

Center for Disabilities Studies

2013 Calendar



2011-2012 ANNUAL REPORT



Welcome to the Center for Disabilities Studies



**CDS Director
Beth Mineo**

The Center for Disabilities Studies is blessed with staff, volunteers and collaborators who are exceptional “do-ers.” They make things happen with their knowledge, their skills and their passion. But as we all know, without a clear sense of direction, talent and energy can be squandered.

To ensure that our collective efforts will make a real difference in the lives of people with disabilities and their families, we spent the last fiscal year developing a new strategic plan for CDS. Our federal funding agency, the Administration on Intellectual and Developmental Disabilities (AIDD), requires such a plan every five years. In some ways, it is a plan that extends beyond CDS to the state and the nation, but it is first and foremost a plan that serves as a blueprint for CDS activities in the next five years.

With the mandate from AIDD, we seized the opportunity to launch a truly stakeholder-driven planning process. After preparing a progress report on our last five-year plan for the Center’s Community Advisory Council (CAC), we distributed a needs assessment survey throughout the state. Simultaneously, each CDS unit analyzed its current strengths and

limitations as well as anticipated opportunities and threats. All of these data were made available to the CAC for consideration at a full-day retreat in September 2011.

During the retreat, both CAC members and CDS staff participated in a brainstorming activity to identify the highest priorities for attention and action in the coming years. This activity proved to be very challenging, as participants agreed that progress was needed in many areas. To narrow the focus, we ruled out issues that others were addressing and selected areas that capitalize on the Center’s existing expertise and strengths.

Then we really got down to business, with work groups composed of CAC members, CDS staff and other stakeholders convening to refine goals and objectives. Once the CAC endorsed the framework, staff transformed the blueprint into an extensively detailed five-year plan that specifies activities, collaborators, timeframe and outcomes. We submitted the

plan with our application for funding in April 2012, and learned in June that we had the green light to proceed.

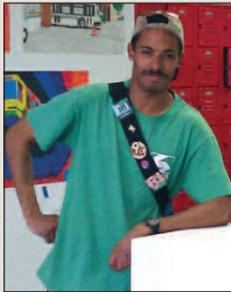
The next five years will bring to life the strategic plan that was forged from the hard work and dedication of scores of individuals. No doubt it will need to change a bit as the needs, opportunities and funding priorities change in Delaware and at the national level, but we built that flexibility into the plan.

Please join us as we move boldly into the future. Share your vision, your suggestions and your talents... and let’s capitalize on the momentum built during the planning process!

And one more newsworthy tidbit—CDS turns 20 in 2013. Stay tuned as we commemorate our founding, celebrate the present and build toward the future.

Beth

Beth Mineo, Ph.D., CCC-SLP



ON THE COVER

Geraldo Gonzalez, known as “The King of Transit,” created this work of art using colored pencils. Geraldo began drawing pictures of public transportation vehicles when he was a student at Christiana High School. Since then, he has completed nearly 1,000 works. Geraldo has a studio at Wilmington’s Creative Vision Factory (www.thecreativevisionfactory.org), which provides individuals with behavioral health disorders an opportunity for self-expression, empowerment and recovery through the arts. Geraldo is a past participant in Junior Partners in Policymaking, a program created by the Delaware Developmental Disabilities Council and conducted by CDS.

JANUARY

S	M	T	W	T	F	S
		1 New Year's Day	2	3	4	5
6 UD Winter Commencement	7	8	9	10	11	12
13	14	15	16 Disability Day in Legislative Hall	17 LIFE Conference	18	19
20	21 Martin Luther King, Jr. Day	22	23	24	25	26
27	28	29	30	31		



Above: Shayla Bartoli and Brynn MacBride at Artfest 2012

Below: Painting by Steve Slotkin



DECEMBER 2012							FEBRUARY 2013						
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16	17	18	19	20	21	22	17	18	19	20	21	22	23
23/30	24/31	25	26	27	28	29	24	25	26	27	28		

Around the Year with CDS

It's become a CDS tradition to publish our annual report as an art-filled calendar that highlights the work of the previous fiscal year. Each month focuses on a different program and often features people who are affiliated with the program or benefit from our work.

In recent years, the artwork has been created at Artfest, an event directed by art therapist Lisa Bartoli to encourage individuals with disabilities to express themselves through art. This year's calendar includes art from 2012 Artfest participants, as well as from other community members with disabilities who were invited to submit art work. We're pleased to feature a drawing by artist Geraldo Gonzalez on the cover (see January for more information); art by two CLSC (Career and Life Studies Certificate) program students; and paintings by three adults who attend an art program at Easter Seals in New Castle led by Jen Easterday of Art Studio 4:10.

This page includes some brief highlights from the year covered in our annual report: July 1, 2011 through June 30, 2012. The pages that follow explore other Center programs in greater detail. See the CDS website, www.udel.edu/cds, for more information about all programs.

- During the first year of their two-year program, the first class of CLSC students had the opportunity to learn life and career skills, get involved in the college community and expand



Painting by Cara Lack

their choices for the future. The CLSC program moved into its own space at 318 South College Avenue in November 2011.

- The Health and Wellness unit received funding from the Delaware Disabilities Council to develop an online training program to promote inclusion of young athletes participating in sports programs at the YMCA of Delaware.
- Healthy Delawareans with Disabilities released *Effective Communication for Health Care Providers: A Guide to Caring for People with Disabilities*. This guide helps health care providers and their staff develop skills and acquire tools to successfully communicate with

and provide accommodations to patients with disabilities.

- CDS and Delaware Family Voices created the second edition of *Connecting the Dots—A Guide to Finding Services for Children and Adults with Special Health Care Needs in Delaware*.
- A delegation of self-advocates and professionals attended a summit in Baltimore to develop a plan for promoting self-advocacy for people with disabilities. The plan will be implemented in Delaware. Their experiences and other self-advocacy issues were featured in the Summer 2012 issue of *deAware*, which can be viewed on the CDS website.



FEBRUARY

S	M	T	W	T	F	S
					1	2 Groundhog Day
3	4	5	6	7	8	9
10 Chinese New Year	11	12 Mardi Gras	13 Ash Wednesday	14 Valentine's Day	15	16
17	18 Presidents' Day	19	20	21	22	23
24	25	26	27	28		

JANUARY 2013							MARCH 2013						
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Above: Cara Lack

Below: Inspiration word art in watercolor by Lindsay Marvel



UD Course Prepares Students to Work as Mentors

Sometimes academic coursework doesn't translate readily to real-world experience, but this is not the case with the new University of Delaware course, Mentoring Students with Disabilities. CDS staff members and faculty created the course to introduce UD undergraduates to exciting and challenging hands-on experiences with young adults who have disabilities.

