
JENNIFER A. HALL-LANDE, PHD
UNIVERSITY OF MINNESOTA
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Education

Ph.D. Education Educational Psychology, Minor in School Psychology, University of Minnesota, Minneapolis, MN.

M.A. Education Educational Psychology, Minor in School Psychology, University of Minnesota, Minneapolis, MN.

B.A. Special Education, University of Northern Iowa, Cedar Falls, IA.

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA)

National Association of School

Psychologists

American Autism Society (ASA)

International Association of Autism

Research

Association of Maternal Child Health
MN Social Service Association (MSSA)

Autism Society of MN (AUSM)

Appointment to the MN Early Intensive Developmental Behavioral Intervention Task Force

Certifications

- School Psychologist K-12
- Special Education Teacher K-12
- Elementary Education Teacher 1-6
- Work Experience Coordinator 9-12
- Autism Spectrum Disorders Certificate
- Disability Policy Certificate

Professional Experience

2004-present Research Associate/Research Manager/Institute on Community Integration University of Minnesota-Minneapolis, Minnesota

- Planned and coordinated research projects and grants.
- Managed multiple research projects.
- Supervised multiple staff across a variety of job categories.
- Analyzed and presented quantitative and qualitative research data and findings.
- Reviewed and wrote technical reports and peer reviewed articles for publication
- Conducted ASD surveillance research using ADDM research methodology.
- Coordinated and wrote national policy review on ASD waivers.
- Presented research findings at local, state, and national conferences
- Authored online courses on disability topics including Autism and TBI.
- Reviewed and edited online courses in the College of Direct Support.
- Collaborated with local and national organizations on disability issues.
- Served on state leadership committees on Autism Spectrum Disorders.
- Developed partnerships with state agencies and local organizations.

2015-Present MN LEND Faculty

- Mentored 8 MN LEND fellows on LEND Projects
- Taught several didactic sessions on Intellectual Disability (ID), ASD assessment, ADHD, early developmental screening, etc.)
- Participated on LEND Faculty meetings and planning session

2015-Present Autism Navigator Project Consultant

- Consulted on pilot Autism Navigator research project
- Collaborated with school districts and MDE partners
- Connected research in early ASD identification and practice in schools

2014 LEND Clinical Postdoctoral Fellow in U of M ASD Clinic

- Participated in assessment of children with ASD.
- Conducted developmental histories around ASD.
- Proficient in ADOS-2, DAS-II, CELF, WISC-IV, GADS, GARS.

- Working towards research reliability on ADOS-2 and ADI-R.
- Contributing to ASD assessment reports.

2007-2010 School Psychologist Hopkins Public Schools, Minnesota

- Conducted assessments including cognitive, academic and behavioral assessment.
- Participated in autism related assessments.
- Developed functional behavioral assessments.
- Created Positive Behavior Support plans.
- Wrote evaluation and assessment reports.

2000-2002 Lead Special Education Teacher Valley View Middle School-Bloomington, MN

- Developed school-to-work transition plans and Individualized Educational Plans (IEP).
- Supervised the process of identifying students with disabilities and mental health issues.
- Gave presentations and training workshops to educators on special education regulations.
- Provided teaching and special education case consultation in a juvenile correctional facility.

1997-2000 Multi-Categorical Special Education Teacher Bruce Vento Elementary-Saint Paul, Minnesota

- Provided educational support for students with Autism Spectrum Disorders, Learning Disabilities, Emotional Behavioral Disorders, Mental Health issues, and Developmental Cognitive Delays.
- Conducted assessment in a culturally and linguistically diverse setting.
- Collaborated with parents, students, and professionals to develop support programming.
- Advocated for families and children with disabilities in an educational setting.

1997-1998 Direct Support Professional J.E.C. Miller Inc.-Richfield, Minnesota

- Worked in a group home setting with adults with Developmental Disabilities and Mental Health.
- Administered medication, developed budgets, and assisted with transportation.
- Assisted individuals with disabilities with daily independent living skills and job tasks.

1994-1997 Job Coach/ Community Living Skills Coordinator Goodwill Industries

- Collaborated with adults with disabilities and caseworkers in program development.
- Assisted clients with disabilities in learning occupational skills and finding employment.
- Provided job training and independent living skills coaching to adults with disabilities.
- Facilitated connections between adults with disabilities and community agencies.

