



# The Institute on Community Integration

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2010/11

National Center on Educational Outcomes • National Center on Secondary Education and Transition

North Central Regional Resource Center • Partnership for Accessible Reading Assessment

Research and Training Center on Community Living • Research Institute on Progress Monitoring

COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

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UNIVERSITY OF MINNESOTA

# OVERVIEW

## Mission

Through collaborative research, training, and information sharing, the Institute on Community Integration (ICI) improves policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice.

## Approach

The Institute's work is based on the premise that it has greater impact by enhancing the capacity of existing agencies than by providing direct services itself. To this end it collaborates with service providers, policymakers, educators, researchers, families, advocacy and self-advocacy organizations, and individuals with disabilities throughout the world.

## Activities

The Institute carries out three core activities – interdisciplinary training, service and consultation, and research and dissemination – across four program areas: Early Childhood Services, School-Age Services, Transition Services, and Adult Services/Community Living.

## Affiliations

The Institute is a federally-designated University Center for Excellence in Developmental Disabilities (UCEDD). With core funding from the U.S. Department of Health and Human Services, Administration on Developmental Disabilities, the Institute is part of a national network of over 60 similar programs in major universities and teaching hospitals across the country. Housed in the College of Education and Human Development at the University of Minnesota, Minneapolis, the Institute and its six allied centers are also affiliated with other numerous larger systems of federally-supported programs, including Rehabilitation Research and Training Centers, Regional Resource Centers for Special Education, and National Accessible Reading Assessment Projects. The Institute carries out its work in close collaboration with the Minnesota Governor's Council on Developmental Disabilities and the Minnesota Disability Law Center as all three organizations address critical state issues and barriers that limit the independence, productivity, self-determination, and community inclusion of persons with disabilities.

## Contact Information

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**Cover Photo:** Helen is one of the individuals featured in the video, "We Get It Done: Working as a Direct Support Professional." The video, which was produced by the Institute's RTC Media for the New York State Association of Community and Residential Agencies (NYSCARA), offers a realistic job preview of the everyday work of Direct Support Professionals in a variety of residential and vocational settings in New York state. On this day, Helen was accompanied by a DSP as she rode the ferry in New York.

## The Community Advisory Council

The Institute's Community Advisory Council serves as an external advisory board that reviews and recommends broad programmatic directions, evaluates the impact of the Institute within the state and region, serves as liaison and advocate for the Institute's involvement in community activities, and advises on critical areas of need that the Institute should address. The following were council members this year:

- **Rick Cardenas**, Advocating Change Together
- **Barbara Case**, Minnesota Department of Education
- **Shelly Christensen**, Jewish Family and Children's Service of Minneapolis
- **Annis Lorenzo Clark**, Parent, Consultant, Advocate
- **Pattianne Demaray**, Parent
- **Carol Ely**, ICI Staff Consultant
- **Beth Fondell**, ICI Staff Consultant
- **Antoinetta Giovanni**, Parent Advocate
- **Marge Goldberg**, Consultant, Parent
- **Brenda Goral**, Opportunity Partners
- **Sherry Gray**, University of Minnesota, Humphrey Institute of Public Affairs
- **Richard Grimm III**, Self-Advocate
- **Heidi Hamilton**, Minnesota Department of Human Services, Disability Services Division
- **David Hancox**, Metropolitan Center for Independent Living
- **Amy Hewitt**, ICI Staff Consultant
- **Donna Johnson**, University of Minnesota Disability Services
- **Kim Keprios**, Arc Greater Twin Cities
- **Darren Kermes**, Minnesota River Valley Special Education Cooperative
- **Todd Monson**, Hennepin County Human Services
- **Robert Niemiec**, Minnesota Association on Supported Employment
- **Bud Rosenfield**, Minnesota Disability Law Center
- **Anni Simmons**, Arc of Minnesota
- **Robin Sommer**, Olmsted County Developmental Disabilities Unit
- **Barb Sorum**, Minnesota Association for Children's Mental Health, Parent
- **Joel Ulland**, UCare Health Plans
- **Jesús Villaseñor**, PACER Center, Parent
- **Andrea Zuber**, Ramsey County Human Services

# THE YEAR AT A GLANCE

## From the Director

This past year, the staff of the Institute on Community Integration raised a number of questions, and discovered some answers. Those questions were asked through our many research and evaluation projects as they sought to learn what works best and why, what needs to change and how, and who needs to be involved and when in order to sustain the best possible services and supports for people with disabilities and their families nationwide. Among the many projects seeking answers to questions were these examples:

- The National Longitudinal Transition Study 2012 asked what schools, state education agencies, community service agencies, and Congress can do to support transition-age youth with disabilities to have the best possible preparation for adult life, including access to postsecondary education, employment, and community living opportunities.
- The Health Care Coordination for Individuals with Physical Disabilities project asked what features of care coordination services improve access to health care, service use, and health outcomes for people with physical disabilities in Minnesota.
- The National Center and State Collaborative asked how to best assess students with significant cognitive disabilities on the Common Core State Standards, and how to ensure that teachers can instruct toward those standards.
- The National Residential Information Systems Project asked what do we know about current trends in residential and community supports for people with intellectual and developmental disabilities, and how do those trends relate to life outcomes and service costs.

Building on the questions and answers from our research and evaluation work of the past 25 years, Institute staff also engaged in training and information-sharing this past year, offering people around the country some of the promising strategies that have been discovered for improving services and supports for people with disabilities and their families. For example:

- The Check & Connect research program presented training and implementation assistance to educators on use of the Check & Connect school engagement model, helping K-12 schools across the country retain students who are at-risk of disengaging from school and dropping out.
- The College of Direct Support delivered online, competency-based training to Direct Support Professionals and their supervisors nationwide, building their skills, knowledge, and professional credentials in providing supports to people with disabilities.
- The Twin Cities Zambia Disability Connection sent Institute staff to Zambia to work with disability rights leaders on improving services and supports for people with disabilities and their families, with a particular focus on young people with autism.
- The Developmental Disabilities Rotation for pediatric and dental residents in the University's Medical School delivered specialized training in community services for and support needs of children with disabilities and their families, enhancing their ability to serve people with disabilities.

The process of asking questions and finding answers has been continuous throughout the Institute's history. We've carried out the quest for answers with a broad field of partners from the human services, education, health care, disability advocacy, and policy arenas, to name a few. As you'll see in the pages of this report, together we continue to seek to ask the most pressing questions of today, and look to the discoveries of the past to contribute to the answers that will take us into a future that offers people with disabilities the best opportunities in life that this country has available.

*David R. Johnson, PhD, Director*

## The Institute Reaches 25th Year

The Institute marked its 25th anniversary during this year. It was established in 1985 as the Minnesota University Affiliated Program on Developmental Disabilities, beginning with a 17-month grant for \$212,500 and employing fewer than 20 faculty, staff and students. Today, it is home to more than 80 projects and 6 affiliated centers that address the needs of individuals with disabilities and their families across the lifespan. It employs more than 125 faculty, staff, and students, and in this year had a budget of \$25.6 million.

The Institute has always taken an interdisciplinary and collaborative approach to its work, partnering with others to carry out its research, training, service and consultation, and information-sharing activities. In this year it worked with faculty and staff from over a dozen departments and programs at the University of Minnesota, as well as nearly 300 community partners around the country and abroad. Its partners included K-12 schools; early childhood programs; universities and colleges; service providers; professional associations; government agencies; and self-advocacy, advocacy, and parent groups. That work reached across the lifespan as represented by the Institute's four program areas: Early Childhood Services, School-Age Services, Transition Services, and Adult Services/Community Living.

Central to its ability to impact policies, practices, and attitudes is its information-sharing activities. Over the past 25 years it has produced and distributed nearly 2 million newsletters, curricula, reports, resource guides, and other materials in printed form, as well as a growing collection of videos and DVDs, produced by its projects and centers. The rapid expansion of the World Wide Web has also vastly extended the Institute's reach, and this year alone its Web pages were accessed over 10 million times by visitors around the world.