When Grace Wesley enrolled in the mentoring course, she had experience babysitting and teaching young children with and without disabilities. The new challenge for Grace, now a junior majoring in elementary education with a concentration in special education, was learning how to mentor adults. She found that the structure of the course helped her learn about the mentoring relationship in several ways.

After class meetings that focused on the expectations and responsibilities of a mentor, the students spent two weeks shadowing other mentors. Each student then met weekly with a student in the Career and Life Studies Certificate (CLSC) program, a UD postsecondary education program for young adults with intellectual disabilities. Back in the classroom, class members met to analyze each other's challenges with their mentees as well as reflect on their own success stories.

Within CLSC's approach to developing and practicing life skills in the context of community activities—based on a person-centered approach—the mentors and mentees participated in a wide range of activities. Grace's mentee, Simon Valenzuela, set a goal of developing a healthier lifestyle. Therefore, they often went to restaurants to practice choosing healthy meals and they also worked out together at the gym.

The mentoring course offered Grace many rewards. "It wasn't just taking a class for a grade—my classmates and I were doing it because it helped our mentees. It made us feel good, and we loved doing it," she noted. "Now I really want to work with young adults with disabilities," which, she said, includes maintaining a friendship with her mentee.



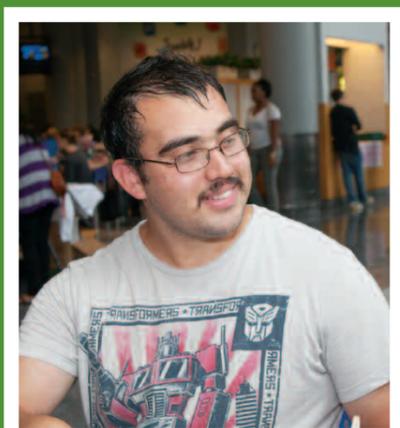
Simon Valenzuela and Grace Wesley discuss how to make healthy food choices while enjoying lunch together at the Trabant University Center on the UD campus.

An evaluation of the spring 2012 mentoring course by UD's Delaware Education Research and Development Center showed that the course provided many undergraduates with the opportunity to consider how to incorporate these experiences into their future goals. The students agreed that they would consider being a peer mentor if given the opportunity in the future.

Mentoring Students with Disabilities has been approved as an elective for the disabilities studies minor and continues to be offered to interested students.



MARCH



Above: Simon Valenzuela

Below: Photograph taken by Simon on the UD campus

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10 Daylight Savings Time begins	11	12	13	14 Inclusion Conference	15	16
17 St. Patrick's Day	18	19	20 First Day of Spring	21	22	23 Self-advocacy Conference
24/31 Easter	25 Passover (First Seder)	26	27	28	29 Good Friday	30



FEBRUARY 2013							APRIL 2013						
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ATRC at UD Expands Awareness of Assistive Technology

After a move to CDS, the staff and equipment at the New Castle County Assistive Technology Resource Center (ATRC) are now more convenient for University of Delaware faculty, staff and students. The resource center also continues to meet the needs of the broader community, as do the ATRCs in Kent and Sussex counties. They are all part of the Delaware Assistive Technology Initiative (DATI) at CDS.

DATI connects Delawareans who have disabilities with the tools they need in order to learn, work, play and participate in community life safely and independently. Each ATRC offers training and no-cost equipment demonstrations and loans to people with mobility, sensory, cognitive and communication disabilities.

AT Specialist Marvin Williams explained that he and fellow AT Specialist Dan Fendler provide a “guiding hand” by giving ATRC visitors insight into how to approach the challenges they face. Marvin engages in a dialogue with clients, encouraging them to consider why they are experiencing difficulty, explore several potential solutions and try out a variety of technologies before purchasing a tool to fix the problem.

Marvin reminds ATRC visitors that “a device does not need to be fancy in order to make daily activities easier.”

The new ATRC location at CDS is making it easier for UD students to learn about assistive technology and the range of equipment available at the center. Undergraduate Leah Diamant’s internship with Marvin during the summer of 2012 enhanced her knowledge and understanding of various types of augmentative and alternative communication (AAC). Leah, a cognitive science major and disabilities studies minor, hopes to use this knowledge in her anticipated career as a speech-language pathologist.

“Everything I learned this summer will really help me with clients who need information about alternate forms of communication,” Leah commented. “I don’t think many speech-language pathology students



Marvin Williams shows Leah Diamant one of the augmentative communication devices available at the New Castle County ATRC.

have the opportunity to gain hands-on experience with assistive technology.”

DATI’s support to professionals-in-training isn’t confined to those enrolled at UD. Training about assistive technology is provided to students, professionals and others throughout the state by DATI staff. In the 2011-2012 reporting year, 1,245 people increased their AT awareness, knowledge and skills with support from DATI.

Visit www.dati.org for more information about the Delaware Assistive Technology Initiative.



APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Transition Conference	16 Transition Conference	17	18	19	20
21	22 Earth Day	23	24 Administrative Professionals Day	25	26	27
28	29	30				

MARCH 2013							MAY 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
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10	11	12	13	14	15	16	12	13	14	15	16	17	18
17	18	19	20	21	22	23	19	20	21	22	23	24	25
24/31	25	26	27	28	29	30	26	27	28	29	30	31	



Above: Ally Szecsi and Melissa Chong

Below: Inspiration word art in watercolor by Greg Slavin



Project FOCUS Provides Career Exploration Opportunities

Chris Eden's future plans include a career in auto body collision repair. For now, he's concentrating on getting his foot in the door as a volunteer and by obtaining a certificate from an approved technical school.

Project FOCUS—a program designed specifically for the Delaware Division for the Visually Impaired (DVI) by CDS—helped Chris take the first steps toward meeting his goal. The program represents one of many options for youth and young adults offered through the Transition, Education and Employment Model (TEEM) unit.

Chris is one of four young adults who explored potential employment settings through Project FOCUS (Focusing in on Opportunities to Create Unlimited Success). Debbie Bain, the CDS staff member who coordinated the FOCUS project, and DVI case manager Karin Elterich, worked with Chris and his peers to identify their personal strengths, areas of interest and resources.

Based on these individual goals, Debbie set up four or more externship opportunities for each student. The use of this person-centered approach provided customized experiences that aligned with the students' career aspirations.

