affordable Care Act (ACA). MFP offers states the opportunity to receive enhanced federal matching funds for covered Home and Community Based Services (HCBS) for 12 months for each Medicaid beneficiary who transitions from an institutional setting to back to a community based setting as a MFP participant. The Center for Medicare and Medicaid Services (CMS) has defined MFP as “a system of flexible-financing for long-term services and supports that enable available funds to move with the individual to the most appropriate and preferred setting as the individual’s needs and preferences change.” This approach has two major components. One component is a financial system that allows sufficient Medicaid funds to be spent on home and community-based services. This often involves a redistribution of State funds between the long term institutional care (LTC) and community based waiver programs. The second component is a nursing facility transition program that identifies consumers in institutions who wish to transition to the community and helps them to do so. The Missouri Money Follows the Person Demonstration Project has targeted four groups for involvement in the project: the elderly, persons with physical disabilities under the age of 63, individuals with developmental disabilities, and those with a developmental disability and a mental illness. It is the intent of the project to transition qualified persons from long term care facilities such as nursing homes and state habilitation centers back to the community in appropriate living settings with accompanying support services.

Project Contacts: Robert Doljanac, 573.884.2768, doljanacr@umkc.edu

Project Period: 2007-2016

Annual Funding: \$277,420 (FY2014)

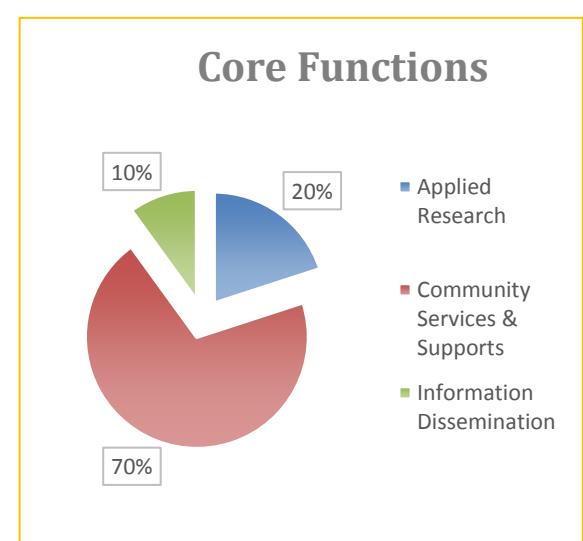
Funding Source: Center for Medicare and Medicaid Services; UMKC Institute for Human Development

Core Functions

Applied Research: The Institute is evaluating the Mo MFP Demonstration Project to provide insight to funding partners on the effectiveness and impact of the project on consumers.

Community Services and Supports: The Institute is taking the lead in monitoring the quality of life for individuals involved in the project and their placement in appropriate and desired living settings. This includes their receiving needed supports and services to be successful in their community living arrangement and their satisfaction with these arrangements. One of the intents of the project is that it will lead to the development and improvement in services for persons with disabilities living in the community.

Information Dissemination: The Mo MFP Demonstration Project is a system of flexible financing for long-term services and supports. Missouri has created an operational protocol that is specific to needs in Missouri. The state’s version of MFP will be shared with other participating states across the nation. Information on the progress of the Mo MFP Demonstration Project is shared at Project Stakeholders Meetings. Semi-annual evaluation reports on the project are listed on the projects website. Project information is also shared in Information Briefs on specific project topics.



Program Need and Historical Context

Home and Community Based Services (HCBS) waiver programs began as a separate long-term supports option with dedicated funding for specific disabilities. As these programs developed, available funding became fully obligated and no new housing slots were developed. This created a barrier to community services and a bias toward institutional living settings. Consumers continued to have access to institutional settings while preferred community options were not available. MFP developed as a strategy to reduce this bias and allow Medicaid funds to be used to support access to services and supports in settings preferred by the consumer.

Consumer and Community Involvement

Missouri agencies providing services for the elderly, persons with physical disabilities, individuals with developmental disabilities and those with a developmental disability and mental illness are involved in all aspects of this demonstration project: advisory, recruitment, implementation, supporting DSP participation, and mentoring. Agencies involved include: People First, Mo Planning Committee, Statewide Council on Housing & Redevelopment, Centers for Independent Living, Comprehensive Psychiatric Rehabilitation Coalition, Area Agencies on Aging, Mo Head Injury Advisory Council, and Mo ARC. Consumers and families are involved in a stakeholders group that meets to address project concerns and help develop and implement strategies to help achieve project goals.