Selected Publications

Amado, A. Van Ness, J. Hall-Lande, J. Dosch Brown, R. (in submission) Friendship, Love & Fun: Social Inclusion and Relationships.

Kramme, J., Jackson, E., Hall-Lande, J. Hewitt, A. (in submission). An Updated National Review of Medicaid Home and Community-Based Services (HCBS) for Individuals with Autism Spectrum Disorders.

DeCarlo, M., Hall-Lande, J. Bogenschutz, M. & Hewitt, A. (in submission). State of the states in self-direction for individuals with intellectual and developmental disabilities.

Esler, A. N., Hall-Lande, J., & Hewitt, A. (2017). Phenotypic Characteristics of Autism Spectrum Disorder in a Diverse Sample of Somali and Other Children. *Journal of Autism and Developmental Disorders*, 47(10), 3150-3165.

DeCarlo, M., Hall-Lande, J. Bogenschutz, M. & Hewitt, A. (2017). State of the states in self-direction for individuals with intellectual and developmental disabilities. Policy research brief (26,1), Research and Training Center on Community Living at the University of Minnesota.

Hall-Lande, J. (2017). Global Developmental Delay. *Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: Sage Publications.

Huddock, R. & Hall-Lande, J. (2017). Adults with Autism Spectrum Disorders. *Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: Sage Publications.

Hewitt, A. Hall-Lande, J., Stancliffe, R., Nord, D., Pettingell, S., Hamre, K. Hallas-Muchow, L. (2016). Characteristics of Adults with Autism Spectrum Disorder who use Residential Services and Supports Through Adult Developmental Disability Services in the United States. *Research in Autism Spectrum Disorders*, 34, 1-9.

Hewitt, A. Hall-Lande, J., Hamre, K., Esler, A., Punyko, J., Reichle, J. (2016). Autism Spectrum Disorder (ASD) Prevalence in Somali and Non-Somali children. *Journal of Autism and Developmental Disorders*, 6(8), 2599-2608.

Hewitt, A., Hamre, K., Nye-Lengerman, K., Hall-Lande, J., & Hallas-Muchow, L. (2016). *Community Living and Participation for Individuals with Intellectual Disabilities*. In Singh, Nirbhay N. (Ed.) *Clinical Handbook of Evidence Based Practices for Individuals with Intellectual Disabilities*: Springer.

Hall-Lande, J. (November, 2015). Developmental Screening in Culturally Diverse Communities. *Minnesota Chapter American Academy of Pediatrics Newsletter*.

Esler, A, Hall-Lande, J, Stronach, S. (2015). Assessment of Autism Spectrum Disorder in Children from Diverse Cultural, Ethnic and Linguistic Backgrounds. In LEND Brief on Culture and Disability. Minneapolis: Institute on Community Integration and Minnesota LEND.

Hewitt, A.; Punyko, J., Esler, A.; Hamre, K; Reichle, J.; Hall-Lande, J.; Gulaid, A.; Adawe, A.; Parker-McGowan, Q. (2014). Minneapolis Somali Autism Project Technical Report. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.

Hall-Lande, J, Singh, S., Piescher, K., Hewitt A., & LaLiberte, T. (2014). Involvement of children with Autism Spectrum Disorder (ASD) in the Child Protection System. *Focus on Autism and Other Developmental Disabilities*. doi: 10.1177/1088357614539834

Hall-Lande, J (2013). Strategies for Supporting the Unique Challenges of ASD. *Frontline Initiative: Feature Issue on Supporting Individuals with Autism Spectrum Disorders*. (McCulloh, N., Hewitt, A., Johnson Sirek, A., & Gaylord, V. (Eds.)). Minneapolis: Institute on Community Integration.

Hall-Lande, J (2013). Strategies for Supporting the Unique Challenges of ASD. *Frontline Initiative: Feature Issue on Supporting Individuals with Autism Spectrum Disorders*. (McCulloh, N., Hewitt, A., Johnson Sirek, A., & Gaylord, V. (Eds.)). Minneapolis: Institute on Community Integration.