# INTERDISCIPLINARY TRAINING

The Institute offers interdisciplinary preservice and continuing education to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. Six broad strategies are used to provide interdisciplinary training: the Certificate in Disability Policy and Services, specialized curricula developed and delivered at the University with University partners, online and classroom curricula developed and delivered with partners nationwide, Institute-sponsored conferences and other training events, employment of University graduate students at the Institute, and presentations by Institute staff at conferences and meetings sponsored by other organizations. Among the highlights of its training activities during this year were these:

- **Through the Developmental Disabilities Rotation** coordinated by the Institute for the University's Medical School, 36 pediatric residents and 4 dental residents received specialized instructional experiences acquainting them with community services for, and service and support needs of, children with disabilities and their families, improving their ability to serve this population in their future practices.
- **Over 980 educators and other personnel** from 21 communities nationwide participated in the Institute's training and technical assistance for implementation of the Check & Connect school engagement model. Check & Connect is a model developed at the Institute to help K-12 schools retain students at-risk of disengaging from school and dropping out.
- **During this year an additional 61,940 learners** enrolled in the College of Direct Support, an online, competency-based training program for Direct Support Professionals and frontline supervisors operated nationwide by the Institute's Research and Training Center on Community Living and by MC Strategies/Elsevier. This brings the total enrollment since its inception in 2004 to nearly 295,000.
- **Fourteen graduate/postgraduate students and community members were LEND** Fellows, participating in training offered by the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program at the University. Coordinated by the Department of Pediatrics and the Institute, the LEND prepares future leaders to serve children with autism and other neurodevelopmental disabilities and their families in clinical, research, advocacy, and policy roles.
- **Forty-two University students** from 19 academic programs were enrolled in the Certificate in Disability Policy and Services. The certificate is jointly offered by the Institute and the University's Department of Organizational Leadership, Policy and Development for University students and community professionals desiring to study policies and services that affect the lives of children, youth, and adults with disabilities and their families.
- **The Institute partnered with Fond du Lac Ojibwe school** on the Fond du Lac Reservation in northern Minnesota to provide training for area educators on implementation of the Connecting Through Service model. The model integrates four research-based strategies for engaging high school students at-risk of dropping out of Fond du Lac Ojibwe School, including the Check & Connect school engagement model developed at the Institute.
- **The Institute employed 32 Graduate Research Assistants** this year, providing them with training and experience in conducting research and technical assistance associated with K-12 education, transition, and adult life needs of people with disabilities and their families.
- **The Institute's North Central Regional Resource Center began development of** the Web-based State Performance Plan (SPP) University. The purpose of SPP University is to provide Individuals with Disabilities Education Act 2004 stakeholders with opportunities to gain and strengthen skills and knowledge necessary to help States develop, plan, and implement their State Performance Plans required under the legislation.

## **Institute Staff Focus on Young People with Autism in Zambia**

A delegation of four staff from the Institute traveled to Zambia in the spring of 2011 for two weeks of work with disability rights leaders developing and improving services and supports for people with disabilities and their families, with a particular focus on young people with autism. The trip was part of the ongoing work of the Twin Cities Zambia Disability Connection, a partnership of the Institute, Arc Greater Twin Cities, two Twin Cities disability service providers – Fraser and Opportunity Partners – and Zambian disability rights leaders. This was the fourth time Institute staff traveled to Zambia (Zambian delegations visited the Twin Cities in 2008 and 2010), and it was the first time there was an emphasis on autism. While there, the Institute team conducted trainings with teachers, clinical staff, policy-makers, and families on autism, autism assessments, and behavioral interventions and tools for children with autism, as well as on supporting all youth with disabilities as they make the transition from adolescence to adulthood. They also conducted observations in classroom and home-based settings of children who might have autism, and partnered with the Zambian Institute for Special Education and University of Zambia faculty on participatory action research related to autism observations and assessments.

# SERVICE AND CONSULTATION

The Institute carries out a broad range of service and consultation activities that enhance the capacity of existing agencies and organizations to serve persons with disabilities. The primary approaches used in service and consultation are technical assistance at the local, state and national levels; demonstration projects that test model practices; and contracted evaluation services to education and human service agencies. Some of this year's activity highlights in the service and consultation area are the following:

- **Through Minnesota High School/High Tech, Institute staff provided** consultation and training about the E-Connect e-mentoring program for students with disabilities to over 130 representatives of interested agencies, organizations, businesses, and schools across the state. E-Connect is a modified mentoring program that utilizes electronic communication (e-mentoring) and face-to-face meetings to connect high school students with employees of local companies that may have a strong technology component in their operations. Its goal is to help young people better prepare for postsecondary employment and education. E-Connect is based on an electronic mentoring model, *Connecting to Success*, that was developed at the Institute. During this year nearly 100 schools, businesses, agencies and other organizations participated in the program.
- **Staff of the Institute's Research and Training Center on Community Living** worked in an advisory capacity with numerous federal and state task forces and advisory groups, including the Special Needs Basic Care Advisory Group of the Minnesota Department of Human Services; the Education/Training/Workforce Development Committee of the National Alliance of Direct Support Professionals; the Minnesota Employment First Coalition; the Minnesota Department of Human Services Money Follows the Person workgroup; ANCOR; and the National Association of the Dually Diagnosed expert group on Direct Support workforce competencies in supporting people with mental illness.
- **The Institute partnered with the Minnesota Governor's Council** on Developmental Disabilities and the Minnesota Disability Law Center (the state's Protection and Advocacy Agency) to

provide support to Self-Advocacy Minnesota (SAM), the statewide network and coalition of self-advocacy groups promoting the human and civil rights of people with disabilities. The support included training, technical assistance, information sharing, and staff support related to SAM's organizational needs as it continued to expand its reach.

- **The Institute's Adult Services and Community Living staff provided** technical assistance to multiple agencies in the areas of Direct Support workforce development. Among the activities were technical assistance to the Minnesota Medicaid office on customizing, implementing, and evaluating a census of Direct Support workers in Minnesota; and technical assistance to the 14 provider agencies participating in a study of the effects of a comprehensive training intervention for Direct Support staff.
- **This year, two Minnesota colleges –** Central Lakes College and Ridgewater College – received a 4-year, \$2.2 million grant from the U.S. Department of Education, Office of Postsecondary Education, to establish an inclusive and comprehensive model for engaging and retaining students with intellectual disabilities in higher education programs. The Institute partnered with them in the model demonstration project, which is titled Check & Connect: A Model for Engaging and Retaining Students with Intellectual Disabilities in Higher Education. The partnership is applying the Check & Connect school engagement model developed at the Institute to these two college settings. The goal of the project is to develop and test a set of approaches for supporting success of postsecondary students with intellectual disabilities, and create a model and set of practices that can be used elsewhere.

## **Institute Receives \$45 Million Grant on Alternate Assessments**

In autumn 2010, the Institute's National Center on Educational Outcomes (NCEO) received a \$45 million grant from the U.S. Department of Education (USDOE) to form a partnership that will develop innovative approaches to alternate assessments for students with the most significant cognitive disabilities in grades 3-12. The new National Center and State Collaborative (NCSC), funded by the USDOE's Office of Special Education Programs, is a network of national centers and 19 states and is directed by NCEO. It will build a comprehensive assessment system based on the Common Core State Standards that includes project-developed tools and processes to support educators as they plan and provide appropriate instruction for students with the most significant cognitive disabilities. These supports will help Individualized Education Program teams accurately identify the learner characteristics and make appropriate decisions about how each student participates in the overall system of assessments.

The NCSC partners are NCEO, the National Center for the Improvement of Educational Assessment, the University of Kentucky's Human Development Institute, the College of Education at the University of North Carolina-Charlotte, edCount, as well as Alaska, Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Massachusetts, Nevada, New York, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Wyoming, and six U.S. entities in the Pacific Rim.