Significant Project Activities and Outcomes

- Increase in the number of waiver funded community living situations
- Changes in state budgeting & financing policies
- An improvement in the quality of life experienced by persons with disabilities
- Establishment of a plan for long-term sustainability of funding for persons participating in the MFP Project after projects expiration
- Develop and implement a system for quality management of HCBS support services
- Develop a system to identify individuals who wish to transition back to the community

Institute's Role

- Evaluation of MFP Demonstration Project outcomes
- Monitoring changes in state funding and budgeting policies
- Providing feedback and information on methods to improve services and supports to MFP participants
- Produce articles and briefs on topics relevant to MFP Demonstration Project

Products

- Missouri MFP Demonstration Operational Protocol
- Semi-annual Missouri MFP Demonstration Project evaluation reports sent to CMS
- Information Briefs on select Missouri MFP Demonstration topics

Impact

System: *A statewide increase in funding and budgeting options for Medicaid waiver participants. Increase in community support and services. Increase in community living arrangements for persons with disabilities.*

Leveraging: *A collaborative comprised of the UMKC Institute for Human Development, Missouri agencies, and state departments, with funding provided CMS to support this demonstration project.*

Missouri Traumatic Brain Injury Implementation Partnership Project

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: In 2009, the Missouri Department of Health and Senior Services (DHSS), Bureau of Special Health Care Needs was awarded a U.S. Health and Human Services, Health Resources Services Administration grant “to provide individuals with traumatic brain injuries and their families with improved access to comprehensive, multidisciplinary, coordinated, and easily accessible systems of care.”

The project focuses on the needs of those at highest risk of traumatic brain injury. Initiatives target children and youth, military service members, and individuals from culturally diverse and rural communities. Initiatives from this project focus on increasing public awareness, knowledge about TBI, and enhancing service delivery systems through partnerships with agencies and organizations that serve individuals with TBI.

Project Contacts: Tom McVeigh, 816.235.1750, mcveight@umkc.edu

Project Period: 2009-2014

Total Funding: \$982,910 (total funding)

Funding Source: DHSS/HRSA Grant

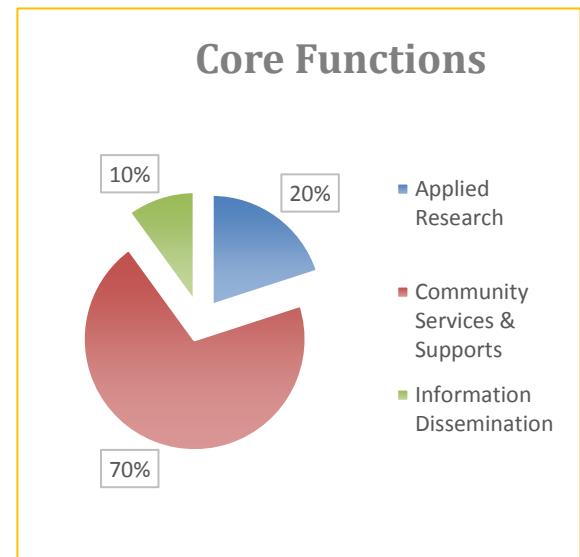
Core Functions

Applied Research: UMKC IHD conducted evaluation for the effectiveness of trainings and products, partnership development, and service enhancement. In addition, UMKC IHD led the development of a statewide TBI needs assessment.

Community Services and Supports: UMKC IHD developed and conducted cultural competency training for TBI service providers.

Information Dissemination: The project disseminates a variety of products and information through collaborations with other professional organizations and through community outreach efforts.

Program Need and Historical Context: The Health Resources and Services Administration (HRSA) has funded state TBI projects for the past 15 years. In 2009, this program was redesigned to provide larger grants to fewer states and Missouri was one of 16 states to receive an award. Although there is no estimate for the number of people that experience a TBI and receive some type of medical care other than visiting an Emergency Department or being admitted to a hospital, there were still over 15,000 TBI events each year in Missouri from 2007-2011. In addition, an estimated 20% of military veterans in Missouri are living with TBI.