Hewitt, A, Gulaid, A., Hall-Lande, J., Kleist, B., Moore, T., Nord, D. Opsal, C., Timmons, J. (2012). A Report on Early Intervention Services for Minnesota's Children with Autism Spectrum Disorders. Minneapolis: Institute on Community Integration.

Hall-Lande, J, Hewitt, A., Bogenschutz, M. & LaLiberte, T. (2012). County administrator perspectives on the implementation of self-directed supports. *Journal of Disability Policy Studies*, 22(4), 247-256.

Hewitt, A. S., Stancliffe, R. J., Johnson Sirek, A., Hall-Lande, J., Taub, S., Engler, J., Bershinsky, J., Fortune, J., & Moseley, C. R. (2012). Characteristics of adults with autism spectrum disorder who use adult developmental disability services: Results from 25 US states. *Research in Autism Spectrum Disorders*, 6(2), 741-751.

Hall-Lande, J., Hewitt, A., Mosely, C. (2011). Home and Community Based Services for Children and Adults with Autism: A National Review. University of Minnesota.

Bogenschutz, M., Hewitt, A., Hall-Lande, J., LaLiberte, T. (2010). Status and trends in the direct support workforce under consumer directed supports. *Intellectual and Developmental Disabilities*.

Hall-Lande, J. & Trotter, M. (2010) Traumatic Brain Injury: A Course for Direct Support

Professionals. Minneapolis: Minnesota. University of Minnesota: College of Direct Support.

Hall-Lande, J. (2008) *Autism: A Course for Direct Support Professionals*. Minneapolis: Minnesota. University of Minnesota: College of Direct Support.

Walker, P., Hewitt, A., Bogenschutz, M., & Hall-Lande, J. (2009). Policy research brief. Implementation of consumer-directed services for persons with intellectual and developmental disabilities: a national study. Syracuse University Center on Human Policy.

Hall-Lande, J.A. (2008). Peer Mediation Programs. *Encyclopedia of Interpersonal Violence*. Thousand Oaks, CA: Sage Publications.

Hall-Lande, J.A., Tanabe, M. & Bulger, L. (2008). Peer Influences on Youth Violence. *Encyclopedia of Interpersonal Violence*. Thousand Oaks, CA: Sage Publications.

Hall-Lande, J.A. & Hewitt, A. (Fall/Winter 2007/08). Individual and family directed services: Implications for the DSP workforce. *Impact: Feature Issue on Direct Support Workforce Development*, 20(2). (Larson, S.A., Hewitt, A., McCulloh, N., LaLiberte, T. & Gaylord, V. (Eds.). Minneapolis: Institute on Community Integration (UAP), University of Minnesota (College of Education and Human Development)

Burns, M., Doyle Tanabe, M., Hall-Lande, J. VanGetson, G., Spanjers, D. Hansen, A., Roverud, J. (2007). Prevalence of Meta-Analytic Reviews in School Psychology Journals. *School Psychologist*, 61 (4), 102-108

Hall-Lande, J.A., Eisenberg, M.E., Christenson, S.L., Neumark-Sztainer, D (2007). Social isolation, risk, and protective factors in adolescence. *Adolescence*, 42:, 265-286.

LaLiberte, T., Larson, S., Hewitt, A., Hall-Lande, JA (2007). It's Got to Be Dedication That I'm Still Here: DSP Stories During Hurricane Katrina *Technical Report*. Minneapolis: Institute on Community Integration (UAP), University of Minnesota: College of Education and Human Development.

Burns, M. K, Hall-Lande, J., Lyman, W., Rogers, C. Skaar, N., & Tan, C.S. (2006). Tier II interventions within response to intervention: Components of an effective approach. *NASP Communique*, 35(4).

Hall-Lande, J.A. (2006). Review of the Comprehensive Mathematical Abilities Test (CMAT). *Assessment for Effective Intervention*, 31 (4), 63-67.

Johnson, C. & Hall-Lande, J.A. (2006). Growing up in Foster Care: Carolyn's Story. *Impact: Feature Issue on Children with Disabilities in the Child Welfare System 19(1)*. Gaylord, V., LaLiberte, T., Lightfoot, E. & Hewitt, (Eds.). (2006). [Minneapolis: University of Minnesota, Institute on Community Integration.