# RESEARCH

The Institute generates a wide array of research findings to improve policies and services related to individuals with disabilities, those at risk, and their families. Research activities are conducted in collaboration with major teaching and research centers across the country and at the University of Minnesota, as well as with local, state, and national organizations and agencies. Among the highlights of Institute research activities in this year were the following:

- **The National Residential Information Systems Project** of the Institute's Research and Training Center on Community Living entered its 26th year of national data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities. The project gathers national and state-by-state data on residential services and Medicaid-financed services for persons with developmental disabilities, and operates a database that forms a valued information resource for research, policy development, and legislative action at state and federal levels. The data is published annually in its report of findings, and made available for customized analyses by the public through its Web site.
- **A consortium of education departments from five states awarded a \$1.6 million subcontract** to the Institute's National Center on Educational Outcomes (NCEO) to study the validity of state accountability tests in relation to English language learners with disabilities. The project, which is funded through a grant to the Minnesota Department of Education by the U.S. Department of Education, is known as Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED). The IVARED team will examine state data, policies, and practices for ELLs with disabilities, and through these activities the five consortia states (Minnesota, Maine, Michigan, Arizona, Washington) will be able to develop improved validity arguments for their assessments and assessment practices for ELLs with disabilities, improving the assessment systems that measure these students' achievement. The materials developed by the team will become the basis for an online training module on large-scale assessment of ELLs with disabilities that can be customized to each partner state's requirements.
- **Institute staff developed and published a taxonomy for classifying postsecondary education programs** for students with intellectual and developmental disabilities. It was based on review of the state of knowledge and research practice in the emerging field of postsecondary education for students with intellectual and other learning-related developmental disabilities, and contributed to the national conversation on the topic by offering a suggested way to better organize and structure research and program descriptions in support of an improved knowledge base.
- **The staff of the Health Care Coordination for Individuals with Physical Disabilities project** in the Institute's Research and Training Center on Community Living continued research focusing on the Special Needs Basic Care program in Minnesota. Among their activities during this year were development and validation of a care coordination quality assessment instrument to be completed by consumers of care coordination services as well as care coordinators, and initiation of data collection on a 3-year longitudinal study to assess the association of critical aspects of care coordination with access to health care, health outcomes, and service use.
- **Staff of the Multi-State Study of Service Outcomes and Their Predictors project** continued analysis and publication of data from a representative sample of 15 states and 10,300 randomly-sampled individuals with developmental disabilities to examine lifestyles and service outcomes, and individual program and service factors that predict them. The study, conducted by the Institute's Research and Training Center on Community Living, also evaluated and refined measures and methods of the National Core Indicators Program, the most widely used program of outcomes assessment and service evaluation in the U.S.

## **Institute Part of National Study of 15,000 Transition-Age Youth**

In October 2010 the Institute became part of a new nationwide research study – the National Longitudinal Transition Study 2012 (NLTS 2012) – that is identifying the challenges youth with disabilities encounter in their preparation for post-high school life, and the factors that may facilitate successful transitions into adulthood. The study is part of the congressionally-mandated National Assessment of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and funded by a grant from the U.S. Department of Education, Institute of Education Sciences, to Mathematica Policy Research in Princeton, New Jersey. It will compare youth with disabilities to those without disabilities to provide, for the first time, a clearer national picture of the gaps in these areas: (1) The characteristics (personal, family, school) of youth with disabilities in public schools across the country; (2) the services, accommodations, and outcomes these youth receive while in school; and (3) what they do after they leave high school. The research team, consisting of staff from Mathematica, the Institute, and Decision Information Resources Inc. of Houston, Texas, will survey approximately 15,000 students in 300 school districts, including 12,000 students on IEPs, 3,000 general education students not on IEPs, and 700 students on 504 plans, as well as their parents, teachers, and principals. Study findings will be used in future reauthorizations of IDEA, and by state and local education agencies, and other agencies, in identifying needed improvements in transition services.

# DISSEMINATION

The Institute produces and shares a wide array of information resources to improve services and policies related to individuals with disabilities and their families. Dissemination efforts include publication in scholarly journals and books; Institute publication of newsletters, curricula, resource guides, reports, and manuals in print and on the Web; development and hosting of multiple Web sites; and production of videos. Among the major Institute dissemination highlights in this year were the following:

- **Across all 35 Institute Web sites** an estimated 10.2 million page views occurred during this year. Institute reports, briefs, newsletters, resource guides, and other publications were downloaded over 589,000 times.
- **Institute staff published 21 journal articles in the following journals:** *Journal of Intellectual Disability Research*, *Journal of Applied Research in Intellectual Disabilities*, *Journal of Family Social Work*, *Intellectual and Developmental Disabilities*, *Journal of Special Education*, *Augmentative and Alternative Communication*, *Journal of Policy and Practice in Intellectual Disabilities*, *Reading & Writing Quarterly*, *Brain Injury*, and *NADD Bulletin*.
- **The Institute disseminated over 29,000** print copies of Institute-produced publications and DVDs through sales, mass mailings, and complimentary copies to families, service providers, educators, advocates, policymakers, individuals with disabilities, and interested others across the U.S. and abroad.
- **The Institute's National Center on Educational Outcomes provided** policy-and-practice relevant information on students with disabilities to the Race-to-the-Top Assessment Consortia through multiple means, including launching a new publication series for the consortia, *NCEO Brief*, and co-authoring the report, *Meeting the Needs of Special Education Students: Recommendations for the Race-to-the Top Consortia and States*, for Arabella Advisors.
- **The Check & Connect school engagement project** expanded its use of social networking technology, using Facebook and Twitter to keep Check & Connect program users and interested others informed about Check & Connect training dates, and newly published resources from around the country on issues related to dropout and school engagement.
- **The Institute developed three issues of its flagship newsletter *Impact*** during this year. It published *Feature Issue on Sexuality and People with Intellectual, Developmental and Other Disabilities*, and *Feature Issue on Postsecondary Education and Students with Intellectual, Developmental, and Other Disabilities*. A third issue, *Feature Issue on Supporting the Social Well-Being of Children and Youth with Disabilities*, was in development and published in autumn 2011. Over 15,000 print and electronic copies of the three issues were disseminated.
- **The Institute's RTC Media produced and released** four videos this year: *Autism Medical Home* produced for the Autism Medical Home Web site of Fairview Children's Hospital in the Twin Cities; an event video for the 2011 Minnesota Self-Advocacy Conference that organizers will use to promote future events; a video shot at the Wright County (MN) Disability Mentoring Day that will be used by the organizers to promote future events; and a promotional video for Project SEARCH, an innovative employment program for transition-age adults with disabilities. Additionally, RTC Media continued production on the upcoming video, *The Normalization Principle*, describing the work of Dr. Wolf Wolfensberger. Institute staff created and released an additional video summarizing key concepts shared by artists with disabilities, art directors, and art educators during the Institute's 2009 Symposium on the Arts & Disability.
- **Institute staff gave presentations on their work at over 40 international, national, state, and local events** including the American Educational Research Association annual meeting, the Council for Exceptional Children Division for Learning Disabilities conference, the 60th Annual Conference of the Arc of the U.S., and the Gatlinberg Conference on Research and Theory in Intellectual and Developmental Disabilities.

## Residential Information Systems Project Adds Customized Reports Feature to Web Site

The National Residential Information Systems Project, which has been part of the Institute's Research and Training Center on Community Living for over 25 years, conducts data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities across the country. This year it made that data available to users in a new form: customized reports created using the Build-A-Report feature on the project's Web site. Through this feature users have the option to select data for particular states or combinations of states, years, and topic areas for which to generate a customized report. Among the 34 available topic areas are: the total number of residents of public institutions for people with intellectual/developmental disabilities, number of persons living with one or more family members, number of people with intellectual/developmental disabilities waiting for residential services, HCBS expenditures per service recipient, and total HCBS expenditures. The Build-a-Report option provides a valuable information base for state and national level policy development, legislative action, and research related to persons with disabilities. Currently, the reports on years 2005 through 2009 are available, with the newest report containing data through 2010 to be added in autumn of 2011. Ongoing work will continue to add the entire collection of data stretching back to the start of the project.