Consumer and Community Involvement

- The TBI Volunteer Ombudsman is a survivor who serves as a voice of TBI survivors and their families, meeting with and collecting data from individuals and families across Missouri. This position also serves on the Brain Injury Advisory Council and the Brain Injury Association Advocacy Committee.
- The MO Brain Injury Advisory Council serves as an advisory committee to the grant.
- Partnerships and collaborations have been formed with many organizations across the state, including a Latino TBI Workgroup, several military partnerships, school and educator associations, school nurses, and others that serve individuals with TBI and their families.

Project Profiles

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Significant Project Activities and Outcomes

- Improved services provided to children and youth with TBI by improving the capacity of pediatricians, schools, and other to better serve them.
 - Developed and conducted Sports Concussion training for educators, coaches, service providers and medical professionals statewide
 - Trained and/or disseminated materials to early childhood educators and service providers
- Addressed the growing needs of Missouri soldiers returning from combat with undiagnosed TBI's.
 - Developed and disseminated military-specific TBI information and resource guides
 - Helped to found the Missouri Behavioral Health Alliance focused on better meeting the needs of service members, veterans, and military families
- Addressed the unique needs faced by individuals with TBI in rural areas including limited access to services and few trained professionals.
 - Conducted distance learning training with professionals another in rural areas.
 - Partnered with rural state efforts to streamline access to long-term services.
- Increased access to resources available to individuals from culturally diverse groups by addressing barriers related to alienation of and lack of familiarity with service structures
 - Provided cultural competency training and outreach
 - Developed and disseminated Hispanic resources.

Institute's Role

Collaborated with the planning and development of the grant application. Key roles include:

- Institute staff served as PI for IHD portion of project
- TBI Grant Project Coordinator works full time coordinating the implementation of initiatives and is based at the DHSS offices in Jefferson City
- Staff developed and delivered the Building Capacity to Serve Diverse Populations training
- Staff served as the evaluator for the project initiatives and coordinated the implementation of a new Statewide Needs and Resource Assessment

Products

- Evaluation Tools for the Needs Assessment: Ombudsman Log, Product Survey, Professional Needs Questionnaire, Survivor and Family Needs Questionnaire, and Collaboration Survey.
- Road Map to Military Resources
- Traumatic Brain Injuries in Early Childhood: Recognizing, Recovering, Supporting
- FACTS about Traumatic Brain Injury (TBI) in Children
- On-line TBI training modules
- Building Capacity to Serve Diverse Populations training
- Concussion Management: The Team Plan

Impact

- High risk groups have increased awareness of and access to resources
- Service organizations are more culturally competent and culturally diverse groups have increased TBI knowledge and awareness
- Partnerships are developed and planning occurs with key agencies and systems change initiatives
- Enhanced state capacity to support ongoing systems improvements
- Travel between systems becomes more seamless and easy to navigate
- Greater awareness of the needs of veterans with TBI and integration of military and community resources to serve them

2014

National Gateway to Self-Determination

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: The goal of the National Gateway to Self-Determination (NGSD) is to establish a sustainable, evidence-based training system that enhances self-determination training programs that lead to quality of life outcomes for individuals with developmental disabilities throughout the lifespan. The NGSD is made up of five consortium members: the UMKC-Institute for Human Development, The Kansas University Center on Developmental Disabilities, Westchester Institute for Human Development, The University of Oregon Center on Human Development, and The University of Illinois at Chicago Institute on Disability and Human Development.

Together this consortium, along with disability organizations across the nation, work to make a systems change impact by identifying, developing, and promoting resources that enhance self-determination and lead to improved quality of life for individuals with developmental disabilities.

Project Contacts: Carl F. Calkins, 816.235.1755, calkinsc@umkc.edu

Project Period: 2008-2013

Project Funding: \$4,000,000 over five years

Funding Source: U.S. Dept. of Health and Human Services, Administration on Developmental Disabilities, award no. 90-DD-0659



Being more self-determined means depending less on others. "I think self-determination will help me to be more independent in the future and to be clear-minded about what I want to become."

