

# Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Fact Sheet

## PROGRAM PURPOSE

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide interdisciplinary training to enhance the clinical expertise and leadership skills of health care providers and other professionals dedicated to working with individuals with neurodevelopmental and other related developmental disabilities (DD), including autism, across their lifespan.

Funded through the Autism CARES Act of 2019, LEND programs promote education, early detection, and services. LEND trainees participate in interdisciplinary academic, clinical, leadership and community opportunities and receive training in cultural and linguistic responsiveness and using family and person-centered approaches to care.

LEND programs aim to improve the health of individuals who have, or are likely to develop, neurodevelopmental or related disabilities by preparing trainees from a wide variety of professional disciplines to assume leadership roles and to ensure high levels of clinical competence.

LEND programs:

- Increase awareness and acceptance of autism/DD.
- Reduce barriers to screening and diagnosis of autism/DD.
- Promote evidence-based services for individuals with autism/DD.
- Train professionals to use valid screening tools to diagnose or rule out autism/DD.



## PROGRAM IMPACT

### Trainees

In FY 2022, 93% of LEND graduates (5 years following completion of program) were working in an interdisciplinary manner to serve MCH (Maternal and Child Health) populations and over 84% demonstrated field leadership in academic, clinical, public health practice, and/or public policy and related activities.

In FY 2022, LEND programs prepared 1,647 long-term trainees (> 300 hours), 2,971 medium-term trainees (40–299 hours), and 13,187 short-term trainees (< 40 hours). Over 28% of long-term trainees were from underrepresented racial groups and over 13% were Hispanic/Latino.

### Faculty

In FY 2022, 1,084 LEND faculty members mentored trainees using innovative clinical and didactic curricula to increase the pipeline of professionals ready to work with children with autism/DD.

### Interdisciplinary Care

In FY 2022, LEND conducted over 138,254 interdisciplinary diagnostic evaluations to confirm or rule out autism/DD.

### Title V

In FY 2022, LEND programs reported collaborating with State Title V (MCH) agencies or other MCH-related programs on over 5,734 activities in areas of service, training, continuing education, technical assistance, product development and research.

## PROGRAM CONTACTS

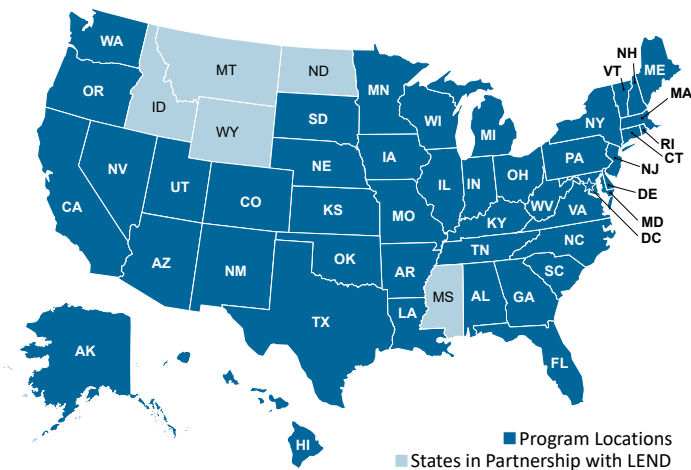
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## PROGRAM LOCATIONS



### U.S. Territories and Freely Associated States Reached

American Samoa, Commonwealth of Northern Mariana Islands, Federated States of Micronesia, Guam, Puerto Rico, Republic of Marshall Islands, U.S. Virgin Islands

### States

- Alabama: University of Alabama at Birmingham
- Alaska: University of Alaska, Anchorage
- Arizona: University of Arizona, Tucson
- Arkansas: University of AR for Medical Sciences, Little Rock
- California: Children’s Hospital Los Angeles; University of California, Davis; University of California, Los Angeles; University of California, San Diego
- Connecticut: University of CT Health Center, Farmington
- Delaware: University of Delaware, Newark
- District of Columbia: Children's Research Institute, The Georgetown University
- Colorado: University of Colorado, Denver
- Florida: University of Miami School of Medicine
- Georgia: Georgia State University, Atlanta
- Hawaii: University of Hawaii, Honolulu
- Illinois: University of Illinois at Chicago
- Indiana: Indiana University, Indianapolis
- Iowa: University of Iowa, Iowa City
- Kansas: University of Kansas Medical Center Research Institute, Kansas City
- Kentucky: University of KY Research Foundation, Lexington
- Louisiana: Louisiana State University, New Orleans
- Maine: University of New England, Portland
- Maryland: Kennedy Krieger Institute, Baltimore
- Massachusetts: University of Massachusetts Medical School, Worcester; Children's Hospital, Boston
- Michigan: Wayne State University, Detroit
- Minnesota: University of Minnesota, Minneapolis
- Missouri: University of Missouri, Columbia
- Nebraska: University of Nebraska, Omaha
- New Jersey: Rutgers, the State University of New Jersey, New Brunswick

- Nevada: University of Nevada, Reno
- New Hampshire: University of New Hampshire, Durham
- New Mexico: University of New Mexico, Albuquerque
- New York: Albert Einstein College of Medicine, Bronx; University of Rochester; Westchester Institute for Human Development, Valhalla; Research Foundation for the SUNY, Stony Brook; Research Foundation for the SUNY, Brooklyn
- North Carolina: University of North Carolina at Chapel Hill
- Ohio: University of Cincinnati; The Ohio State University, Columbus
- Oklahoma: University of Oklahoma Health Sciences Center, Oklahoma City
- Oregon: Oregon Health & Science University, Portland
- Pennsylvania: Children’s Hospital of Philadelphia; University of Pittsburgh
- Rhode Island: Rhode Island Hospital, Providence
- South Carolina: Medical University of SC, Charleston
- South Dakota: University of South Dakota, Sioux Falls
- Tennessee: University of Tennessee Health Science Center, Memphis; Vanderbilt University, Nashville
- Texas: University of Texas Health Science Center, Houston; University of Texas at Austin
- Utah: University of Utah Health Science Center, Salt Lake City
- Vermont: University of Vermont, Burlington
- Virginia: Virginia Commonwealth University, Richmond; University of Virginia, Charlottesville
- Washington: University of Washington, Seattle
- Wisconsin: University of Wisconsin, Madison
- West Virginia: West Virginia University, Morgantown

## DIVISION OF MCH WORKFORCE DEVELOPMENT (DMCHWD)

DMCHWD, part of the Health Resources and Services Administration’s Maternal and Child Health Bureau, provides national leadership and direction in educating and training our nation’s current and future leaders in maternal and child health (MCH). The Division also provides leadership through state and community-based capacity building programs.

Special emphasis is placed on the development and implementation of interprofessional, family- and person-centered, community-based and culturally responsive systems of care across the entire life course.

DMCHWD supports programs established in federal legislation (Title V of the Social Security Act, the Autism CARES Act, American Rescue Plan Act, and the 21<sup>st</sup> Century CURES Act) to complement state and local health agency efforts. DMCHWD partners with state MCH programs, academic institutions, professional organizations, and other health training programs of the federal government to ensure that MCH workforce development programs are grounded in emerging and evidence-based practices.