# AFFILIATED CENTERS

In addition to the activities of the Institute as a University Center for Excellence in Developmental Disabilities (UCEDD), its six affiliated centers engage in areas of specialized activity. And the Institute works in close collaboration with two partner centers within the University in their areas of focus: the Center for Early Education and Development (CEED) and the Minnesota LEND (Leadership Education in Neurodevelopmental Disabilities) program. The six affiliated centers and highlights of their activities this year are as follows:

- **The National Center on Educational Outcomes (NCEO)** provides leadership in the participation of students with disabilities in national, state, and district assessments, standards-setting efforts, and graduation requirements. It addresses related topics such as accommodations, alternate assessments, reporting, and accountability. During this year it not only continued to collect, analyze, and publish data on these topics, it also began the work of the new National Center and State Collaborative (NCSC). The NCSC will build a comprehensive alternate assessment system based on the Common Core State Standards, developing tools and processes to support educators as they plan and provide appropriate instruction for students with the most significant cognitive disabilities.
- **The National Center on Secondary Education and Transition (NCSET)** focuses on improved access and success for students with disabilities in secondary and postsecondary education, as well as in employment, independent living, and community participation. Through its extensive Web resources the center shares research and information on best practices in transition planning and services for youth with disabilities, with nearly 5.2 million visits to its Web site occurring during this year.
- **The North Central Regional Resource Center (NCRRC)** seeks to improve education services and results for children and youth with disabilities through state-level systems change. It provides technical assistance and dissemination support to state and local education agencies in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin as they engage in systems change efforts that improve educational results and accountability for young people with disabilities and their families. In 2010/11 much of its work focused on ensuring that young people with disabilities receive quality educational services by assisting States to meet their State Performance Plan targets for special education and early childhood services as required by the Individuals with Disabilities Education Act. As part of that effort it began developing the Web-based "State Performance Plan (SPP) University" that will provide opportunities for users to gain and strengthen skills, knowledge, and capabilities necessary to help States develop, plan, and implement a State Performance Plan. A second major area of work was Response to Intervention (RtI). The center worked with the North Central RTI Collaborative (made up of NCRRC, Elementary and Secondary Education Act Comprehensive Centers, the National Center on Response to Intervention, Parent Training and Information Centers, and the State Implementation and Scaling-up of Evidence-based Practices Center) to assist states in the implementation of quality RtI programs.
- **The Partnership for Accessible Reading Assessment (PARA)** engages in research on, and development of, accessible reading assessments that provide a valid demonstration of reading proficiency for increasingly diverse populations of students in public schools, and particularly for those students who have disabilities that affect reading. It is operated by a consortium consisting of NCEO; the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA; the University of California, Davis; and Westat, Inc. In 2010/11, PARA continued development and publication of materials on accessible reading assessment, including two new reports: *Accessible Reading Assessments for Students with Disabilities: The Role of Cognitive, Grammatical, Lexical, and Textual/Visual Features*, and *Studying Less-Accurately Measured Students*.
- **The Research and Training Center on Community Living (RTC)** engages in research, training, and technical assistance related to community living, self-determination, and full citizenship for persons with intellectual and developmental disabilities. It maintains national databases on services to people with disabilities and individual outcomes; conducts national and state evaluations of policy and services; and is a national leader in Direct Support workforce development. It is the designated center on community living for persons with intellectual and developmental disabilities of the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. Among its activities in 2010/11 was staff participation in 35 national and state-level conferences, including presentations at the 2011 American Association on Intellectual and Developmental Disabilities conference, 2010 Michigan Developmental Disabilities Summit, 2010 Center for Medicare & Medicaid Services HCBS Waiver conference, Lutheran Social Services of America annual conference, American Network of Community Options and Resources (ANCOR) annual conference, National Association of State Directors of Developmental Disabilities Services conference, Kansas Self-Advocacy Conference, Minnesota Self-Advocacy Conference, Annual Conference of the National Disability Authority in Ireland, and the 60th Annual Conference of the Arc of the United States.
- **The Research Institute on Progress Monitoring (RIPM)** carries out dissemination of its research on, and development of, a seamless and flexible system of student progress monitoring to be used in K-12 schools across ages, abilities, and curricula. A collaborative effort with the University of Minnesota's Department of Educational Psychology, its research activities were completed in late 2009, and its staff continue to publish and disseminate its findings through journal articles, book chapters, and its Web site. During 2010/11 there were over 139,000 visits to its Web site.



# INSTITUTE FUNDING

The Institute's activities are funded largely through external grants, contracts, and cooperative agreements from federal, state, and local government agencies, as well as private sources, and through revenue from external sales activities. Matching support is provided primarily by the University of Minnesota's College of Education and Human Development and Graduate School. In 2010/11, the Institute's budget was just over \$25.6 million, with 92% of the funding from federal sources, 1% from state government, 1% from the University of Minnesota, and the remaining 6% from foundations, service organizations, and external sale of products, services, and training. Funders of the Institute were the following:

- **U.S. Department of Health and Human Services:** Administration on Developmental Disabilities, Centers for Medicare and Medicaid Services, and the Maternal and Child Health Bureau of the Health Resources and Services Administration
- **U.S. Department of Education:** Office of Special Education Programs, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, Institute of Education Sciences, and Office of Vocational and Adult Education
- **University of Minnesota:** College of Education and Human Development; Graduate School; Department of Pediatrics; School of Public Health, Health Policy and Management Development; Institute of Technology; Department of Geology and Geophysics
- Minnesota Department of Education
- Minnesota Department of Human Services
- Minnesota Department of Employment and Economic Development
- Idaho Department of Education
- Georgia Department of Education
- Alabama Department of Education
- Iowa Department of Education
- Illinois Council on Developmental Disabilities
- National Association of State Directors of Developmental Disabilities Services
- Association of University Centers on Disabilities
- University of Kentucky (Lexington)
- Fond du Lac Tribal and Community College (MN)
- University of Oklahoma (Norman)
- Ball State University (IN)
- Minnesota State Colleges and Universities (MNSCU)
- Minnesota State College – Southeast Technical
- University of Louisville
- University of Chicago, National Opinion Research Center
- Central Lakes College (MN)
- University of Missouri
- University of Massachusetts, Boston
- Louisiana State University
- Arc Minnesota
- Hennepin County Children, Youth and Family Services (MN)
- Ramsey County Human Services (MN)
- Mt. Olivet Rolling Acres/Partner Choice Network (MN)
- Boys & Girls Clubs of America
- PACER Center
- Parent Support Network
- Wilderness Inquiry
- Minnesota Organization on Fetal Alcohol Syndrome
- ISD 94 (Cloquet, MN)
- Intermediate School District 287 (west suburban Minneapolis)
- West 40 Intermediate Service Center (Bellwood, IL)
- Cass-Lake Bena High Schools (MN)
- Wisconsin Department of Public Instruction
- Nimble Assessment System
- Institute for Educational Leadership
- Mathematica Policy Research
- Lewin Group
- MC Strategies/Elsevier
- The Study Group, Inc.
- Human Resources Research Organization (HumPRO)
- American Institute of Research
- Thomson Reuters Healthcare, Inc.
- SRI International
- Educational Testing Service
- Policy Research Associates, Inc.
- NEC Foundation of America
- National Inclusion Project
- The MENTOR Network Charitable Foundation, Inc.
- The Minneapolis Foundation

## Check & Connect Shows Institute's Growing Diversity in Funding

One of the Institute's long-range goals is to further diversify its funding sources by generating additional non-grant revenue through contracts and fees for its training, evaluation, and video production services, and through sale of its publications. During 2010/11 one of the Institute's growing non-grant revenue sources was fees from the presentation of training in implementation of the Check & Connect program.

Check & Connect is a dropout prevention/school engagement program that was developed at the Institute in the 1990s. Over the years the model has been continually refined, and Institute staff have created implementation training that is presented to schools, districts, and other organizations around the country upon request, as well as in trainings held on the University campus. In addition, the program's implementation manual is available for sale to anyone who would like to purchase it through the Institute's Publications Office.

During 2010/11 the Check & Connect training sessions presented by Institute staff earned over \$300,000 in participant fees. Training was delivered to over 980 individuals from 21 communities across the U.S. The sale of the Check & Connect manual earned an additional \$45,000. This revenue is helping to sustain and grow the Check & Connect program as a valued resource for schools and youth organizations nationwide, and make it one example of success in diversifying Institute funding sources.