Thurlow, M.L., Anderson, M.E., Minnema, J.E., & Hall-Lande, J. (2004). Policymaker perspectives on the inclusion of English language learners with disabilities in statewide assessments (ELLs with Disabilities Report 8). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Anderson, M. E., Minnema, J. E., Thurlow, M. L., Hall-Lande, J. (2003). Confronting the unique challenges of including English language learners with disabilities in statewide assessments. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Presentations

DeCarlo, M., Hall-Lande, J. (November, 2017). State of the states in self-direction for individuals with intellectual and developmental disabilities. Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

Buck, D., Hall-Lande, J., (November, 2017). Family Engagement in Developmental Monitoring Using "Learn the Signs. Act Early." Campaign! Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

Kramme, J., Jackson, E., Hall-Lande, J. Hewitt, A. (November, 2017). An Updated National Review of Medicaid Home and Community-Based Services (HCBS) for Individuals with Autism Spectrum Disorders. Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

Buck, D., Hall-Lande, J., (October, 2017). Family Engagement in Developmental Monitoring Using "Learn the Signs. Act Early." Campaign! Poster presented at the Division of Exceptional Children—Early Childhood Divisions: Portland, Oregon. Poster presentation.

Esler, A., Hall-Lande, J., Hamre, K., Poynter, J. Gulaid, A., Hallas-Muchow L Hewitt, (May 12, 2017). Differences in the Behavioral Phenotype of ASD in a Population Sample of Somali, White, Non-Somali Black, and Hispanic Children. Washington, D.C. Poster presented at the International Meeting For Autism Research in San Francisco, CA.
*** International audience of ASD researchers and professionals.*

Hall-Lande, J., Gulaid, A., Ashkir, A. (May 5, 2017). ASD Prevalence Research and Community Engagement with Somali and Immigrant Families. University of Minnesota Autism Initiative (UMAI) Day. Masonic Children's Hospital. Minneapolis, MN.
****1 hour, 400 people registered, about 200 in attendance*

Hall-Lande, J., Ashkir, A., McKay, K. Smith, M, Cruz, M., Chang, M, Irshat, F. Holmes, S. (April, 2017) Increasing Learn the Signs Act Early and MN Help Me Grow Awareness through

the work of Diverse Cultural Delegates. Help Me Grow National Form, St Paul, MN. Presentation.

****1 hour, 30 people. Involved presentation and collaboration with partners from Minnesota Department of Health, MN Help Me Grow, and Mexican Consulate.*

Hall-Lande, J. (March 2017). Promoting Healthy Early Childhood Development Using Learn the Signs, Act Early. Recorded webinar for LEND Fellow's (James Taborda-Whitt) LEND Project

****1 hour pre-recorded. This webinar will be used for training of child care teachers involved with the East Side Neighborhood services around developmental monitoring and early developmental screening.*

Hall-Lande, J. (March 2017). *MSSA Conference Presentation. MN-ADDM- ASD Prevalence Project. Minneapolis, Minnesota.*

****1 hour, about 200 in attendance. Audience consisted of MN Social Service Providers including social workers, case managers, teachers, etc.)*

Hall-Lande, J., Ashkir, A., Gulaid, A. Dalbec, B. (March, 2017). Building Community Leaders: Minnesota Act Early Delegate Network In Diverse Communities Poster presented at the Annual Conference of the Association for Maternal Child Health Programs: Kansas City, MO. Poster presentation.

****Involved presentation and collaboration with partners from Minnesota Department of Health and MN Help Me Grow. National audience of maternal child health professionals.*

***Webinar for Interpreters. ***

Hall-Lande, J. (December, 2016). Building Community Leaders: Minnesota Act Early Delegate Network In Diverse Communities Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

**** National audience of disability researchers and professionals.*

Buck, D., Hall-Lande, J., Chodron, G. (December, 2016). Promoting Developmental Monitoring and Referral Using the "Learn the Signs. Act Early Campaign! Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

***Involved presentation and collaboration with partners from VA UCEDD and WI LEND Project through connections on the Learn the Signs, Act Early Project. National audience of disability researchers and professionals.*