Brandon

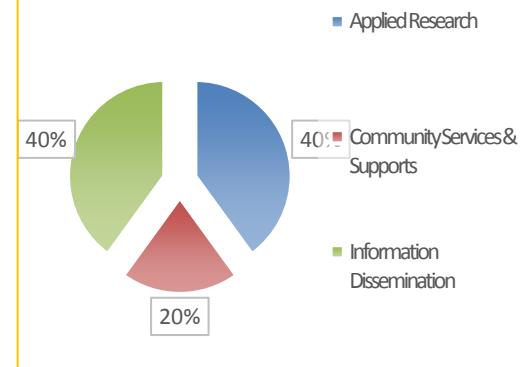
Core Functions

Applied Research: The NGSD focused applied research efforts on five areas of need in self-determination: Aging and Life Span Issues, Health, Employment, Community Living, and Self-Advocacy. An example of a NGSD research initiative is the self-administered survey on self-determination. Using a specially designed iPad interface that allows self-advocates to understand and navigate survey questions by themselves, NGSD researchers have collected data from over 200 self-advocates related to opportunities for self-determination.

Community Services and Supports: The consortium was charged with providing community services and supports aimed at scaling-up self-determination on a statewide level. IHD is supporting the activities of the Missouri Self-Determination Association (MoSDA), an organization that includes Senate Bill 40 County Boards, ARC chapters, provider organizations, parents, and self-advocates. MoSDA believes individuals with disabilities should plan their own lives, pursue what is important to them, and have a meaningful role in the community.

Information Dissemination: The NGSD has a variety of initiatives focused on information dissemination, including the Special Issue of the journal *Exceptionality* (v 19, no. 1, 2011) entitled **"Scaling Up Efforts to Promote Self-Determination."** Articles included in this volume highlight a social-ecological framework upon which all NGSD activities are based. The NGSD also published the **"Research to Practice in Self-Determination"** series, the purpose of which is to describe key issues in the field of developmental disabilities that can be enhanced through efforts that promote self-determination. The series includes six issues that cover the following topics: self-advocacy, employment, health, family, aging, and post-secondary education. The NGSD also has a vital web presence (www.ngsd.org), which highlights stories, NGSD products, and a Resource Guide, which is a national listing of recommended programs and resources to promote self-determination that can be utilized by all constituencies including people with developmental disabilities, professionals, direct support

Core Functions



Project Profiles

2014

personnel, parents and siblings, educators, and self-advocates. The NGSD website includes an accompanying YouTube Channel that features nearly 50 videos of self-advocates who discuss self-determination in their lives.

Program Need and Historical Context: The preeminent need for people with developmental disabilities, a need that is the same for all people in our society, is to achieve a higher quality of life; a life that includes family, friends, and community engagement with its array of supports and services. Enhancing self-determination continues to be a widely referenced and highly valued goal that influences national legislation, federal and state policy, and practice in the field, and that is collectively agreed on as important to improve the quality of life of people with disabilities. Building a gateway to inclusion requires the application of social science that is based on a clear, evidence-based understanding of the social and environmental conditions that either enhance or limit one's adaptation and growth.

The NGSD addresses these needs through evidence-based practices that are acceptable to people with developmental disabilities, along with its description of the positive outcomes generated through these practices. It is a myth that you can just "train away" developmental disabilities, but you can minimize the challenges in one's life by helping both the person and environment to grow and adapt.

Consumer and Community Involvement: A primary objective of the NGSD is the inclusion in every phase of the project of "all the players" in the disability community, from University Centers for excellence in Developmental Disabilities, to government agencies, and most importantly to individuals and families.

Significant Project Activities and Projected Outcomes

- Development of the National Gateway to Self-Determination website, which includes sections on SD in Practice, Scaling Up SD, SD News & Events, SD Links, and the SD Resource Guide.
- Identification of numerous curricula and training materials, available on the the NGSD Resource Guide.
- Sponsorship of the SABE 2010 National Conference in Kansas City, Missouri.
- The Story-Telling Initiative, which has resulted in video documentation of 50 self-advocates discussing self-determination in their lives.
- The Self-Administered Survey on Self-Determination project using iPads, which resulted in data from nearly 300 self-advocates.

Institute's Role

- Grant proposal development
- Co-Principal Investigator and program manager
- Website creation and maintenance
- Scale-up self-determination in Missouri in partnership with the Missouri Self-Determination Association

Products

- A Special Issue of *Exceptionality* (vol. 19, no. 1) entitled "Promoting Self-Determination," which includes comprehensive articles presenting a social-ecological model of intervention in self-determination.
- Publication of the booklet, "National Gateway to Self-Determination, A National Training Initiative."
- Publication of the booklet, "What is Self-Determination and Why is it Important?"
- Publication of the first issue of *Research to Practice in Self-Determination*, entitled "Self-Determination and Self-Advocacy."
- Publication of "Advising Through Self-Determination: An Information Guide for Advisors."

