



# The Institute on Community Integration

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2011/12

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

---

UNIVERSITY OF MINNESOTA

# OVERVIEW

## Mission

Through collaborative research, training, service, 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 its core activities – interdisciplinary training, service and consultation, 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 Intellectual and 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 large systems of federally-supported programs, including the 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, self-determination, productivity, and community inclusion of persons with disabilities.

## Contact Information

Institute on Community Integration  
University of Minnesota  
102 Pattee Hall, 150 Pillsbury Dr. SE  
Minneapolis, MN 55455  
(612) 624-6300, [ici@umn.edu](mailto:ici@umn.edu)  
<http://ici.umn.edu>

**Cover Photo:** Millie (left) and Mariana, who live in New South Wales, Australia, appear in a video being made by the Institute's RTC Media for the Institute project, Active Support Interventions and Their Effect on Increased Participation of Persons With Disabilities. The video demonstrates use of Active Support, an intervention that enables Direct Support Professionals in community settings to effectively support the engagement of persons with disabilities in household, community and social activities.

# THE YEAR AT A GLANCE

## From the Director

When the Institute on Community Integration first opened its doors in 1985, it did so founded on the belief that "...individuals with developmental disabilities should experience the benefits of family and community living while receiving services necessary to fully develop their potential in the areas of personal independence, self-care, employment, and social participation." It was noted at the time that this belief represented a shift in thinking about how individuals with developmental disabilities could live their lives, a shift away from being separated from much of the daily life of our communities and toward becoming fully involved in communities.

Today, 26 years later, the Institute continues its commitment to supporting community living and inclusion for individuals with intellectual, developmental and other disabilities and those at-risk. And it is building on its earlier work, and that of others, to address new issues and needs that have emerged as individuals with disabilities have, in large numbers, moved from segregated residential, educational, social, and employment settings to participation in the same daily settings as their fellow Americans. The shift in thinking and services that has been ongoing for over four decades can be seen this past year in three of the many changing areas of need with which the Institute has been involved – the areas of employment, health care, and education:

- This year, from the national to local levels, there have been commitments to expanded employment options for individuals with intellectual and developmental disabilities through integrated employment. This has created an increasing need for development of strategies to make integrated employment possible and wider sharing of information about it. The Institute has contributed to meeting that need through its employment-related projects, including its E-Connect E-Mentoring program for high schoolers with disabilities, and its research assessing the relationship between employment customization strategies and vocational outcomes.
- This year there has continued to be a national rethinking of health care delivery, including exploration of more options for individuals with disabilities to receive the care they desire and need in community settings. This has created a need for data on, and models of, the implementation of these options. The Institute has contributed to meeting this need through its work developing a model of effective health care coordination for individuals with physical disabilities, and its technical assistance to the State of Minnesota on preparation of the application for participation in the Medicaid Money Follows the Person demonstration program.
- This year has seen continued growth in efforts around the country to include individuals with disabilities in postsecondary education and the benefits that come from it. This has led to an emerging need for a better understanding of postsecondary education programs that benefit students with intellectual disabilities, and for services to guide students with disabilities as they prepare for college. The Institute has contributed to meeting these needs by developing a framework for understanding the characteristics and documented outcomes of different types of postsecondary education programs for students with intellectual disabilities, and by launching the College Prep/ICI service for students with disabilities who need assistance preparing for college.

These three areas represent the shift in thinking that has occurred in the years since the Institute was founded, and the new needs that are emerging as progress toward community inclusion for individuals with disabilities continues. As the Institute holds to its founding belief it also seeks to be responsive to today's needs and issues. In the pages of this report are highlights from this past year that reflect both that original commitment and ongoing responsiveness.

*David R. Johnson, PhD, Director*

## Institute Prepares the Next Generation of Professionals

Graduate Research Assistants (GRAs) are an integral part of the Institute on Community Integration. This year 41 of these graduate students from programs across the University of Minnesota contributed to the work of the Institute, enriching their own professional preparation in the process. At the end of the school year they were asked to reflect on the value of their time at the Institute, and the responses highlighted below show the depth and breadth of the GRA experience:

- I have had the exciting opportunity of being involved with the development of the revised [College of Direct Support] Frontline Supervisor competency set from the beginning stages, which has been the first time I have been so intimately involved with an applied research project. Through this meaningful work, I believe I have strengthened an important skill set that will be necessary to become a leader in the field upon completion of my degree.
- One experience in particular that stands out to me is the work I have done on the IVARED project. I helped create an electronic Delphi study where experts in assessment of English language learners with disabilities brainstormed ideas for improving the validity of assessment results.
- What stands out for me is an experience that truly represented community integration. As part of our research study, I interview folks in the community who have a physical disability or limitation. I interviewed a couple in their home last year and recently saw the man at his place of employment (a retail store in the community). We recognized each other, but it took a second for us to place each other. We then greeted each other and had a pleasant conversation.