# INSTITUTE STAFF, PROJECTS, AND CENTERS

- **Administration**
- **David R. Johnson**, Director
- **Charlie Lakin**, Associate Director for Research and Dissemination
- **Beth Nelson**, Assistant to the Director for Administration and Human Resources
- **Lucy Luu Evans**, Senior Accountant
- **Core Activity Coordinators**
- **Amy Hewitt**, Preservice Training and Continuing Education
- **Brian Abery and Jean E. Ness**, Service and Consultation
- **Charlie Lakin**, Research and Dissemination
- **Vicki Gaylord**, Publications
- **Megan Dushin**, Web Services
- **Jon Goldman**, Computing Services
- **Libby Hallas-Muchow**, NIRS Data Collection
- **Program Area Coordinators**
- **Christopher Watson**, Early Childhood Services (College's Center for Early Education and Development – CEED)
- **Brian Abery**, School-Age Services
- **Jean E. Ness and Michael N. Sharpe**, Transition Services
- **Charlie Lakin and Sheryl A. Larson**, Adult Services/Community Living
- **Centers and Center Staff**
- **National Center on Educational Outcomes.** Martha Thurlow (Director), Rachel Quenemoen, Sheryl Lazarus, Kristin Kline Liu, Laurene Christenson, Ross Moen, Debra Albus, Christopher Rogers, Jane Krentz, Kamarrie Davis, Rebekah Rieke, Linda Goldstone, Christine Bremer, Manuel Barrera III, Jim Hatten, Jason Altman, Christopher Johnstone, Michael Moore, Melissa Critchley, Debbie Hansen, Mai Vang, Elizabeth Christian, Damien Cormier, Lynn Price, Anica Bowe, Okan Bulut, Jenna Larson, Hoa Nguyen, Jennifer Hodgson, Adam Lekwa, Sarah Scullin, Yi-Chen Wu, Stephanie Evelo
- **National Center on Secondary Education and Transition.** David R. Johnson (Director), Ann Mavis, Karen Stout, Christen Opsal, Joe Timmons, Kay Augustine, Sharon Mulé, Christine Bremer, Megan Dushin, Carrie Coslin
- **North Central Regional Resource Center.** Michael N. Sharpe (Director), Maureen Hawes, Ann Bailey, Rebekah Rieke, Tri Tran, Brian Abery, Diane Halpin, Amanda Morse, Lynn Albee, Kent Hamre, Norena Hale (Consultant), Mark Wolak (Consultant), Holly Rodin (Consultant), Arlene Russell Bender, Michael Molenaar, Matthew Fricke, Whitney Sharpe, Nam Kim
- **Partnership for Accessible Reading Assessment.** Martha Thurlow (Director), Deborah Dillion (Director; University of Minnesota Department of Curriculum and Instruction), David O'Brien (University of Minnesota Department of Curriculum and Instruction), Ross Moen, Kristin Kline Liu, Christopher Johnstone, Rachel Quenemoen, Michael Moore, Melissa Critchley, Jamal Abedi (University of California, Davis), Joan Herman (CRESSST), Marsha Brauen (Westat), Frank Jenkins (Westat)
- **Research and Training Center on Community Living.** Charlie Lakin (Director), Amy Hewitt, Sheryl A. Larson, Susan O'Neill, Brian Abery, John Smith, John Sauer, Angela Novak Amado, Nancy McCulloh, Patricia Salmi, Kristin Dean, Roger Stancliffe (University of Sydney), Kelly Nye-Lengerman, Mark Olson, Lori Sedlezky, Jerry Smith, Renata Tichá, Derek Nord, Jennifer Hall-Lande, Pam Stenhjem, Tim Moore, Matthew Bogenschutz, Carol Ely, Nathan Perry, Cliff Poetz, Kurt Rutzen, Amanda Webster, Matthew Hall, Allise Wuorio, Aolin Xie, Nicole Lindquist, Brooke Nelson, Jenna Conley, John Westerman, Shawn Lawler, Connie Burkhart, Stephanie Evelo
- **Research Institute on Progress Monitoring.** Teri Wallace (Director), Chris Espin (Director; University of Minnesota, Department of Educational Psychology), Renata Tichá, Megan Dushin
- **UCEDD Core Grant.** David R. Johnson (Director), Beth Nelson, Lucy Luu Evans, David Welter, Amy Hewitt, Charlie Lakin, Vicki Gaylord, Megan Dushin, Jon Goldman, Libby Hallas-Muchow, Tom Donaghy, Connie Burkhart, Amy Kurowski, Rachel Halvorson, Beth Fondell, Carol Ely, Kristin Hamre, Joelle Tegwen
- **Projects and Project Staff**
- **Active Support Interventions and Their Effect on Increased Participation of Persons with Disabilities.** Sheryl A. Larson, Susan O'Neill, Amy Hewitt, Charlie Lakin, Mark Olson, John Sauer, Renata Tichá, Roger Stancliffe (University of Sydney), Jerry Smith, Erica Hegelberg, Megan DeGrande, John Westerman, Allise Wuorio, Xueqin Qian
- **AHRQ: Evidence-Based Centers Review on Measurement of Outcomes for People with Disabilities.** Sheryl A. Larson
- **Annual National and State-by-State Data Collection on Status and Trends in Medicaid Policy.** Charlie Lakin, Sheryl A. Larson, Patricia Salmi, Amanda Webster, Naomi Scott
- **Arc of the U.S.: Analysis of the FINDS Survey.** Charlie Lakin, Sheryl A. Larson
- **Autism Medical Home Video Project.** Jerry Smith
- **Certificate in Disability Policy and Services.** Amy Hewitt, Beth Fondell, Kristen Hamre
- **Changing Landscapes: An Ongoing Exhibit of Artists with Disabilities at ICI.** Megan Dushin, Melissa Critchley, Patricia Salmi, Cliff Poetz, Amanda Webster, Rebekah Rieke
- **Check & Connect: A Comprehensive Student Engagement Intervention.** Sandra L. Christenson, David R. Johnson, Ann Mavis, Kay Augustine, Christen Opsal, Karen Stout, Jean E. Ness, Joseph Demers, Gretchen Hatch
- **Check & Connect: A Model for Engaging and Retaining Students with Intellectual Disabilities in Higher Education** (subcontract from Central Lakes College, MN). Jean E. Ness, David R. Johnson, Mary McEathron, Amelia Maynard