2014

Show-Me-Careers: Missouri's Transition to Employment Collaborative

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: In 2011 Missouri was one of eight states awarded a Partnerships in Employment (PIE) grant funded through the U.S. Department of Health and Human Services, Administration for Community Living, Administration on Intellectual and Developmental Disabilities (I/DD). The primary goal of Show-Me-Careers is to scale-up effective practices that support the seamless transition from school to inclusive employment or post-secondary education for youth and young adults ages 16-30 with intellectual and developmental disabilities. Initiatives of the grant are led by a consortium of state agencies who developed a set of Guiding Principles that serve as the foundation for scaling-up transition to employment activities. Eight pilot communities throughout the state were chosen by the consortium to demonstrate effective practices that increase seamless transition through the development of community specific work plans tailored to their local needs and available resources. Show-Me-Careers focuses on improving the policies, practices, and funding that affect the transition from secondary to post-secondary education or employment as well as strengthening collaborations among systems at the state and community levels that lead to better employment outcomes for individuals.

Project Contact: Tom McVeigh, 816.235.1750, mcveight@umkc.edu

Project Period: 2011-2016

Annual Funding: \$2,190,000

Funding Source: Administration on Intellectual and Developmental Disabilities

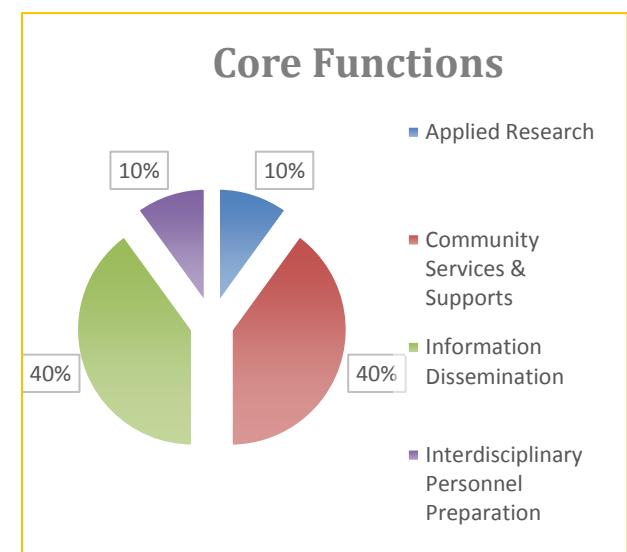
Core Functions

Applied Research: UMKC IHD conducts project evaluations at the state and community level in areas such as state collaborative system key indicators of high performing states, quality indicators related to project Guiding Principles, and project outcomes and barriers. Evaluation data is reviewed by the project consortium and is used to guide further project activities and technical assistance provided at the community level.

Community Services and Supports: UMKC IHD and the project's Consortium provide guidance and technical assistance to the project pilot communities to support scaling-up of evidence based practices on the community level. The agencies represented on the project Consortium also address needed change at the broader system level through improved collaboration, policies, funding, and practices that support transitions to employment.

Information Dissemination: The project disseminates information through a variety of mediums and products including an online resource repository on the project's website and marketing materials highlighting the project's Guiding Principles which are disseminated at meetings with key stakeholders and community level trainings. Information and technical assistance are also provided through a monthly webinar series which highlights effective practices for seamless transition to the pilot communities.

Interdisciplinary Personnel Preparation: The project provides a forum for students interested in transition to work on various project initiatives and engage with state level Consortium members.



Program Need and Historical Context

Individuals with I/DD experience some of the highest rates of unemployment and in Missouri there are fewer individuals with I/DD employed in inclusive settings than the national average. Employment outcomes are increased when strong partnerships increase between families, schools, agencies, and providers. Active business partnerships increase integrated employment outcomes for individuals with I/DD.

Additionally, youth and young adults with I/DD benefit from opportunities to explore career preferences and gain work experience before they leave high school.