# 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, 40 pediatric and 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.
- **Fifty-two University students and community members were enrolled** in the Certificate in Disability Policy and Services. It 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 individuals with disabilities and their families. The University students were from 18 academic programs at the school.
- **The Institute's North Central Regional Resource Center continued to lead** development of the Web-based State Performance Plan University, which provides IDEA 2004 stakeholders with opportunities to strengthen skills and knowledge necessary to assist in State development, planning, and implementation of State Performance Plans, as required under the legislation. During this year five courses were under development.
- **Forty-one Graduate Research Assistants were employed by the Institute**, receiving 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.
- **More than 45,500 new learners enrolled in the College of Direct Support**, an online, competency-based training program for Direct Support Professionals and supervisors operated nationwide by the Institute's Research and Training Center on Community Living (RTC) and by Elsevier. This brings the cumulative total of learners since inception in 2004 to 340,490. In addition, the RTC and Elsevier launched Direct Course, a new suite of online curricula that includes the College of Direct Support, the College of Employment Services developed in collaboration with the Institute for Community Inclusion at the University of Massachusetts Boston, the College of Personal Assistance and Caregiving developed in collaboration with the Research and Training Center for Personal Assistance Services at the University of California in San Francisco, and a curriculum on services for people with psychiatric disabilities being developed in collaboration with the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities.
- **The Institute co-sponsored a training series for local Somali parents** to support their navigation of the assessment process for their young children, as well as school and community resources for their children with identified disabilities. It was a collaboration with the Minnesota LEND, the St. Paul Public Schools, and Ramsey County.
- **Eighteen graduate/postgraduate students and community members were LEND** Fellows, participating in training offered by the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program coordinated by the University's Department of Pediatrics and the Institute.

## Check & Connect Expands Its Training Opportunities

To prevent school dropout among K-12 students, in 1995 the Institute on Community Integration launched Check & Connect, a research-based intervention to increase student engagement at school and with learning. Since its inception, the Check & Connect model has been implemented in 27 states and internationally. This year over 920 educators and state education agency personnel from 15 states participated in the Institute's training on how to implement the Check & Connect model. Building on the success of the two-day implementation trainings that have been available for several years, the Institute is now offering an expanded array of training and consultation options. They include a one-hour Webinar overview of Check & Connect, training for mentors in a blended in-person and online environment, and a day-long refresher course taught on-site for existing Check & Connect users. Another addition is technical assistance to would-be users who are writing grants to fund Check & Connect or planning to evaluate their implementation of the program. A Check & Connect Coordinators' National Community of Practice, as well as an electronic discussion list to help program users connect with one another, are now up and running, and staff have developed an online spotlight on current Check & Connect users as well as a presence on Facebook and Twitter to help sustain the growing Check & Connect community.

# 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, as well as grow the capacity of youth and adults with disabilities and their families to meet their own needs and goals. The primary approaches used are technical assistance at the local, state, and national levels; demonstration projects that test model practices; contracted evaluation services to education and human service agencies; and direct services. Some of this year's activity highlights in the service and consultation area are the following:

- **The Institute concluded its development of the E-Connect E-Mentoring Program** created in partnership with Minnesota's Pathways to Employment. E-Connect brings together high school students with disabilities and volunteer mentors from their local business communities; through e-mail and school-supervised face-to-face meetings with their mentors, the students learn about the skills necessary for future employment and are exposed to career options that may have been otherwise overlooked. As of this year it had been implemented in 28 Minnesota schools with over 350 students and volunteer mentors from 85 businesses.
- **The Institute's National Center on Educational Outcomes (NCEO) provided** technical assistance to the 50 states, 10 unique entities (including Puerto Rico and Guam), federal agencies, and consortia (including the Race to the Top Assessment Consortia) on ensuring that large-scale educational assessments are accessible to, and reflect the knowledge and skills of, K-12 students with disabilities. In addition, NCEO worked with the Minnesota Department of Education to lead a consortium examining the validity of assessment results for English language learners with disabilities in statewide accountability assessments in five states, supporting states' enhancement of their assessment systems for measuring the achievement of these students.
- **Institute staff served in an advisory capacity with numerous health care and human services agencies**, including participation in the Minnesota Department of Human Services advisory committee re-writing Rule 40, which governs use of aversive and deprivation procedures in licensed facilities serving persons with developmental disabilities.
- **Building on its earlier work in emergency preparedness for people with disabilities**, staff of the Institute's Research and Training Center on Community Living (RTC) created an emergency response plan for the upcoming SABE (Self Advocates Becoming Empowered) National Conference to be held in St. Paul, Minnesota in August 2012. RTC staff created an emergency plan that included training 20 designated volunteers in emergency procedures to be followed for medical, weather-related, fire, and other safety concerns. They also worked with local First Responders to alert them about the conference and potential needs of attendees, and met with conference center staff to develop emergency plans.
- **Institute staff initiated discussions with local seminaries to explore cooperative efforts to educate seminary students and clergy on people with disabilities**, with the goal of increasing the inclusion of individuals with disabilities in congregations. This was carried out as a founding partner in the newly-formed national Collaborative on Religion, Disability and Spirituality created by a group of University Centers for Excellence in Developmental Disabilities and led by the Elizabeth M. Boggs Center on Developmental Disabilities (New Jersey) and Vanderbilt Kennedy Center (Tennessee).
- **The Institute's North Central Regional Resource Center (NCRRC) provided** technical assistance to four states using its Connecting the Dots Web-based training to help Part C service coordinators, local education agency staff, and service providers understand important aspects of early childhood transition. Connecting the Dots is an online Part C to Part B transition training available to all States.