- **CMS Workforce Data Collection Technical Assistance to National Balancing Indicators States** (subcontract from IMPAQ International LLC, and Lewin Group). Sheryl A. Larson, Lori Sedlezky
- **College of Direct Support: National Online Training Program for Direct Support Professionals.** Amy Hewitt, Charlie Lakin, Susan O’Neill, Jerry Smith, John Sauer, Nancy McCulloh, Derek Nord, Kristin Dean, Jennifer Hall-Lande, Pam Stenhjem, Nathan Perry, Patricia Salmi, Lori Sedlezky, Jeffrey Nurick, Kelly Nye-Lengerman, Shawn Lawler, Annie Johnson, April Kaisen, Bjorn Pederson, Jennifer Reinke
- **Complete the National State Profile Tool to Describe Minnesota’s Current Long-Term Care System** (subcontract from Thomson Reuters Healthcare Inc.). Sheryl A. Larson
- **Connecting the Dots: Early Transition Training.** Michael N. Sharpe, Ann Bailey, Michael Molenaar, Tri Tran, Matthew Fricke
- **Connecting Through Service** (subcontract from Fond du Lac Reservation). Jean E. Ness, Kay Augustine
- **Consortium for Postsecondary Education for Individuals with Developmental Disabilities** (Think College) (subcontract from Institute for Community Inclusion, University of Massachusetts). David R. Johnson, Joe Timmons, Kay Augustine, Mary McEathron, Christen Opsal
- **Cost Analysis of Designing, Validating and Implementing an Alternate Assessment Based on Modified Achievement Standards (AA-MAS).** Sheryl Lazarus
- **Culture-Based Arts Integration: A New Space for Access, Equity and Excellence in K-8 Education** (subcontract from Cloquet Public Schools, MN). Jean E. Ness, James Bequette (University of Minnesota, Department of Curriculum and Instruction), Bruce Center (University of Minnesota, Department of Educational Psychology)
- **Developmental Disabilities Rotation for Pediatricians.** Amy Hewitt, Beth Fondell, Kristen Hamre
- **DSP Workforce Development Program.** Amy Hewitt, Sheryl A. Larson
- **Effects of a Validated, Field-Tested, Self-Determination Training Program in a Randomized Control Trial Design.** Brian Abery, Lindsey Hugstad-Vaa, Kelly Meir
- **Effects of Competency-Based Training for Direct Support Professionals on Organizations, Learners, and Service Recipients.** Amy Hewitt, Matthew Bogenschutz, Derek Nord, Kelly Nye-Lengerman, Renee Hepperlen
- **Evaluation Group.** David R. Johnson, Mary McEathron, Ann Mavis, Karen Stout
- **Evaluation of Wilderness Inquiry’s Gateway and Youth Leadership Programs.** Matthew Bogenschutz, Charlie Lakin
- **Expanding the Circle.** Jean E. Ness, Ruth Berman
- **Family Advocacy and Support Training (FAST) Project: PACER Evaluation.** Sheryl A. Larson, Charlie Lakin, John Westerman, Brooke Nelson
- **General Supervision Enhancement Grant on Behalf of the Alabama State Department of Education.** Sheryl Lazarus, Martha Thurlow, Rebekah Rieke, Michael Moore, Mai Vang, Melissa Critchley, Jennifer Hodgson, Jenna Larson
- **Global Resource Center for Inclusive Education.** Christopher Johnstone, Christopher Rogers
- **Health Care Coordination for Individuals with Physical Disabilities.** Brian Abery, Sheryl A. Larson, Aolin Xie, Lynda Anderson, Sarah Mapellentz, Beth Jones, Shawn Lawler
- **History of Leadership in Developmental Disabilities: A Wiki Project.** Charlie Lakin, Jerry Smith, John Westerman, Shawn Lawler
- **Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED)** (subcontract from the Minnesota Department of Education). Martha Thurlow, Kristin Kline Liu, Laurene Christenson, Debra Albus, Manuel Barrera III, Kamarrie Davis, Linda Goldstone, Yi-Chen Wu, Jim Hatten, Michael Moore, Anica Bowe, Okan Bulut, Jenna Larson, Hoa Nguyen
- **Inclusive Service Learning Curriculum Project.** Brian Abery, Tom Donaghy
- **Increasing Friendships, Social Inclusion, and Community Participation of Persons with Intellectual or Developmental Disabilities.** Angela Novak Amado, Shannon Hutcheson
- **Independent Evaluation of the Employment First Anoka County Postsecondary Education to Careers Transition Program** (subcontract from Rise, Inc.). Derek Nord, Kelly Nye-Lengerman
- **Independent Evaluation of the MEC/VECTOR School to Career Transition Project for Youth and Young Adults Who Are Deaf or Hard of Hearing** (subcontract from Rise, Inc.). Derek Nord
- **IT Kit: Thinking Through Improvement.** Michael N. Sharpe, Ann Bailey, Maureen Hawes
- **Lifepages.org: Use of Web-Based Technology to Increase Recreation, Leisure and Life Opportunities for Persons with Intellectual and Developmental Disabilities.** Angela Novak Amado, John Westerman
- **Making the Connection: Engaging and Retaining Young Adults in Postsecondary Education.** Sandra L. Christenson, David R. Johnson, Jean E. Ness, Karen Stout, Mary McEathron, Christen Opsal
- **MENTOR Foundation Video Project.** Jerry Smith
- **Minnesota Employment Policy Initiative Literature Review** (subcontract from the Association for Persons in Supported Employment). Derek Nord, Kelly Nye-Lengerman
- **Minnesota High School/High Tech.** Joe Timmons, Sharon Mulé, Ruth Berman
- **Minnesota Para ELink.** David R. Johnson, Megan Dushin
- **Moving Beyond the GED: Low-Skilled Adult Transition to Career Pathways at Community Colleges Leading to Family-Supporting Careers.** Christine Bremer, Ann Mavis
- **Multi-Site Study of Employment Interventions.** Derek Nord, Kelly Nye-Lengerman
- **Multi-State GSEG Consortium Toward a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS).** Martha Thurlow, Sheryl Lazarus, Debra Albus, Christopher Johnstone, Ross Moen, Rachel Quenemoen, Christopher Rogers, Jason Altman, Rebekah Rieke, Michael Moore, Melissa Critchley, Mai Vang, Yi-Chen Wu, Lynn Price, Elizabeth Christian, Jennifer Hodgson

- **Multi-State Study of Service Outcomes and Their Predictors.** Charlie Lakin, Sheryl A. Larson, Roger Standcliffe (University of Sydney), Renata Tichá
- **My Voice, My Vote.** Christine Bremer, Megan Dushin, Jerry Smith
- **National Alternate Assessment Center.** Martha Thurlow, Rachel Quenemoen, Laurene Christensen, Jason Altman, Michael Moore
- **National Center and State Collaborative General Supervision Enhancement Grant (GSEG).** Rachel Quenemoen, Martha Thurlow, Sheryl Lazarus, Christopher Johnstone, Debra Albus, Kamarrie Davis, Christopher Rogers, Jason Altman, Melissa Critchley, Michael Moore, Yi-Chen Wu
- **National Collaborative on Workforce and Disability for Youth** (subcontract from the Institute for Educational Leadership). Joe Timmons, David R. Johnson, Christen Opsal
- **National Direct Support Workforce Resource Center.** Amy Hewitt, Sheryl A. Larson, Charlie Lakin, John Sauer, Lori Sedlezky
- **National Gateway on Self-Determination for Persons with Developmental Disabilities** (subcontract from the Institute for Human Development, University of Missouri – Kansas City; Kansas University Center for Excellence in Developmental Disabilities). Brian Abery
- **National Longitudinal Transition Study 2012 (NLTS 2012)** (subcontract from Mathematica Policy Research). David R. Johnson, Martha Thurlow, John Burghardt (Mathematica Policy Research), Matt Schuelka
- **National Residential Information Systems Project and Policy Studies.** Charlie Lakin, Sheryl A. Larson, Naomi Scott, Patricia Salmi, John Westerman, Amanda Webster, Drew Smith (HSRI), Brooke Nelson, Connie Burkhardt
- **National Technical Assistance Center on Assessment for Children with Disabilities.** Martha Thurlow, Rachel Quenemoen, Sheryl Lazarus, Ross Moen, Jane Krentz, Manuel Barrera III, Christopher Johnstone, Michael Moore, Kristin Kline Liu, Debra Albus, Christine Bremer, Jason Altman, Laurene Christensen, Christopher Rogers, Kamarrie Davis, Melissa Critchley, Debbie Hansen, Mai Vang, Stephanie Evelo
- **NCRRC General Supervision Enhancement Grants.** Michael N. Sharpe, Brian Abery, Diane Halpin, Nam Kim
- **North Dakota Realistic Job Preview Video Project.** Jerry Smith
- **Profiles of Transformation Case Studies.** Sheryl A. Larson, Amy Hewitt, John Sauer, Lori Sedlezky, Matthew Bogenschutz
- **Project ACCESS: Providing Accessible Outreach Programs in Small Business/ Entrepreneurship for Tribal Members** (subcontract from Hennepin County). Jean E. Ness, Mary McEathron
- **Project SEARCH: Conference Video.** Jerry Smith
- **QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities.** Angela Novak Amado, John Smith, Jerry Smith, Charlie Lakin, Patricia Salmi, Carol Ely, Kurt Rutzen, John Westerman, Matthew Hall
- **Reinventing Quality: Annual Conference on Person-Centered Supports.** Angela Novak Amado, Charlie Lakin, Amy Hewitt, Sheryl A. Larson, Jerry Smith, John Smith, John Westerman
- **Relative Impact of Interventions to Improve Achievement and Retention in Postsecondary Occupational Programs** (subcontract from National Resource Center for Career and Technical Education, University of Louisville). David R. Johnson, Christine Bremer, Amy Hirschy (University of Louisville, Department of Education and Counseling Psychology), Marisa Castellano (University of Louisville, College of Education and Human Development), Bruce Center (University of Minnesota, Department of Educational Psychology), Christine Opsal, Aaron Geise, Amanuel Medhanie
- **Review of Effective Measures, Instruments and Programs for Research on Inclusion, Self-Determination and Well-Being of Persons with Intellectual or Developmental Disabilities.** Charlie Lakin, Derek Nord
- **Self-Advocacy Online: Research and Development to Bridge the Digital Divide.** Jerry Smith, John Smith, Charlie Lakin, John Westerman, Cliff Poetz, Shawn Lawler
- **State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards: A Longitudinal Study.** Brian Abery, Michael N. Sharpe, Diane Halpin, Becky Lim
- **Strengthening the Capacity of American Indian Students in Small Business/ Entrepreneurship Programs at Fond du Lac Tribal and Community College in Rural Minnesota.** Jean E. Ness, James Brown (University of Minnesota, Department of Organizational Leadership, Policy and Development)
- **Strengthening the Capacity of Minnesota State College-Southeast Technical.** (subcontract from Minnesota State College – Southeast Technical). Jean E. Ness, Mary McEathron
- **Successful Transition to and Academic Rigor of Postsecondary Education (STAR)** (subcontract from Cass Lake-Bena High School, MN). Jean E. Ness, Mary McEathron, Ruth Berman
- **Technology Assisted Reading Assessment** (subcontract from Educational Testing Service). Martha Thurlow, Jason Altman, Christopher Johnstone, Joe Timmons, Michael Moore
- **The Normalization Principle and Wolf Wolfensberger Video Project.** Jerry Smith
- **Theories, Concepts, and Evidence Guiding Knowledge and Practice in Inclusion, Employment, and Self-Determination.** Charlie Lakin, Angela Novak Amado, Amy Hewitt, Sheryl A. Larson, Roger Standcliffe (University of Sydney)
- **Transition Solutions.** David R. Johnson, Ann Mavis, Joe Timmons
- **Twin Cities Zambia Disability Connection.** Amy Hewitt, Matthew Bogenschutz, Beth Fondell, Elizabeth Lightfoot (University of Minnesota, School of Social Work), Kelly Nye-Lengerman
- **Wisconsin Parent Survey Data Analysis Project.** Michael N. Sharpe, Ann Bailey, Tri Tran, Mike Molenaar, Whitney Sharpe

