

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME McMillan, Elise David		POSITION TITLE Co-Director, Vanderbilt Kennedy University Center for Excellence in Developmental Disabilities Senior Associate, VUMC Dept. of Psychiatry	
eRA COMMONS USER NAME (credential, e.g., agency login)			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
Texas Tech University, Lubbock, TX	BA	1974	Communications
Nashville School of Law, Nashville, TN	JD	1983	Law

A. Personal Statement

The goal of the proposed research is to help young people with autism spectrum disorder (ASD) and their families learn how to more effectively advocate for and plan for transition from school to the community. I have the experience and background to help make this project a success. My initial training was in Communications and I also have a law degree, and am a licensed attorney. I have done continuing legal education training in the area of Special Education Law and Advocacy. Much of my work at Vanderbilt has been translational in nature, working as part of the team to test, develop and grow evidenced-based programs in the community. My policy background has been essential in working with government leaders in our state to make systems more accessible to individuals with disabilities and their families. Knowledge of these state systems has helped me inform and counsel families as they move from the education to community systems. Tennessee is sorely lacking in capacity to support adults with any type of developmental disability, including ASD. Through several of the research projects listed below, I have worked to build capacity. I have a demonstrated record of research projects with successful outcomes. As Meghan Burke began her work developing the Volunteer Advocacy Program, I worked with her as Co-Director of our VKC UCEDD to identify and collaborate with the strong community contacts needed for the success of the program. We successfully offered the VAP training through our UCEDD in both urban and rural areas of Tennessee. We also worked together to develop the on-line capabilities of the program. I continue to work closely with the current Program Coordinator of the VAP, now offering training to sites in Nashville, Memphis and Chattanooga. On a personal note, I am the parent of a 25-year-old son with intellectual disabilities, so I can relate to families as they are on this journey.

B. Positions and Honors

Licensure and Certification:

- State: Attorney Licensure in Tennessee, No. 011297, 1985-Present

Academic Appointments:

- Director of Development, Vanderbilt Kennedy Center, Vanderbilt University, 1995-2003
- Senior Lecturer, Peabody College, Vanderbilt University, 1995-2005
- Associate Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, 2005-2007
- Director of Community Outreach, Vanderbilt Kennedy Center, Vanderbilt University, 2003-2014
- Director of Public Policy and Community Engagement, Vanderbilt Kennedy Center, 2014-Present
- Senior Associate, Department of Psychiatry, Vanderbilt University Medical Center, 2005-Present
- Co-Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, 2007-Present

Previous Employment:

- Associate Editor & General Counsel, Reporter, Assistant City Editor, Managing Editor, *Nashville Banner*, Nashville, Tennessee 1978-1995

Professional Organizations:

- National Down Syndrome Congress, 1988-Present
- Tennessee Press Association, Board of Directors, Chair, Freedom of Information Committee, 1990-1995
- Down Syndrome Association of Middle Tennessee, 1991 - Present
- Leadership Nashville, Class Participant, Program Committee
- The Arc of Davidson County, Board of Directors, 1995-2000, President, 1996-1998
- The Arc of Tennessee, Board of Directors, 1995-Present, President, 1999-2001
- The Arc US, Board of Directors, 2004-Present, Chair, Research and Dissemination Committee, 2006-2010, Chair Policy and Position Statements Committee, 2010-Present, Executive Committee, 2010-Present
- Special Olympics of Tennessee, Board of Directors, 1995-2001
- Tennessee Disability Coalition, Board of Directors, 1995-Present
- Disability Rights Tennessee, Board Member, 2005-Present
- Tennessee Council on Developmental Disabilities, Council Member, 2005-Present
- American Association on Intellectual and Developmental Disabilities, 2010-Present
- Tennessee Alliance for Postsecondary Education for Students with Intellectual and Developmental Disabilities, 2005-Present
- Association for Professionals in Supported Employment, 2014-Present

Teaching Activities:

- Guest lecturer in Vanderbilt undergraduate and graduate classes
- SPED 2340/HOD 2680 Procedures in Secondary Transition to Adult Life