Hallas-Muchow L., Esler, A., Hall-Lande, J., Poynter, J. Gulaid, A., Hewitt, (December, 2016). Differences in the Behavioral Phenotype of ASD in a Population Sample of Somali, White, Non-Somali Black, and Hispanic Children. Washington, D.C. Poster presented at the Annual

Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

****** National audience of disability researchers and professionals.*

Hall-Lande, J. (November, 2016). Early Identification of Autism Spectrum Disorder (ASD) and Working with Families. Children's Hospitals and Clinics of Minnesota. ***Invited.*

***1 hour, about 200 in attendance. Audience consisted of MN Health Care Providers including Nurse Practitioners, Nurses, Physicians etc. Collaborated with AUSM)*

Hall-Lande, J. (October, 2016). Early Identification of Autism Spectrum Disorder (ASD) and Working with Families. Children's Hospitals and Clinics of Minnesota. ***Invited.*

***1 hour, about 200 in attendance. Audience consisted of MN Health Care Providers including Nurse Practitioners, Nurses, Physicians etc. Collaborated with AUSM)*

Hall-Lande, J (September, 2016). "Promoting Child Well Being Across Cultures in Minnesota". National webinar presentation to national Act Early network. ***Invited.*

***1 hour, about 200 in attendance. Audience consisted of National Act Early Network)*

Hall-Lande, J & Holmes, S. (August, 2016). Minnesota Act Early State Systems. Minneapolis Early Childhood Academy and Head Start presentation. ***Invited*

*** Two 1 hour presentations, about 100 total in attendance. Audience consisted of MPLS early education teachers, ECFE teachers, early education social workers, and Head Start Staff).*

Hall-Lande, J., (June, 2016). Building Community Capacity for Healthy Development and Promoting Early Developmental Screening State Public Health Autism Research Center (SPHARC) PEER-to-PEER Grant Conference. Richmond, VA.

****Involved presentation and collaboration with partners from Minnesota Department of Health. National audience of maternal child health professionals and State Public Health Autism Research Committee (SPHARC) members.*

Hall-Lande, J & Nye-Lengerman, K., Chodron,. (April, 2016). Engaging Communities' One State at a Time: The Promotion of "Learn the Signs. Act Early." through State Systems Grants. Association of Maternal Child Health (AMCHP). Washington, D.C. Presentation.

***30 minute presentation about 100 in attendance. Audience consisted of National Act Early Network and AMCHP staff/members)*

Hall-Lande, J. & Gulaid, A, (November 2015) Building the Act Early Delegate Network in Diverse Communities in Minnesota. Washington, D.C. Poster presented at the Annual Conference of the Association for University Centers on Disability: Washington, DC. Poster presentation.

Hall-Lande, J. Schalla-Lesiak, K. Dalbec, B., Egal, M. (2015). Building Community Capacity for Healthy Development and Promoting Early Developmental Screening State Public Health Autism Research Center (SPHARC) PEER-to-PEER Grant Conference. Boston, MA.

Nye-Lengerman, K., Hamre, K., Hall-Lande, J., Gulaid, A. (May 2015). Understanding Autism prevalence in Minneapolis: Building culturally responsive communities. Autism Society of Minnesota state conference. Minneapolis, MN.

Hall-Lande, J., (April, 2015). Understanding Autism prevalence in Minneapolis: Building culturally responsive communities. Maternal Child Health “Making Lifelong Connections” national conference. Paper presentation. San Antonio, Texas. ***Invited*.

Hall-Lande, J (April, 2015). “Promoting Child Well Being Across Cultures in Minnesota”. National webinar presentation to Act Early Ambassadors. ***Invited*.

Hall-Lande, J & Nye-Lengerman, K, Holmes, S, Murphy, S. & Myers, L. (March, 2015). Minnesota Act Early State Systems. Minnesota Social Service Association presentation.

Boh, A., Schalla-Lesiak, K., Etling, D. & Hall-Lande, J. (March, 2015). Exploring Developmental Screening Practices of Minnesota Licensed Child Care Providers. College of Education and Human Development (CEHD) Campus Research Day.