# UNIVERSITY AND COMMUNITY COLLABORATORS

## • University of Minnesota

- Center for Early Education and Development
- Department of Curriculum and Instruction
- Department of Educational Psychology
- Department of Organizational Leadership, Policy and Development
- Department of Pediatrics, University Medical School
- Department of Speech-Language-Hearing Sciences
- Disability Services
- Humphrey Institute of Public Affairs
- Institute of Child Development
- Minnesota LEND (Leadership Education in Neurodevelopmental and Related Disabilities) Program
- School of Public Health
- School of Social Work

## • Universities, Colleges, and Research Institutes

- Anoka Community and Technical College (MN)
- Association of University Centers on Disabilities
- Beach Center on Disability, University of Kansas (Lawrence)
- Center for Democracy and Citizenship, Augsburg College (Minneapolis)
- Center for Disability Resources, University of South Carolina
- Center for Disability Studies, University of Delaware
- Center for Personal Assistance Services, University of California – San Francisco
- Center on Community Accessibility, Oregon Institute on Disability and Development, Oregon Health Sciences University
- Center on Disability Studies, University of Hawaii
- Center on Human Policy, Syracuse University
- Central Lakes College (Brainerd, MN)
- Coleman Institute on Cognitive Disabilities, University of Colorado
- Department of Curriculum and Instruction, Iowa State University for Science and Technology

- Department of Special Education, University of Missouri
- Department of Special Education and Child Development, University of North Carolina – Charlotte
- Fond du Lac Tribal and Community College (MN)
- Guam University Center for Excellence in Developmental Disabilities
- Institute for Community Inclusion, University of Massachusetts – Boston
- Institute for Human Development, University of Missouri – Kansas City
- Jefferson Community and Technical College (Louisville, KY)
- Leech Lake Tribal College (Cass Lake, MN)
- Mid-South Regional Resource Center, Human Development Institute, University of Kentucky
- Minneapolis Community and Technical College
- Minnesota State College – Southeast Technical (Winona and Red Wing)
- Mountain Plains Regional Resource Center, School of Education, Utah State University
- National Alternate Assessment Center, University of Kentucky
- National Center for Research on Evaluation, Standards, and Student Testing (CREST), UCLA
- National Early Childhood Technical Assistance Center, Frank Porter Graham Child Development Institute, University of North Carolina – Chapel Hill
- Nisonger Center, The Ohio State University
- Ridgewater College (Hutchinson, MN)
- RRTC on Aging with Developmental Disabilities, Department of Disabilities and Human Development, University of Illinois – Chicago
- Southeast Regional Resource Center, Center for Persons with Disabilities, Auburn University
- Special Education and Child Development Department, University of North Carolina – Charlotte
- Tarjan Center, UCLA
- University of California – Davis
- University of Sydney (Australia)
- Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University

- Westchester Institute for Human Development (Valhalla, NY)
- Western Regional Resource Center, Technical Assistance and Consulting Services, University of Oregon
- Winona State University (Winona, MN)
- Wright County Technical Center (Buffalo, MN)

## • PreK-12 Schools and Districts

- Anoka High School (MN)
- Big Fork High School (MN)
- Buffalo Hanover Montrose Schools: Community Education Program (MN)
- Carlton High School (MN)
- Cass Lake-Bena High School (MN)
- Central High School (St. Paul, MN)
- Century High School (Rochester, MN)
- Cloquet Public Schools – ISD 94 (MN)
- Cromwell-Wright High School (MN)
- Detroit Public Schools (MI)
- District of Columbia Public Schools
- Duluth Public Schools (MN): Denfeld High School, Central High School, East High School
- Esko High School (MN)
- Foley High School (MN)
- Fond du Lac Ojibwe School (Cloquet, MN)
- Fridley Public Schools (MN): Transition Program, Fridley High School
- Garlough Environmental Magnet School (West St. Paul, MN)
- John Marshall High School (Rochester, MN)
- Lionsgate Academy (Minneapolis)
- Long Tieng Academy (St. Paul, MN)
- Minneapolis Public Schools
- Minneapolis Public Schools: Transition Plus
- Monticello Connect 5 (MN)
- Moose Lake Public Schools: Early Childhood Family Education, High School (MN)
- Mounds View Public Schools (MN): Irondale High School Transition Program
- Northern Lights Special Education Cooperative (Cloquet, MN)
- Pinewood Elementary School (Monticello, MN)