Awards

- John F. Kennedy Center for Research on Human Development Director's Award, 1997
- AAUAP Leadership in Advocacy Award, 1997
- The Arc of Tennessee President's Award, 2002
- Vanderbilt University Opportunity Development Center Award to Explorers Unlimited for Outstanding Contribution in Promoting Opportunities for Persons with Disabilities, 2002
- Recognition Award from the Autism Society of Middle Tennessee, 2004
- Vanderbilt University Affirmative Action and Diversity Initiatives Award, 2004
- Best Buddies Chapter, Outstanding Collegiate Chapter, 2006-Present
- Association of University Centers on Disability Council on Community Advocacy Award in recognition of contributions to the Association and the disabilities field, 2011
- American Association for Intellectual and Developmental Disabilities (AAIDD) Service Award, 2014
- Down Syndrome Association of Middle Tennessee (DSAMP) Mollie Burd Gavigan Service Award, 2014

C. Peer-reviewed Publications

1. Griffin, M.M., McMillan, E.D., & Hodapp, R.M. (2010). Family perspectives on Post-Secondary education for students with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 45, 339-346.
2. Griffin, M.M., McMillan, E.D., Day, T.L., Summer, A.H., & Hodapp, R.M. (in press). Attitudes toward inclusion of students with intellectual disabilities at college. *Journal of Policy and Practice in Intellectual Disabilities*

D. Research Support

Partnership in Employment and Systems Change, Administration on Intellectual and Developmental Disabilities, Administration on Community Living, HHS, 2012-2017

This five-year project focuses on

- establishing compelling and sustainable employment partnerships;
- stimulating and advancing systems/policy change statewide;
- raising the aspirations and capacities of people with intellectual and developmental disabilities (IDD), their families, service systems, employers, and communities regarding competitive work as the first choice;
- increasing access to meaningful work while youth with IDD are still in high school and to multiple pathways to future careers after school.

McMillan serves as Co-PI and leads the Policy Team, which is made up of representatives of the state departments of education, intellectual and developmental disabilities and human services/rehabilitation services/vocational rehabilitation services.

University Center for Excellence in Developmental Disabilities, Administration on Intellectual and Developmental Disabilities, Administration on Community Living, HSS, 2010-2015

University Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens. The four areas of emphasis for the VKC UCEDD are

- education and early intervention
- health and mental health
- employment
- quality of life.

McMillan serves as Co-PI and also leads the Community Service and Technical Assistance Core. She leads the VKC UCEDD Policy Team.

Tennessee Disability Pathfinder, Tennessee Council on Developmental Disabilities, 2005-Present

Tennessee Disability Pathfinder is a free, statewide, clearinghouse of disability-related resources and services for persons with disabilities, their family members, service providers, and advocates. It is a joint project of the Tennessee Council on Developmental Disabilities and the Vanderbilt Kennedy Center University Center for Excellence in Developmental Disabilities.

McMillan serves as PI and Faculty Director of Tennessee Disability Pathfinder. She provides leadership for the project and works closely with the Program Director.

Britt Henderson Training Series for Educators, Britt Henderson and Henderson Family Endowment, 1997-Present

This annual series of workshops provides training for school teams that include both general and special educators. Workshops focus on innovative evidence-based practices to improve the quality of education for students with diverse learning needs.

Since its inception, McMillan has worked with faculty leadership and school teams for this project.

Postsecondary Program for Students with Intellectual Disabilities, Tennessee Council on Developmental Disabilities, 2009-2011

This three-year grant helped Vanderbilt University develop what is now Next Steps at Vanderbilt, a two-year postsecondary certificate program for students with intellectual and developmental disabilities. The program has also been in a leadership position for Tennessee, and collaborated with other universities to develop programs at the University of Tennessee Knoxville, the University of Memphis and Lipscomb University in Nashville, TN.

McMillan served as a PI on the grant and continues as Faculty Director of Next Steps at Vanderbilt and a leader of the Tennessee Alliance for Postsecondary Education for Students with Intellectual and Developmental Disabilities.