Hall-Lande, J & Nye-Lengerman, K. (February, 2015). “Promoting Child Well Being Across Cultures in Minnesota”. National webinar presentation to Act Early Network. ***Invited*

Hall-Lande, J & Nye-Lengerman, K., Chodron, G. Garfinkle, A. (January, 2015). Engaging Communities’ One State at a Time: The Promotion of “Learn the Signs. Act Early.” through State Systems Grants. Association of Maternal Child Health (AMCHP). Washington, D.C. Poster presentation.

Hall-Lande, J & Nye-Lengerman, K, Temple, K. (March, 2014). Minnesota Act Early State Systems. Minnesota Social Service Association presentation.

Hall-Lande, J & Nye-Lengerman, K., Chodron, G. Garfinkle, (November, 2014). Engaging Communities’ One State at a Time: The Promotion of “Learn the Signs. Act Early.” through State Systems Grants. Association of University Centers on Disability (AUCD). Washington, D.C. Poster presentation.

Hall-Lande, J. (September, 2014). *LEND Presentation. Learn the Signs, Act Early.*

Hall-Lande, J & Nye-Lengerman, K (August, 2014). Minnesota Act Early State Systems. Minneapolis Early Childhood Academy and Head Start presentation. ****Invited**

Hall-Lande, J. & Nye-Lengerman, K. (March 2014). *MSSA Conference Presentation. Learn the Signs, Act Early.*

Hall-Lande, J. & Moore, T. (2012). *ASD Trainings for Hennepin County Staff.* Minneapolis, MN.

Hall-Lande, J (2007) *Social Isolation, Risk, and Protective Factors in Adolescence.* Minneapolis, Minnesota. Educational Psychology Graduate Student Research Day. Paper Presentation

Laliberte, T., Hewitt, A. Larson, S., Smith, J. & Hall-Lande, J (2007). *DSP Experiences during Hurricane Katrina.* CEHD Research Day. Poster presentation.

Hall-Lande, J. & Bulger, L. (2006) *Presentation on Social Skills/Bully Prevention Program.* Minneapolis, Minnesota. Minnesota School Social Workers Annual Conference (MSSWA).

Hall-Lande, J. & Minnema, J. (2003). *Best Practices in Assessing ELLs with Disabilities.* Duluth, Minnesota. Minnesota Council for Exceptional Children (CEC).

Hall-Lande, J. & Minnema, J. (2002). *Best Practices in Assessing ELLs with Disabilities*. Paul, Minnesota. Minnesota TESOL Conference.

Grants Written, Co-Written and Collaborated

- **L TSAE 1-Year-Old Book Formative Research & 2 & 3 Yrs. Book Impact Evaluation”**

Jennifer Hall-Lande was awarded a research and evaluation grant from the Centers for Disease Control and Prevention (CDC). The grant is entitled “L TSAE 1-Year-Old Book Formative Research & 2 & 3 Yrs. Book Impact Evaluation” and will include a cross state research partnership with Indiana, New York, Minnesota and AUCD. Proposed Role: Grant Co-Writer, Principal Investigator
Proposed Amount: \$135,000 ****Awarded****

- **Centers for Disease Control and Prevention Act Early State Ambassador Grant (Funded Extension October 2018).** The goal of this project is to conduct statewide outreach around the Learn the Signs, Act Early outreach.
Role: Lead grant writer, Project Lead, Principal Investigator
Proposed Amount: \$2,000 ****Awarded****