Significant Project Activities and Outcomes

The following community and systems level outcome objectives guide project activities:

- Community Level outcome objectives:
 - Increased number of businesses providing early work experiences and/or inclusive employment to youth with I/DD
 - Increased number of youth and young adults with I/DD who explore work and career preferences and opportunities through participation in a variety of early community work experiences
 - Increased collaboration and coordination of resources at the community level
 - Increased number of youth with I/DD who transition seamlessly to inclusive employment
- System Level outcome objectives:
 - Improved policies, funding, and practices that support access to employment
 - Increased application of evidence-based principles
 - Collaborations, funding, policies, and procedures are scaled up and sustained

Institute's Role

- Developed the grant application
- Provide overall project management, staffing, reporting, and serves as the fiscal agent
- Evaluate project outcomes
- Serve as a member of the Consortium Leadership Team
- Lead development of project reports, planning tools, and other products

Products

- Project website and online national and state resource repository
- Evaluation tools including state and local levels of Collaboration and Guiding Principles Survey
- Pilot Community Planning Guides
- Marketing materials and information

Impact

System: *Increased cross systems collaboration and improved policies, funding, and procedures that support access to employment.*

Community: *An increase in knowledge and use of effective transition to employment practices.* **Individual:** *An increase in individuals with I/DD that transition to integrated employment.*

Show-Me-Careers Consortium

- UMKC Institute for Human Development (lead organization)
Associated Industries of Missouri
Missouri Developmental Disabilities Council
Missouri Division of Developmental Disabilities
Missouri Division of Workforce Development
Missouri Office of Adult Learning and Rehabilitation (Vocational Rehabilitation)
Missouri Office of Special Education
People First of Missouri

2014

Supporting Families with a Member with Developmental Disabilities

IHD Priority Area: Program, Organization, & Community Capacity Building

Description: *Supporting Families with a Member with Developmental Disabilities* is designed to build a statewide infrastructure for supporting individuals with developmental disabilities and their families across the lifespan.



Project Contact: Michelle Reynolds, 816.235.1759,
reynoldsmc@umkc.edu

Project Period: 2011-2014

Annual Funding: \$59,000 (FY2014)

Funding Source: Department of Mental Health-Division of Developmental Disabilities

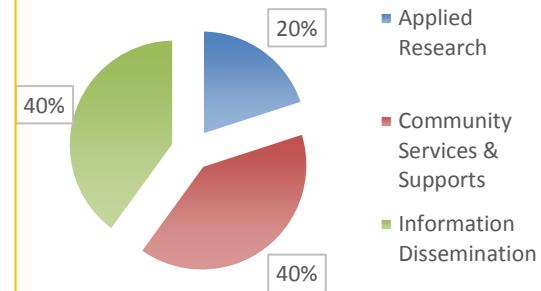
Core Functions

Applied Research: Supporting Families with a Member with DD is focusing its applied research efforts on areas of systems change strategies: Reframing, Service Innovation, Policy and Goals, Financing, Training and Technical Assistance, and Outcome Data.

Community Services and Supports: UMKC-IHD and DMH-DDD partner to provide overall project coordination as well as provide technical assistance to state partnerships and organizations.

Information Dissemination: Prior to the project, there had been a lot of investment in families and self-advocates. This has been an opportunity to engage with case managers to encourage life planning.

Core Functions



Program Need and Historical Context

Families are the core unit in our society, serving as a source of support for all their members. For individuals with intellectual and developmental disabilities, the role of family is unique, and often central in the support and care provided across the lifespan. Family members play key roles in identifying and securing opportunities for their family members to participate in meaningful ways within their community and ensuring access to self-determined lives. Parents and other family members of individuals with intellectual or developmental disabilities often provide medical, behavioral, financial, and other daily supports beyond what most families provide. Yet, the vital role of families is not fully recognized and supported in disability policy and practice.

Supporting people with intellectual and developmental disabilities to live and fully participate in their communities throughout their lives has emerged as a fundamental right and consideration in disability policy and practices. Because of the role that families continue to play in the lives of their family members with intellectual and developmental disabilities, future policies and practices must reflect the family as part of the system of support.

The service delivery system for people with disabilities has a history of discrimination and segregation, denying access to many opportunities for individuals with disabilities. Based on this historical discrimination, a change in the culture is necessary for system reform. As societal perception changes about people with disabilities, so must the systems and policies designed to support them. The main catalyst for this change is listening to the

Project Profiles

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self-advocate and family voice. Secondary catalysts include leadership and the value that segregation and discrimination is no longer acceptable. These catalysts nudge the system towards change.

Key to systems reform is system efficiency. Disability service systems, through both State and Federal programs, furnish a wide array of services and supports to individuals with I/DD. These services and supports provide opportunities for individuals with I/DD to maximize their full potential and participate in their families and community. The state disability system must drive forward innovative services, such as family specific strategies and family and person driven services.