"These experiences were great opportunities to reaffirm the students' beliefs in their abilities," Debbie noted. She added that the externships also gave professionals the opportunity to "share their passion" for their fields.

FOCUS allowed Chris to overcome barriers to employment that his visual impairment has presented. "A lot of times, it's hard to get people to give you the chance, and if they don't meet you, they can't fully understand what disability is and what people with disabilities are capable of," Chris said. "FOCUS put us face-to-face with people and got us these opportunities."

The three other individuals who participated in Project FOCUS also



Chris Eden works on a car under the supervision of his instructor, Norman Todd, at a Polytech Adult Education class in Dover.

engaged in career exploration activities in their home communities. Their interests included sound engineering, counseling and pediatric occupational/physical therapy.

"My four students were very excited and motivated after attending the FOCUS program," reported Karin. "The program helped them to better determine what their career interests were and gave them a positive outlook for future employment prospects."



MAY

S	M	T	W	T	F	S
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5 Cinco de Mayo	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18 Armed Forces Day
19 Tenth Anniversary of Buddy Walk	20	21	22	23	24	25 UD Spring Commencement
26	27 Memorial Day	28	29	30	31	



Above: Liz Watson and Amy Goozait

Below: Mixed media artwork by Amy Goozait

APRIL 2013							JUNE 2013						
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14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30					23/30	24	25	26	27	28	29



CDS Facilitates Statewide Strategic Plan for Autism

Even before the Centers for Disease Control and Prevention (CDC) reported that the incidence of autism spectrum disorder (ASD) had increased to 1 in 88 children, the Center for Disabilities Studies, Delaware Department of Education and Autism Delaware were planning a statewide autism summit. The June 2012 summit was part of a process that began months earlier to create a comprehensive state plan to improve and coordinate services and supports to Delaware's individuals with ASD.

Delaware was one of four states to receive a two-year planning grant to support the development of a statewide autism plan. Funding was awarded to CDS by the U.S. Department of Health and Human Services, Health Resources and Services Administration. CDS staff member Annalisa Ekbladh has been facilitating the planning process.

During the first year of the grant, the Center gathered information about the challenges and needs related to ASD in two ways:

1) through focus groups with parents and caregivers; and 2) with surveys that targeted three separate populations: school age, adult and adult self-advocates.

Many categories of needs were assessed in the survey and detailed reports were developed in the following areas: diagnosis and follow-up care, family impact, barriers and limitations,



employment challenges, service needs, and unwanted outcomes. Data from the survey were analyzed by the Delaware Education Research and Development Center.

Among the findings:

- Parents of school age children expressed a need for increased social skills training.
- Access to respite care is lacking, especially for adults.
- Medical and dental practices struggle to handle the behaviors of children with autism during a regular visit.
- Many adults do not receive routine dental care because it is not covered by Medicaid and they can't afford the cost.

Three main focus areas were defined—education, health care and employment/independent living—and a work group was established for each. Service providers, family members and representatives of state agencies in each group met for several months to study and discuss the results of the surveys and other systems improvement issues. They developed



Painting by Kevin Lack

long-term objectives and activities that will be compiled into a comprehensive strategic plan for the state in 2013.

Annalisa reported that all three groups recognized the need for ongoing training and technical assistance, grounded in evidence-based practice, for teachers, direct support professionals and medical and health care professionals. "We all want a well-trained cadre of professionals who desire to work with people with autism and have the skills and support they need to do their jobs," she acknowledged.

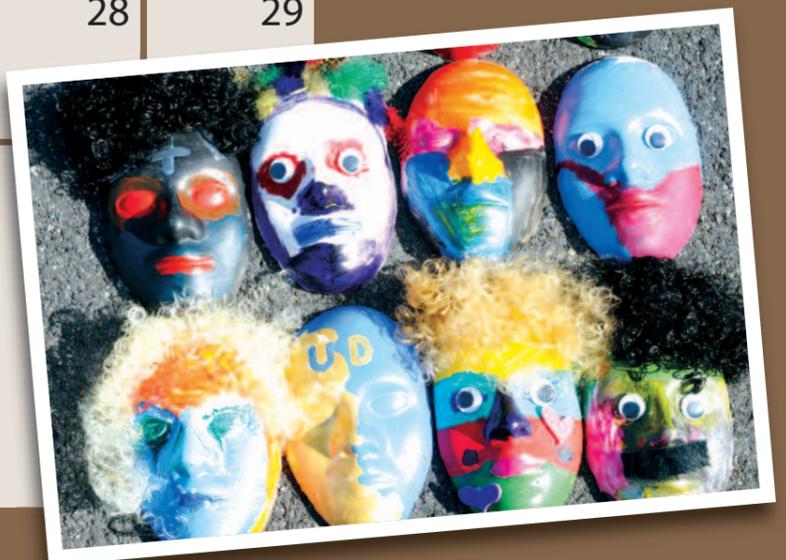
JUNE

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2	3	4	5	6	7	8
9	10	11	12	13	14 Flag Day	15
16 Father's Day	17	18	19	20	21 First Day of Summer	22 58th Annual DFRC Blue-Gold Game
23/30	24	25	26	27	28	29



Above: Kevin Lack

Below: Masks created by Artfest participants and volunteers



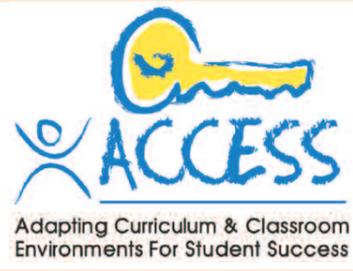
MAY 2013

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JULY 2013

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ACCESS Connects Students with Disabilities to General Curriculum



Students with significant intellectual disabilities require different strategies than those

used by their typical-learning peers to access the academic curriculum. The CDS ACCESS project trains teachers to use techniques that afford students access to the general academic curriculum in an inclusive classroom environment.

During the 2011-2012 school year, ACCESS project staff provided training to nearly 500 educators and school professionals across the state. The trainings oriented participants to the Delaware Content Standards Grade Band Extensions (GBEs), which provide entry points to the core academic standards in English language arts, mathematics, science and social studies. Teachers were taught how to develop lesson plans based on the GBEs that emphasized academics while incorporating IEP goals and life skills.

Additional trainings showed teachers how to make both physical and content modifications to curricula to meet individual student needs. According to ACCESS Project Director Julie

Bowers, participants at the trainings were excited about practical, hands-on strategies and tools they can use immediately in their classrooms.