- St. Charles High School (MN)
  - TAP Program (Rochester, MN)
  - Two Harbors High School (MN)
  - VECTOR Transition Program, Intermediate District 287 (MN)
  - West St. Paul Public Schools: Branch Out Program (MN)
  - William Kelley High School (Silver Bay, MN)
  - Willow River High School (MN)
  - Winona ALC ( MN)
- **Advocacy/Self-Advocacy Organizations**
- Advocating Change Together, Inc. (St. Paul, MN)
  - Arc Greater Twin Cities
  - Arc Minnesota
  - Arc of the United States
  - CARE International
  - Epilepsy Foundation of Minnesota
  - Metropolitan Center for Independent Living (St. Paul, MN)
  - Minnesota Disability Law Center
  - Northside Achievement Zone Coalition (Minneapolis)
  - Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
  - National Youth Leadership Council
  - People First of Minnesota
  - Self-Advocacy Association of New York State
  - Self-Advocates of Minnesota
  - Tree Trust (Minneapolis)
  - United Way (Winona, MN)
  - Youth Link (Minneapolis)
- **Service Providers/Government Agencies**
- Alabama Department of Education
  - Alaska Department of Education and Early Development
  - AMAS Inc. (Brooklyn Park, MN)
  - American Samoa Department of Education
  - Anoka County Employment First (MN)
  - Arizona Department of Education
  - Arrowhead Economic Opportunity Agency (Cloquet, MN)
  - Carlton County Human Services (MN)
  - Centers for Medicare and Medicaid Services
  - Colorado Department of Education
  - Commonwealth of the Northern Mariana Islands Department of Education
  - Connecticut Department of Education
  - Consumer Directed Services Network (Berkeley, CA)
  - Cooperative Community Programs (St. Paul, MN)
  - Dakota County Community Services (MN)
  - Duluth Workforce Center, Rehabilitation Services (MN)
  - East Bay Innovations (San Leandro, CA)
  - Enrich (St. Paul, MN)
  - Federated States of Micronesia Department of Education
  - Florida Department of Education
  - Fond du Lac Reservation (Cloquet, MN)
  - Fraser (Minneapolis)
  - Georgia Department of Education
  - Gillette Children's Specialty Health Care (St. Paul, MN)
  - Guam Department of Education
  - Hawaii Department of Education
  - Hennepin County Human Services and Public Health Department (Minneapolis)
  - Home and Community Options (Winona, MN)
  - Homeward Bound, Inc. (Plymouth, MN)
  - Iowa Department of Education
  - Indiana Department of Education
  - Kansas Department of Education
  - Kentucky Department of Education
  - Louisiana Department of Education
  - Lutheran Social Services (MN)
  - Mains'l (Brooklyn Park, MN)
  - Maryland Department of Education
  - Massachusetts Department of Education
  - Massachusetts Department of Public Health
  - Medica (MN)
  - Metropolitan Health Plan (MN)
  - Michigan Department of Education
  - Minnesota Department of Education
  - Minnesota Department of Employment and Economic Development
  - Minnesota Department of Employment and Economic Development: Pathways to Employment
  - Minnesota Department of Human Services
  - Minnesota Department of Natural Resources
  - Minnesota Department of Public Health
  - Minnesota Department of Vocational Rehabilitation Services
  - Minnesota Employment Center for People Who Are Deaf or Hard of Hearing
  - Minnesota Employment Policy Initiative
  - Minnesota Governor's Council on Developmental Disabilities
  - Minnesota Special Needs Basic Care Program
  - Minnesota State Operated Community Services (MSOCS)
  - National Early Childhood Technical Assistance Center
  - Nevada Department of Education
  - New Hampshire Department of Education
  - New Mexico Department of Education
  - New York State Education Department
  - North Carolina Department of Education
  - North Dakota Department of Human Services
  - North Dakota Department of Public Instruction
  - Office of Innovation and Implementation, U.S. Department of Education
  - Office of the Minnesota Secretary of State
  - Ohio Department of Education
  - Olu's Homes, Inc. (Minneapolis)
  - Opportunity Partners (Minnetonka, MN)
  - Orion Residential Services (St. Paul, MN)
  - Outcomes, Inc. (St. Paul, MN)
  - Paraprofessional Healthcare Institute (PHI) (Bronx, NY)
  - Pennsylvania Department of Education
  - PrimeWest Health (MN)
  - Ramsey County Early Childhood Family Education (MN)
  - Ramsey County Human Services Department (MN)
  - REM Inc. (MN)
  - Republic of Palau Department of Education
  - Republic of the Marshall Islands Department of Education
  - Rhode Island Department of Elementary and Secondary Education
  - Rise, Inc. (Spring Lake Park, MN)
  - Social Security Administration: Duluth Office (MN)
  - South Carolina Department of Education
  - South Country Health Alliance (MN)
  - South Dakota Department of Education
  - State Developmental Disabilities Agencies in the 50 States and DC
  - St. Charles Police Department (MN)
  - St. David's Center for Child and Family Development (Minnetonka, MN)
  - St. Paul Housing Agency (MN)
  - Tennessee Department of Education

- Thomas J. Apartments (Apple Valley, MN)
- Trillium (Duluth, MN)
- Trinidad and Tobago Ministry of Education
- UCare (MN)
- U.S. Fish and Wildlife Service: Winona Office (MN)
- Volunteers of America (MN)
- VSA Minnesota
- Wisconsin Department of Public Instruction
- Wright County Historical Society (MN)
- Wyoming Department of Education

### • Professional Organizations

- American Association on Intellectual and Developmental Disabilities
- APSE: The Employment Network
- Council of Chief State School Officers
- Direct Support Professional Association of Minnesota
- Minnesota APSE: The Employment Network
- National Alliance for Direct Support Professionals
- National Association of State Directors of Developmental Disabilities Services
- National Association of State Directors of Special Education

### • Research, Evaluation, and Communications Organizations

- Annapolis Coalition on the Behavioral Health Workforce
- Center for Applied Special Technology (CAST)
- Data Accountability Center
- Decision Information Resources Inc.
- Educational Testing Service
- Human Services Research Institute
- IMPAQ International
- Institute for the Future of Aging Services
- Lewin Group
- Mathematica Policy Research Inc.
- MC Strategies/Elsevier
- National Center for the Improvement of Educational Assessment
- Northeast Regional Resource Center, Learning Innovations/WestEd
- SRI International
- Thomson Reuters Healthcare
- Westat
- Westchester Consulting Group

### • Foundations

- John D. and Catherine T. MacArthur Foundation/HASTAC Initiative
- MENTOR Foundation
- National Inclusion Project

### • Businesses

- Accelerato (St. Paul, MN)
- Alesso's Dance Spectrum (St. Paul, MN)
- Allete-Minnesota Power Company (Duluth, MN)
- Americinn (Cloquet, MN)
- Amundson & Associates (Winona, MN)
- Auto Value Parts (Buffalo, MN)
- Berquist Company (Grand Rapids, MN)
- Buffalo Floral and Greenhouse (Buffalo, MN)
- Clean and Press (West St. Paul, MN)
- Cloquet Ford (Cloquet, MN)
- Coconut Gal Designs (Winona, MN)
- Community Memorial Hospital (Cloquet, MN)
- Cummins Manufacturing (Fridley, MN)
- Dan and Jerry's Greenhouse (Buffalo, MN)
- DASCO Manufacturing (Fridley, MN)
- Edward Jones (St. Charles, MN)
- Excel Physical Therapy (Buffalo, MN)
- Express Employment Professionals (Duluth, MN)
- Falcon Bank (Foley, MN)
- First Minnesota Bank (Buffalo, MN)
- Foley Collision (Foley, MN)
- Foley Drug (Foley, MN)
- Foley Lumber (Foley, MN)
- Gateway Family Health Clinic (Moose Lake, MN)
- General Mills (Fridley, MN)
- General Motors (Detroit, MI)
- Hal Leonard (Winona, MN)
- Hewlett Packard (St. Paul)
- Insurance Center of Buffalo (Buffalo, MN)
- Johnny Miller Personal Training (Minneapolis)
- Junk (Re) Defined (St. Charles, MN)
- La Boutique (Winona, MN)
- Lake State Federal Credit Union (Moose Lake, MN)
- Little Angie's Day Care (Willow River, MN)
- Matt Legal Services (Buffalo, MN)
- Mayo Clinic (Rochester, MN)
- Medtronic, Inc. (Minneapolis)
- Mercy Hospital (Moose Lake, MN)
- Monticello Chamber of Commerce (MN)
- Moose Lake Ford (MN)
- Morrie's Ford (Buffalo, MN)

- Murphy Chevrolet (Foley, MN)
- Navy Island Plywood (West St. Paul, MN)
- New Page Corporation (Duluth, MN)
- New River Medical Center (Monticello, MN)
- Olmsted Medical (Rochester, MN)
- Peerless Chain (Winona, MN)
- Pine Journal (Monticello, MN)
- Rochester Athletic Club (Rochester, MN)
- Rosie's Repair (St. Charles, MN)
- Scottrade (Minneapolis)
- Sim Sound and Video (Winona, MN)
- Sister Kenny Rehab Institute (Buffalo, MN)
- SMDC – St. Mary's Hospital (Duluth, MN)
- Starky Labs (Eden Prairie, MN)
- St. Charles Family Chiropractic (St. Charles, MN)
- State Farm Insurance (Foley, MN)
- Tapemark (West St. Paul, MN)
- Thomson Reuters (Eagan, MN)
- U.S. Bank (Cloquet, MN)
- Walgreens (West. St. Paul, MN)
- Wells Fargo (Duluth, MN)
- Winona Insurance (Winona, MN)

This publication was supported in part by grant #90DD0654 from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. This publication is available in alternative formats upon request. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.