- **Contract with Help Me Grow (September 2017)**
 The primary aim of this project is to support MN Act Early delegates promote early identification, evidenced based practices, early intervention services for families in diverse communities.
 Proposed Role: Grant Co-Writer, Proposed co-investigator
 Proposed Amount: \$10,000 ****Awarded****
- **Evaluation Consultant Funding Proposal for Minnesota Life College (October 2017)**
 The primary aim of this project is to assist Minnesota Life College to evaluation the coordination, transition, and employment outcomes for individuals with ASD.
 Role: Grant Co-Writer, Proposed co-investigator
 Amount: \$25,000
- **NIDILRR Field Initiated Grant-- Evaluating the Impact of a Transition Program on Post school Outcomes of Transition-Aged Youth with ASD (February 2017)**
 The primary aim of this project is to assist youth with ASD and their families/caregivers in planning for and making a successful transition to adult life by using a research-based intervention model- Check & Connect (C&C)- to promote the coordination and transition to adult services using existing school personnel as mentors to facilitate this process.
 Role: Grant Co-Writer, Proposed co-investigator
- **Evaluation Consultant for Autism Spectrum Disorder (ASD) Proposal to Dakota County (February 2017)**
 The primary aim of this project is to assist Dakota County to promote the coordination and transition to adult services for individuals with ASD and their families.
 Proposed Role: Grant Co-Writer, Proposed co-investigator
 Proposed Amount: \$25,000
- **DHS Contract for ASD Website (December 2016)**
 The primary aim of this project is to develop a ASD website to promote early identification, evidenced based practices, coordination and transition to adult services for individuals with ASD and their families.
 Proposed Role: Grant Co-Writer, Proposed co-investigator
 Proposed Amount: \$25,000 ****Awarded****
- **Centers for Disease Control and Prevention (November 2016) ADDM Network-- Supplemental Funding Grant**
 The primary aim of this project is to provide supplemental funding for abstraction and clinician review individuals on MN-ADDM project.
 Proposed Role: Grant Co-Writer, Proposed co-investigator
 Proposed Amount: \$37,500 ****Awarded****
- **Contract with Help Me Grow (September 2016)**
 The primary aim of this project is to support MN Act Early delegates promote early identification, evidenced based practices, early intervention services for families in

diverse communities.

Proposed Role: Grant Co-Writer, Proposed co-investigator

Proposed Amount: \$10,000 ****Awarded****

- **Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB)-- *Innovation in Care Integration for Children and Youth with ASD/DD Program (HRSA-16-048)*. (June 2016) *Minnesota Autism Spectrum Disorders and Other Developmental Disabilities (ASD/DD) Care Integration Project***
Collaborated with state agency partner, Minnesota Department of Health (MDH) to submit proposal entitled the *Minnesota Autism Spectrum Disorders and Other Developmental Disabilities (ASD/DD) Care Integration Project* to the Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB).
Role: Lead grant co-writer, Project Co-Leader
- **State Public Health Autism Research Center (SPHARC) PEER-to-PEER Grant (June 2016):** Co-writer on Minnesota team grant application to travel to Richmond, Virginia for SPHARC PEER-to-PEER meeting. This grant was titled “Growing Capacity for Healthy Development and Promoting Early Developmental Screening”. *****Awarded. Team Lead.**
- **Institute on Translational Research (ITR) (June 2016):** Lead writer on ITR Grant titled “Minnesota Act Early Parent Project: Building Parent Capacity”.
- **Centers for Disease Control and Prevention**
 - **Proposed PIs: Hewitt (PI), Esler (PI) Hall-Lande Co-Investigator**
 - **Study to Explore Early Development (SEED) Grant**
 - The goal of this proposal is to conduct population-based epidemiological research to characterize the behavioral phenotype of ASD and its related features in young children and to gain understanding of genetic and environmental risk factors for ASD.
 - Proposed Role: Supported grant writing, Proposed co-investigator
- **National Institute of Health R34 --Youth with ASD Transition Grant**
 - **Proposed PIs: Johnson, Ticha**
 - The primary aim of this project is to assist youth with ASD and their families/caregivers in planning for and making a successful transition to adult life by using a research-based intervention model- Check & Connect (C&C)- to promote the coordination and transition to adult services using existing school personnel as mentors to facilitate this process.
 - Proposed Role: Supported grant writing, Proposed co-investigator
- **Association of Maternal Child Health Programs (AMCHP)**
 - **Learn the Signs, Act Early State Implementation Grant (2016-2018).**
 - The goal of this project is to conduct systems level outreach around the