One of these tools is the Student Success Box, a collection of everyday items that teachers can use to make physical adaptations to their students' learning environment and materials. Julie explained that simple objects like Wikki Stix® can be used to create texture on a number line or stabilize paper on a work space. "These are simple adjustments that make it easier for students with severe disabilities to engage with academic material," she explained.

The ACCESS staff has adapted 20 books to allow students with significant disabilities to read the same stories as their peers. Adapted formats include one version that simplifies the content and vocabulary and another that includes pictures to support the text. With the addition of professional development sessions about adapted books, teachers are now able to adapt books themselves as well as use books adapted by ACCESS.

"We believe that all students can be successful. All it takes is giving them the right tools and the chance to show they can learn," Julie concluded.



Graduate assistants Dara Lipschutz (left) and Katie Eaken review the picture version of one of the books they adapted to help students with significant disabilities achieve success in reading.

Funding for ACCESS is provided by the Delaware Department of Education, which works closely with CDS on the project. Visit www.deaccessproject.org for more information about ACCESS.

JULY

S	M	T	W	T	F	S
	1	2	3	4 Independence Day	5	6
7	8	9 Ramadan begins	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 ADA Anniversary	27
28	29	30	31			

JUNE 2013							AUGUST 2013						
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Above: Jack Stadter

Below: Painting by Kathryn Bonsall and Alexa Shepard



New Evaluation Tool Gives In-depth Look at School Climate

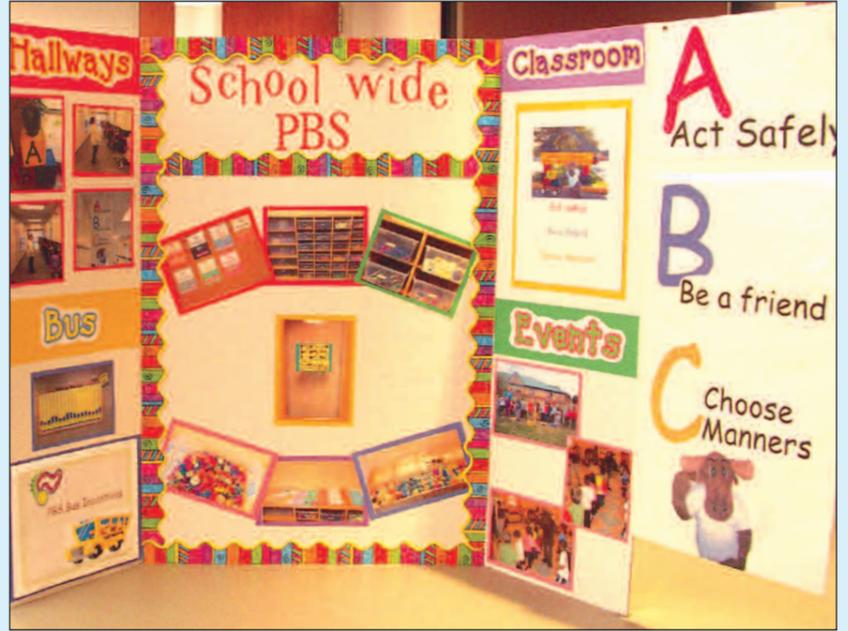
The Delaware Positive Behavior Support (DE-PBS) project has rolled out a new tool to help Delaware schools comprehensively assess and improve positive school climate. The new evaluation tool includes items that are somewhat unique to Delaware, reflecting the vision and definition of positive behavior support that DE-PBS clarified in 2009.

DE-PBS is a statewide initiative supported by the Delaware Department of Education and managed by CDS to develop positive learning environments and prevent behavior problems in the state's public schools.

The new tool, known as the DE-PBS Key Feature Evaluation, replaces the one Delaware utilized for several years that is commonly used in other states. It is more rigorous and comprehensive, evaluating four main areas: 1) School-wide PBS program development and evaluation; 2) prevention: implementing school-wide and classroom systems; 3) correcting problem behavior; and 4) developing self-discipline.

The new tool added items that address the schools' collection, analysis and sharing of discipline data as well as school climate survey results. As in the previous evaluation, items assess if the school has positive expectations that are taught to all students, such as being responsible and respectful. However, the national evaluation did not go beyond this to assess the extent to which social and emotional learning skills (e.g., empathy and social problem solving) were being taught. The Key Features evaluation examines the use of social emotional learning throughout the school, including the extent to which disciplinary encounters are used as opportunities for students to reflect and develop self-discipline.

The tool was piloted in six Delaware schools in spring 2012. DE-PBS staff conducted on-site evaluations that included a review of multiple data sources and program materials as well as interviews with school administrators, teachers, staff and students across grade levels. Each school received a report that identified areas of strength, targeted areas for improvement, and included specific recommendations. This feedback



Delaware schools displayed features of their Positive Behavior Support programs on colorful posters at the annual DE-PBS celebration.

is especially meaningful because it is based on the extent of implementation from the perspective of teachers and students throughout the school, not just those staff directly involved in program development.

"The new tool was developed to assess areas of need across schools, in addition to providing guidance to each school," explained DE-PBS project team member Sarah Hearn. "It gives DE-PBS a better sense of how schools are implementing PBS statewide, which will allow us to provide better support to schools that need it," she noted. DE-PBS plans to conduct the new evaluation with all active DE-PBS schools over the next few years.

Visit www.udel.edu/cds/pbs for more information about the Delaware Positive Behavior Support project.

AUGUST

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4	5	6	7	8 Eid al-Fitr (Ramadan ends)	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Women's Equality Day	27	28	29	30	31

JULY 2013							SEPTEMBER 2013						
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21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31				29	30					



Above: Haley Shiber creates artwork with the assistance of an adaptive device.

Below: Painting by Haley Shiber



CDS Training Focuses on Personalized Planning for Emergencies



The Emergency Preparedness for Individuals with Disabilities (EPID) project is working to empower people with disabilities to plan ahead and be ready for natural or man-made disasters.

"In an emergency, it may take a few days for help to arrive, so everyone needs to take responsibility for their own well-being in order to be fully safe," said Phyllis Guinivan, EPID project coordinator. "You, the individual, know your own unique needs better than anyone else and can therefore better prepare yourself for a disaster."

EPID project staff are focused on expanding family-centered and inclusive emergency planning and preparedness in Delaware. This CDS project has two main goals: (1) enabling individuals with developmental disabilities and their families to prepare for emergency situations; and (2) promoting seamless integration of emergency planning for individuals with developmental disabilities into existing emergency operational plans in Delaware.