Another consideration for system reform is the fact that the new system must effectively facilitate collaboration and use of community assets. There are three strategies in family support that emphasize collaboration and use of current assets the family and community possess, these strategies are: discovery and navigation, connecting and networking, and goods and services.

Significant Project Activities and Projected Outcomes

- Demonstration state for National Community of Practice
- Implementing supports to families strategies and work plans in St. Joseph and St. Charles
- Provision of technical assistance to county boards to enhance supports for families

Institute's Role

Faculty and staff from UMKC-IHD will partner with DMH-DDD to provide overall project coordination and technical assistance to DDD staff. The Institute provides technical assistance to develop a strategic plan that identifies and reforms policies and practices focused on increasing outcomes related to individualized supports, community living, employment and supports to families across the lifespan.

Specifically focused on families, the IHD developed a statewide family-directed Missouri Family-to-Family Resource Center more than 20 years ago, which provides information, peer support, and leadership opportunities that assist families to become more informed and empowered to support their members with disabilities. The MoF2F has expanded its efforts into each of the 12 state regional offices by developing the capacity of a Family Support Coordinator who facilitates requests from families.

Products

- LifeCourse Book
- LifeCourse Webinars
- Regional Networks
- Tools for Replication of Enhancing Support Coordination (in development)

Impact

- State consensus on LifeCourse framework and agenda for improving support for families with members with I/DD.
- State consensus on quality of life outcomes
- Enhanced state policies, practices, and sustainable systems that result in improved supports to families.

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Women's Leadership

IHD Priority Area: Program, Organization, and Community Capacity Building

Description: The Women's Leadership project assists women in developing the interest and skills necessary to succeed as full participants within all levels of government, both elected and appointed. Additionally, the project presents programs and opportunities to support and encourage women in leadership.

Project Contact: Julie Warm, 816.235.5371, warmj@umkc.edu



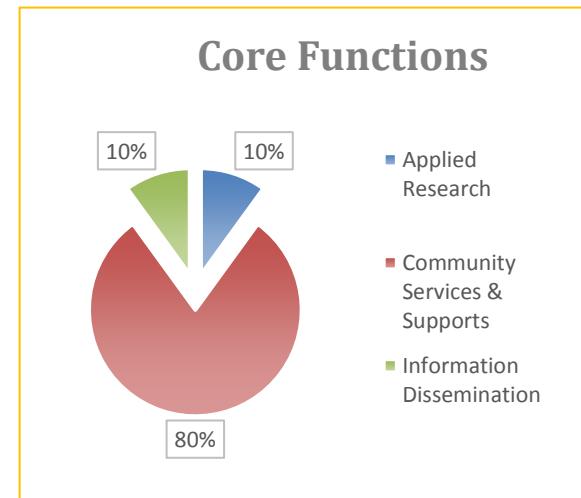
Local political leaders meet with Ukrainian women as they learn about engaging citizens in democracy.

Core Functions

Applied Research: The Women's Leadership project examines the role of women in civic life.

Community Services and Supports: This project promotes engagement, particularly of women, in civic life. The project accomplishes its mission by presenting the skills and knowledge necessary to participate in democracy. Illustrative services include a non-residential summer camp to train middle school girls to run for student council, non-partisan political training, and training of women lawyers with judicial aspirations.

Information Dissemination: The project staff promote and inform about the role of women in leadership through classes, public speaking, conversations, and more.



Program Need and Historical Context

Even though women represent 50 percent of the population, they are under-represented at all levels of public policy making. In terms of service in the national legislature (i.e. Congress), the United States ranks 57th in the world in the percentage of women following such countries as Rwanda, Cuba, Costa Rica, Argentina, Mozambique, and Bulgaria. At the national level, 18% of the state governors, 13 percent of the big city mayors, and 23 percent of state legislators are women.

Consumer and Community Involvement

All projects are conducted in partnership with key stakeholders and collaborators.

Significant Project Activities and Outcomes

- In two years, Madam President Camp has grown from one week to three weeks.
- This project has developed a multi-year strategic and business plan to guide it as it develops.

Institute's Role

- IHD staff manages all aspects of this work.

Impact

System: The inclusion of women in all aspects of public life will improve the quality of public policy by increasing diverse point of view and effectively utilizing women's unique strengths.

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