- Learn the Signs, Act Early outreach.
 - Proposed Role: Lead grant writer, Project Lead
 - Proposed Amount: \$20,000 ****Awarded****
- **Centers for Disease Control and Prevention**
 - **Act Early State Ambassador Grant (2016-2018).**
 - The goal of this project is to conduct statewide outreach around the Learn the Signs, Act Early outreach.
 - Proposed Role: Lead grant writer, Project Lead
 - Proposed Amount: \$8,000 ****Awarded****
- **Maternal and Child Health Bureau**
 - **Leadership Education in Neurodevelopmental and Related Disabilities**
 - **Proposed PIs: Reichle (PI), Hewitt, (PI)**
 - The goal of this project is to provide interdisciplinary training to future professionals in autism and related disabilities.
 - Role: Supported grant writing, Faculty
 - Proposed Amount: \$704, 574 (per year) ****Awarded****
- **University of Minnesota Engaged Department Grant (2016-2017):** Lead writer on internal grant proposal to build team capacity and bring resource to our department around Community Based Participatory Research. Hosted several community engagement events with ICI and Community including the “Make it Grow Event: Connecting community and research at ICI” on Wednesday February 1st, 2017. This community event had approximately 45 people in attendance. The event was evenly divided between ICI staff and community partners. The event consisted of a brief overview of ICI research and community outreach activities. The majority of the day was spent in discussion groups to generate ideas and build collaborations. The afternoon was spent discussing key components of a definition for community-engaged research. This is an 18-month training opportunity with a financial award of \$7, 500. *****Awarded. Co-Leader/Investigator.**
- **State Public Health Autism Research Center (SPHARC) PEER-to-PEER Grant (2015):** Lead writer on state grant application titled “Building Community Capacity for Healthy Development and Promoting Early Developmental Screening”. *****Awarded. Team Lead.**
- **Institute on Translational Research (ITR) (2015):** Lead writer on ITR Grant titled “Building Community Capacity for Healthy Development and Promoting Early Developmental Screening”.

- **MN- ADDM Grant (2014-2018):** Autism and Developmental Disabilities Monitoring (ADDM) Network awarded a four-year, \$450,000 annual grant from the Centers for Disease Control and Prevention (CDC).
****Awarded. Lead Writer Co-Investigator*
- **Act Early State Systems Grant (2014-2016):** \$20,000 in Act Early State Systems Funds plus matching funds from MDE and MDH (10,000). ****Awarded. Project Lead/Principal Investigator.*
- **\$8,000 (2 year)** Award as CDC Act Early Ambassador to Minnesota. ****Awarded. Project Lead/Principal Investigator.*
- **Building Strong Foundations Grant (2014):** Collaborated and co-wrote grant on Evaluating Learn the Signs Act Early in Child Care Settings Collaborated with CEED to submit grant, “Building Strong Foundations: Evaluating Learn the Signs Act Early in Child Care Settings.” Overall application 400,000
- **State Public Health Autism Research Center (SPHARC) Autism State Planning Grants (2013):** Collaborated on writing and coordinating grant application with Minnesota Department of Health on state Autism state planning grant. ***Awarded. \$100,000 Subcontract Awarded.*
- **Learn the Signs, Act Early State Implementation Grant (2012).** Lead writer on state Learn the Signs, Act Early state systems planning grant. ***\$20,000 Funds Awarded.*
- **Organization on Autism Research (2010).** Lead writer on state OAR Grant ASD and Staff Quality.
- **Autism Speaks Applied Research Competition (2010).** Lead writer on state Autism Speaks Grant ASD and Staff Quality.

PROFESSIONAL MEMBERSHIPS

- American Psychological Association (APA)
- National Association of School Psychologists
- American Autism Society (ASA)
- International Association of Autism Research

- Association of Maternal Child Health
- Autism Society of MN (AUSM)
- MN Social Service Association (MSSA)

Scholarships

- State of Iowa Scholar
- Paul Douglas Teaching Scholarship
- Phi Delta Kappa Education Award
- May Smith and Amy Arey Scholarship
- UNI Outstanding Achievement Scholarship

Honors

- Saint Paul Public Schools Outstanding Teacher's Award
- Gladys Smith Teaching Award
- Target Teacher Excellence Award
- ICI Future Leader Award
- LEND Pre-Doctoral Fellowship, University of Minnesota Department of Pediatrics
- LEND Post-Doctoral Fellowship, University of Minnesota, CEHD
- CDC Act Early Ambassador to Minnesota (2014-2016)
- CDC Act Early Ambassador to Minnesota (2016-2018)