To encourage families and individuals with disabilities to consider all aspects of planning for an emergency, EPID staff developed a Delaware-specific Emergency Preparedness Planning Toolkit. The Toolkit includes emergency preparedness information that is appropriate for all individuals, but emphasizes the personalized planning that is needed based on one's functional needs—whether it's someone with a disability, an elderly person or a family with young children.

The focal point of the Toolkit is a person-centered emergency planning booklet titled "My Emergency Readiness Plan." The booklet contains a series of steps prompting individuals to record information that will be important to have on hand during emergencies, including emergency contacts, health and medical information, and information for addressing their specific needs or challenges during emergencies. The

booklet also lists tips for sheltering at home, things to consider when being evacuated, helpful supplies to have on hand, and resources.

EPID project staff member Gary Mears leads trainings for interested individuals to become "navigators." Once trained, navigators assist people with disabilities and their families or care providers in developing personalized emergency preparedness plans.

"The most important part of being a navigator is remembering that your role is to guide people with disabilities to think about their functional needs and personal resources, and how these needs and resources could be used during emergencies," Gary explained. "Individuals with disabilities are the true experts in terms of their own circumstances."

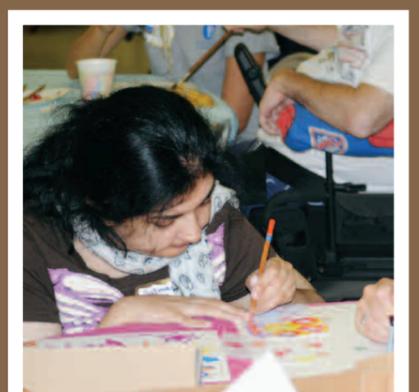
EPID originally was funded as a Project of National Significance by the Administration on Intellectual and Developmental Disabilities. Funding is now provided through the Healthy Delawareans project and Citizens Corps of Delaware.



Tina and Tommy Fields, People First members who have been trained to be navigators, work together to complete an emergency readiness plan.

SEPTEMBER

S	M	T	W	T	F	S
1	2 Labor Day	3	4	5 Rosh Hashanah	6	7
8	9	10	11 Patriot Day	12	13	14 Yom Kippur
15	16	17	18	19	20	21
22 First Day of Autumn	23	24	25	26	27 Native American Day	28
29	30					



Above: Salmana Malik

Below: Mixed media artwork by Mary Richardson



AUGUST 2013							OCTOBER 2013							
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Delawareans with Hearing Loss Gain Telecommunications Equity

“No one knows the isolation you feel when you are hearing impaired,” wrote Ernestine “Ernie” Moore in a 2011 letter to state legislators and a Delaware newspaper.

Putting these feelings into words and sharing them was the beginning of Ernie’s efforts to advocate for herself and others with a hearing loss. Her actions contributed to the passage of a law that makes it possible for Delawareans with a hearing loss to have access to the captioned telephone relay service known as CapTel. This service allows users to communicate by reading captions in a display window on a special phone while listening to another person —without involving a third party in the conversation.

Ernie, a retired school bus driver who began losing her hearing about 12 years ago, doesn’t feel she should take credit for CapTel in Delaware. She said she just wanted to be able to use a phone to maintain her independence and keep in touch with family and friends. Ernie can follow most conversations because she can read lips and has hearing aids, but it’s very difficult for her to use a standard telephone.

A few years ago, she visited the Sussex County Assistive Technology Resource Center (ATRC) in Georgetown, part of CDS’s Delaware Assistive Technology Initiative (DATI), to find a phone to

meet her needs. AT Specialist Dan Fendler told her about CapTel, but because Ernie’s town did not have high-speed Internet service, the only phones she could try out relied on a relay operator to convey messages back and forth.

Ernie became more frustrated with the situation when she learned from Dan that Delaware was the only state in the country that did not provide a telecommunications service, such as CapTel, to those with deafness, hearing loss or speech disabilities. As a result, and with some encouragement from Dan, Ernie wrote a letter that made its way into a newspaper and onto the desks of legislators. Soon after, Representative Harvey Kenton visited Ernie to let her know he was on her side. So was Senator Karen Peterson, who introduced the legislation in 2012 that required Delaware to provide additional telecommunications options and create a funding mechanism for it.

“This service has got to be life-changing to all who need it,” Ernie wrote after the bill became law. “I can’t wait to be able to use the CapTel service. My thanks to all who were involved in getting this bill passed.”



Ernie Moore is now able to use CapTel, a captioned telephone relay service, to communicate with family and friends.

As of January 1, 2013, a fee assessed to every Delaware phone line will provide funding for CapTel services and equipment. For information, contact Loretta Sarro, Delaware Office of Deaf and Hard of Hearing, at Loretta.Sarro@state.de.us.



OCTOBER

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13	14 Columbus Day	15 Eid al-Adha (Festival of Sacrifice)	16 Disability Mentoring Day	17	18	19
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27	28	29	30	31 Halloween		

SEPTEMBER 2013

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NOVEMBER 2013

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Above: Steve Slotkin

Below: Masks created by Artfest participants and volunteers



CDS Programs Support Integrated Employment Options

Delaware's disability community was delighted when the Employment First Act, introduced by State Representative Debra Heffernan, passed during the 146th General Assembly in 2012. The bill addresses the right of people with disabilities to have the opportunity for competitive employment.

To assure this right, the act specifies that "state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities."

Shortly before signing the bill, Governor Jack Markell established *A Better Bottom Line: Employing People with Disabilities* as his national initiative as Chairperson of the National Governors Association. His introductory letter stated, "Individuals with disabilities should have, to the maximum extent possible, the same opportunities as all others do."

Integrated employment has been a goal of CDS for many years. In 2008, CDS received a \$1 million gift from the Howard W. Swank, Alma K. Swank and Richard Kemper Swank Foundation, to establish a model employment service program for young adults with disabilities.

Through the Swank Employment Services program, in collaboration with the Division of Vocational Rehabilitation (DVR) and the Division of Developmental Disabilities Services (DDDS),



the Transition, Education and Employment Model (TEEM) unit works with young adults with disabilities to develop job-related skills and to find employment in inclusive settings. CDS has developed person-centered employment-support services and has created an infrastructure for services. Among the services are:

- **Community-based assessment**, in which the participant tries out a setting that meets his/her interests while a coach observes to evaluate the person's skill level and fit with the job. This program also provides an opportunity for job development—helping employers understand what a person with disabilities can offer.
- **Job Placement services**, including the development of such skills as writing resumes and interviewing for employment.
- **Supported employment**, including Early Start to Supported Employment (ESSE), a program developed by DVR, DDDS and the Department of Education, which provides a more seamless transition for students who are still in high school, to assure job success.

Supported employment recognizes that some people need more intensive—and sometimes ongoing—support in order to achieve their employment goals. Based on their experiences with the Swank Employment Services program, CDS staff members realized that employment right out of high school may not suit everyone's career goals or job readiness. For those seeking additional education, CDS created the Career



Scott Neilson works with his job coach, Deanna Pedicone, to learn skills he will use in his new restaurant job.

and Life Studies Certificate program (CLSC) with funding from the U.S. Department of Education's Office of Postsecondary Education. This two-year UD campus program provides postsecondary education and employment preparation for individuals with intellectual disabilities. See www.udel.edu for more information about CLSC.

NOVEMBER



Above: Carol Wilder and Kirsten Evans

Below: Ink drawing by Lindsay Tait, a student in the CLSC program



S	M	T	W	T	F	S
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3 Daylight Savings Time ends	4	5 Muharram (Islamic New Year)	6	7	8	9
10	11 Veterans Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Hanukkah begins (First Candle)	28 Thanksgiving Day	29	30

OCTOBER 2013							DECEMBER 2013						
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Disabilities Studies Minor: A Path to Personal and Professional Goals

A greater understanding of disabilities can be an asset to students both professionally and personally. The College of Education and Human Development offers a minor in Disabilities Studies that provides University of Delaware students with the opportunity to learn about the policies, services and systems that enable people with disabilities to fully participate in community life.

Students often choose the Disabilities Studies minor because they have a personal relationship with disability. Benjamin Weinstein, a junior health sciences major, became interested in the minor because he has a brother with autism. Ben plans to use what he learns through the minor in his career as a physical therapist.

For other students, the minor is a way to help develop professional goals. Senior Elise Coopersmith is a cognitive science and psychology major who hopes to pursue graduate studies in speech-language pathology. She said the minor has “opened up countless numbers of doors that helped me discover what major I wanted to pursue and how it would connect to what I ultimately wanted to do with my life.”

Joanna McCoskey, a junior music education major with a concentration in clarinet, plans to become a music teacher. She wants to apply the knowledge she is gaining from her minor studies to enhance the learning experiences of her future students. One of Joanna’s specific goals is to help deaf-blind students learn music. “By knowing how to effectively meet the needs of students with disabilities, I will be a more helpful teacher,” she noted.

The Disabilities Studies minor program has graduated more than 440 students in the past 15 year. During the fall 2012-2013 semester, enrollment exceeded 350 students from six of UD’s seven colleges. With a fairly flexible curriculum, students are able to tailor their studies to their interests. All students take the capstone senior seminar, which gives



Elise Coopersmith (center) and classmates prepare for a presentation to their Senior Seminar in Disabilities Studies class. Members of Elise’s group are, from left, Melody Newcomb, Maddy Jensen, Natalie Goldstein and Danielle Lopez.

them the opportunity to apply what they have learned when they interview individuals with disabilities or their families and investigate issues of importance to them.

A number of the minor students engage in research projects with UD faculty and community partners through the Summer Scholars Program. Senior Meaghan Arsola, a senior health and physical education major, explored the differences in performance and on-task behavior of children with autism spectrum disorder when exercising in the presence of a therapy dog and a peer. Jaymie Silverman, a senior human development major, studied the effects of parental alcoholism on adolescent adjustment.

Elise Coopersmith believes that, no matter what motivated her classmates to pursue a minor in Disabilities Studies, students who graduate with the minor “can carry the lessons they learned with them wherever their paths lead after graduation.”



DECEMBER

S	M	T	W	T	F	S
1	2	3 International Day of Persons with Disabilities	4	5	6	7 Pearl Harbor Remembrance Day Delaware Day
8	9	10	11	12	13	14
15	16	17	18	19	20	21 First Day of Winter
22	23	24	25 Christmas	26 Kwanzaa begins	27	28
29	30	31 New Year's Eve				



Above: Krysti Bingham

Below: Painting by Krysti Bingham



NOVEMBER 2013							JANUARY 2014						
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Funding and Financials

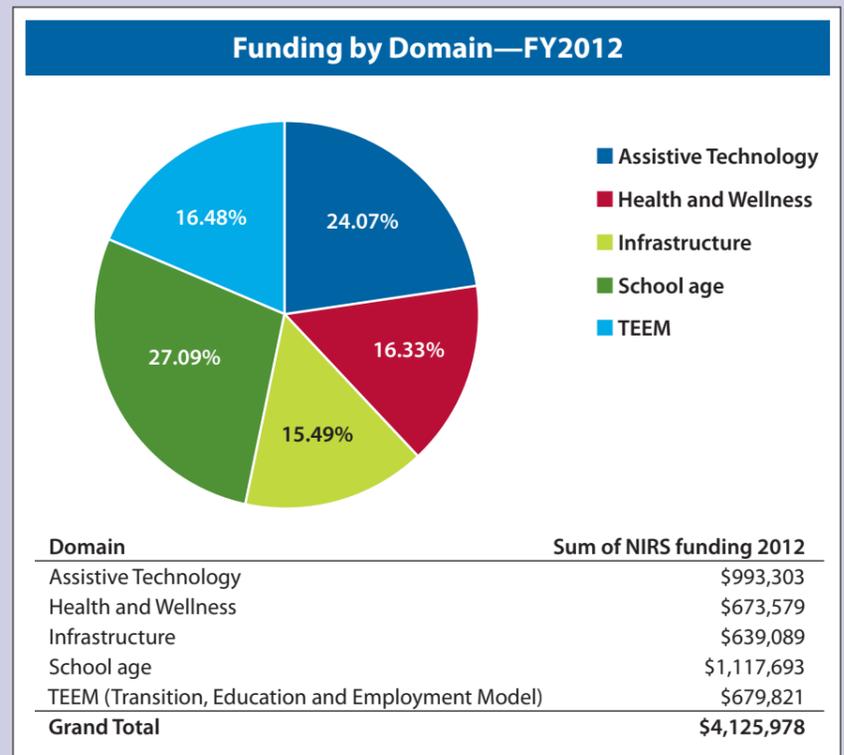
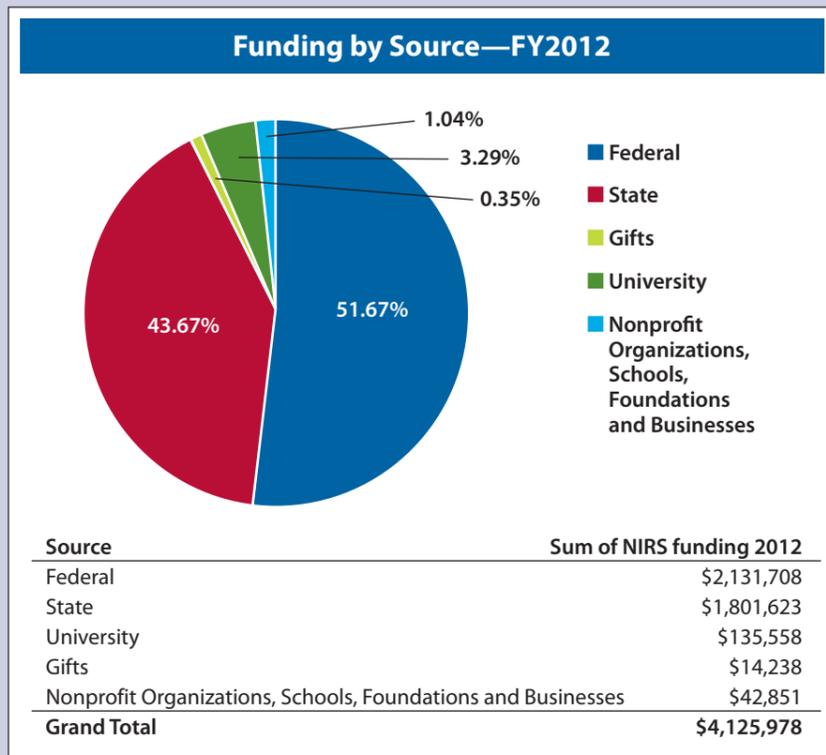
The Center for Disabilities Studies had an operating budget of \$4,125,978 from July 1, 2011 through June 30, 2012.

Sources of Funding

The vast majority of CDS funding is realized through external grants and contracts from federal and state agencies, nonprofit organizations, schools, foundations and businesses. Included in the federal portion is the \$521,865 from the Administration on Intellectual and Developmental Disabilities (AIDD) for our core funding as a University Center for Excellence in Developmental Disabilities. This U.S. government organization is responsible for implementation of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. Other sources of funding are the University of Delaware and gifts from private donors.

Project-specific Funding by Domain

This chart shows the proportion of external funding from grants and contracts directed to support the Center's four programmatic domains: assistive technology, health and wellness, school age and TEEM (Transition, Education and Employment Model). The infrastructure domain includes funding for administrative functions, the disabilities studies minor and such outreach activities as publications, conferences and our website.



Funders

Federal Government Agencies

- U.S. Department of Education
 - Office of Postsecondary Education
 - Office of Special Education Programs
 - Rehabilitative Services Administration
- U.S. Department of Health and Human Services
 - Administration for Children and Families
 - Administration on Intellectual and Developmental Disabilities
 - Centers for Disease Control and Prevention
 - Health Resources and Services Administration
 - National Institutes of Health
 - National Institute on Deafness and Other Communication Disorders

State Government Agencies

- Delaware Department of Education
- Delaware Department of Health and Social Services
 - Division of Developmental Disabilities Services
 - Division of Public Health
 - Child Development Watch
 - Office of Children with Special Health Care Needs
 - Division for the Visually Impaired
- Delaware Developmental Disabilities Council
- Delaware Department of Labor
 - Division of Vocational Rehabilitation

Nonprofit Organizations, Schools, Foundations and Businesses

- Association of Maternal and Child Health
- Association of University Centers on Disabilities
- Delaware Coalition Against Domestic Violence
- Delaware Criminal Justice Council
- Delaware Foundation Reaching Citizens with Intellectual Disabilities (DFRC)
- TransCen, Inc.
- University of Illinois at Chicago

Donors

We would like to give special **THANKS** to those listed below for their generous support of the Center for Disabilities Studies to enhance the lives of individuals with disabilities in Delaware.

Gifts from Individuals and Organizations

- Anonymous
- David S. Annand '52
- Barbara Daugherty
- Mary M. Donnelly '00
- Charles E. Fair '93 and Dianne Clarke Fair '90 '98M
- David S. Hill
- Laura M. Kelly
- Patricia E. and Brian P. Kelly
- Robert D. and Moonyeen L. Klopfenstein
- Rita Mariani Landgraf '80 and Kurt M. Landgraf
- Beth A. Mineo
- Michael G. and Patricia L. Ogden
- Breanne O. Palmieri
- Donald and Mary C. Pearson
- Richard V. and Eunice H. Pryor
- J. Kent Riegel and Betty Eden Riegel
- J. Kent Riegel Jr.
- Anthony J. and Marie D. Sheridan
- E. F. Joseph and Elaine M. Siebold
- Maura V. Siebold
- Kevin M. Westreich '81
- Kenneth C. '80 and Elizabeth K. Whitney
- Aleph A. Woolfolk '79

Gifts to the Tobin Fund

- Joseph D. Mengden
- Ruth E. Misialek
- Allen E. and Shirley R. Smith

To make your gift, please visit www.udel.edu/makeagift, email annualgiving@udel.edu or call the Development Office at 866-535-4504. You may also mail your check to the address listed below. Please make certain to note "Center for Disabilities Studies" in the memo section of your gift.

University of Delaware Gifts, Receiving and Processing Office
83 East Main Street, 3rd Floor
Newark, DE 19716

CDS Staff and Faculty: The Year in Review (July 1, 2011 – June 30, 2012)

The Center for Disabilities Studies is...

- One of 67 University Centers for Excellence in Developmental Disabilities Education, Research and Service nationwide, with core funding from the U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities
- A focal point for generation of new knowledge and translation of existing knowledge to inform and enrich the community
- A hub for the professional and personal development of students through coursework, internships, assistantships and participation in research and demonstration projects
- Home to the interdisciplinary Disabilities Studies Minor, one of the fastest-growing minors on campus with enrollment this past year reaching 387 students from six colleges and 15 departments
- An engaged center, with faculty and staff collectively serving on 58 boards, committees and task forces; providing editorial support for 18 journals; and reviewing funding, conference and publication proposals for eight agencies and organizations

Our mission is to enhance the lives of individuals and families through education, prevention, service and research related to disabilities. We promote independence and productivity so individuals and families can fully participate in the life of their communities in Delaware and beyond.

In 2011-2012, CDS staff and faculty cultivated student learning by...

- Teaching or co-teaching 14 courses and six independent studies reaching a total of 357 graduate and undergraduate students
- Delivering guest lectures to 341 UD graduate and undergraduate students and 252 students at other institutions of higher education
- Providing full assistantships to 13 graduate students from the School of Education, the School of Public Policy and Administration, and the Department of Human Development and Family Studies
- Providing experiential opportunities to two graduate students from Continuing Education and the College of Health Sciences
- Providing internship opportunities to 65 undergraduate students from four colleges

In 2011-2012, CDS staff and faculty fostered the development of new knowledge—and the translation of existing knowledge—by...

- Developing a total of 21 project proposals internally and with external partners
- Securing \$6 million in future funding from new grants and contracts
- Offering 45 conference presentations and publishing eight journal articles and other documents

Visit www.udel.edu/cds for more information about the Center for Disabilities Studies.



Staff and Faculty

Beth Mineo, Ph.D., *Director*
 Debbie Bain
 Chris Barthold
 George Bear
 Blake Bossert
 Julie Bowers
 Debby Boyer
 Sandi Bradford
 Chelsea Brengle
 Wendy Claiser
 Teresita Cuevas
 Stephanie DeMayo
 Sophie DeMesse
 Jane Donovan
 Laura Eisenman
 Annalisa Ekblad
 Dan Fendler
 Rosanne Ferri
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 Phyllis Guinivan
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Sarah Hearn
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 Gary Mears
 Kathleen Minke
 Esley Newton
 Deanna Pedicone
 Megan Pell
 Sonja Rathel
 Michele Sands
 Melanie Sipko
 Paul Solano
 Eileen Sparling
 Paula Talarowski
 Mary Thomas
 Sandy Walls
 Marvin Williams
 Jamie Wolfe
 Karen Zalewski

Graduate Assistants

Katie Borrás
 Rochelle Brittingham
 Joshua Donaldson
 Katie Hoffman
 Krista Jensen
 Sarah Lemonte
 Dara Lipschutz
 Lindsey Mantz
 Bishwa Poudel
 Kristin Valle

Undergraduate Students

Genna Bloomer
 Tara Bogseth
 Caroline Cameron
 Natalie Castelluccio
 Raissa Dempsey
 Leah Diamant
 Jenna Hannan
 Elizabeth Harrington
 Amanda Horowitz

Kathryn Kramedas
 Jill Leabman
 Lisa Leonard
 Michele Levine
 Hannah Lindsey
 Anthony Machi
 Carly Markelz
 CJ Meyer
 Courtney Mick
 Brittany Miller
 Alex Poholsky
 Alex Reichl
 Jillian Rubenoff
 Alyssa Schioppo
 Melissa Shaw
 Megjia Shi
 Juliana Sullivan
 Samantha Susson
 Allyson Szesci
 Jessica Ticchio
 Emily Tierney

Josh Titus
 Grace Wesley
 Caroline Yeager

Staff members whose service concluded during the past year

Alisha Boyd
 Hope Hawkins
 Eileen Mapes
 Ilka Riddle

These lists include the names of staff, faculty, graduate assistants and undergraduate students who were affiliated with CDS as of December 1, 2012. Many other UD students give their time and talent to the Center as volunteers or to fulfill course requirements.



Community Advisory Council

Members of the Community Advisory Council partner with the Center for Disabilities Studies to advance our mission. During the 2011-2012 year, they were instrumental in developing the Center's five-year strategic plan. The council includes individuals with developmental and related disabilities who serve as self-advocates; parents and other family members of individuals with developmental disabilities; representatives from disability-related training, service and advocacy organizations; state agency representatives; and others who advocate on behalf of people with disabilities.



CAC Executive Committee

Chairperson

Bob Valihura, Advocate

First Vice Chairperson

Cory Nourie, Nemours/Alfred I. duPont Hospital for Children

Second Vice Chairperson

Linda Heller, Self-advocate

Secretary

Deborah Dunlap, Parent

At-large Member

Don Moore, Self-advocate, United Cerebral Palsy

CAC Members (as of December 7, 2012)

Marie-Anne Aghazadian, Parent
Information Center of Delaware, Parent

Karl Booksh, Self-advocate

Deborah Bradl, Parent, Division of Vocational Rehabilitation

Tim Brooks, Parent

Lisa Carnley, Parent

Anthony Carter, JEVS Support for Independence

Ernest Cole, Freedom Center for Independent Living

Bobbie Dehaven, Self-advocate

Robert Doyle, Division for the Visually Impaired

Micki Edelsohn, Parent

William Fitzpatrick, Self-advocate

Caitlin Gamel-McCormick, Delaware Foundation Reaching Citizens with Intellectual Disabilities

Carmella Giddins-Jones, Division of Prevention and Behavioral Health Services, Parent

Brian Hartman, Delaware Disabilities Law Program

Debra Heffernan, Parent, State Representative

David Hill, Special Olympics Delaware, Self-advocate

Kyle Hodges, State Council for Persons with Disabilities

Kathy Hughes, Advocate

Jane Luke, Parent

David Lynch, Self-advocate

Patricia Kelleher, The Arc of Delaware

Daniel Madrid, Division of Vocational Rehabilitation

Pat Maichle, Developmental Disabilities Council, Parent

Karen Mancini, Parent

Mary Ann Mieczkowski, Department of Education

Laurie Nicoli, Parent

Susan Mateja, Division of Medicaid and Medical Assistance

Corrine Pearson, Special Olympics Delaware, Parent

Dara Schumaier, Division of Substance Abuse and Mental Health

Monika Shafi, Parent

Wendy Strauss, Governor's Advisory Council for Exceptional Citizens

Della Thomas, Statewide Programs for the Deaf, Hard of Hearing and Deaf-Blind

Martha Toomey, Parent

Janet Villarreal, Division of Services for Aging and Adults with Physical Disabilities

Carl Wexler, Division of Developmental Disabilities Services

Members whose service concluded during the past year

Linda Bruner

Ruth Coughlan

Martha Gregor

Laura Kelly

Pamela Scott

Rocio Viscarra

2014



January

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About the 2013 Calendar Artwork

The artwork in this annual report/calendar was created by individuals who attended the 2012 Artfest program and by others in the community who submitted their work. Artfest is an annual Center for Disabilities Studies event that brings together people with disabilities, University of Delaware students with a minor in disabilities studies, and other UD staff, students and volunteers. Artfest is led by art therapist Lisa Bartoli, executive director of Art Therapy Express Program Inc. (www.arttherapyexpress.org). Submitted art work came from people with a wide range of disabilities, including those who attend programs directed by Art Studio 4:10's Jen Easterday.



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