## Global Resource Center Supports Inclusive Education Worldwide

Serbia, Bangladesh, South Korea, and Tanzania are a few of the places where the Institute's Global Resource Center for Inclusive Education (GRC) has been working to support inclusion of all young people, including those with disabilities, in their nations' educational systems. Since 2006 the center has assisted education agencies around the globe to make "Education for All" a reality, and work toward systemic improvement of their education programs, practices, and policies that affect underserved and disadvantaged populations. While in the U.S. the term "inclusive education" usually refers to inclusion of students with disabilities in general education settings, in other nations there can be additional groups of children who have not fully participated in their education systems. The GRC addresses these broader inclusion needs as well as ensuring that children with disabilities are represented in education system planning, training, and research efforts. It carries out a coordinated set of culturally-responsive services that broker the resources of the University and other organizations to meet the needs of education systems at all levels of development. Among its activities in 2011/12 was work with UNICEF Serbia, through the educational consulting firm Miske Witt and Associates, to develop per-pupil costing formulas for inclusive education. That information can help municipalities structure special needs education services by using earmarked block grant funds from Serbia's Ministry of Education.

# 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 27th year of national data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities. It gathers national and state-by-state data on residential 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 Institute's National Center on Educational Outcomes** continued to generate and disseminate extensive information on policy research and evidence-based considerations in relation to students with disabilities in educational assessment and accountability systems. Areas of focus included assessments for English language learners with disabilities, strategies for increasing the participation rates of students with disabilities in high-quality assessment and accountability systems, improving the capacity of states to meet data collection requirements for these students, strengthening accountability for results, and the effectiveness for students with disabilities of different approaches to alternate assessments based on modified achievement standards and alternate assessments based on alternate achievement standards.
- **The Institute's Research and Training Center on Community Living** began the fourth year of a five-year study examining the impact of Active Support interventions in 20 Minnesota group homes. Active Support is an organizational intervention that enables Direct Support Professionals to effectively support the engagement of persons with intellectual or developmental disabilities throughout their day and in their communities.
- **Institute staff continued development of a taxonomy for classifying postsecondary education programs** for students with intellectual and developmental disabilities. This year's work included a field study of 20 postsecondary education programs for this population of students. The goal of this research in the emerging field of postsecondary education for students with intellectual and other learning-related developmental disabilities is to provide an organizing framework for understanding the characteristics of the educational programs targeting these students and the relation of those characteristics to documented outcomes.
- **Six hundred general education students from 10 high schools in the San Diego Unified School District** became the focus of an Institute study of the effectiveness of the Check & Connect student engagement model. The study is examining the effects of the Check & Connect program developed at the Institute on general education students at-risk for failing to graduate high school. This year 275 students in the San Diego system were in the study group receiving the Check & Connect intervention. The multi-year research is carried out in collaboration with the American Institutes for Research, with the Institute providing training and assistance for the educators who are implementing the Check & Connect intervention.
- **The Health Care Coordination for Individuals with Physical Disabilities project** continued its five-year study focusing on the association between critical aspects of care coordination and health care access, health outcomes, and service use for individuals with physical disabilities. Among its activities this year were interviews with 125 participants in Minnesota's Special Needs Basic Care program who have physical disabilities, and with 60 care coordinators, to gather data on critical elements of care coordination.

## **Institute Studies Autism Among Children of Somali Descent**

In September 2011, the Institute helped launch a study of the incidence of Autism Spectrum Disorders (ASD) in the Somali community of Minneapolis. Advocates in the Somali community have reported that children of Somali descent in the city have, in the past few years, been classified as having ASD at a higher-than-usual rate. A preliminary study by the Minnesota Department of Health identified higher rates of Somali children with labels of ASD in Minneapolis early intervention programs. Somali advocates have pressed for answers about what's going on with their children. As one effort to provide answers, the Institute, the University's Department of Pediatrics and Department of Educational Psychology, and the Minnesota Department of Health are partnering with leaders in the Somali community on a study to examine whether children of Somali descent in Minneapolis have higher ASD prevalence. The goal of the research is to determine whether there are true differences in the prevalence of ASD between Somali and non-Somali children. If there is a higher prevalence, then it may be possible to conduct further research to try to determine why this difference exists, which may also improve understanding of possible causes of ASD. Additionally, this research could lead to advocacy and policy changes that ensure services and supports are targeted to the needs of the Somali community.



# 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:

- **The Institute, and its projects and centers, operated 30-plus Web sites that received over 8.7 million page views this year.** Online downloads of 408 Institute reports, briefs, newsletters, resource guides, curricula, videos, and other resources totaled more than 280,000.
- **Institute staff published 14 articles in the following journals:** *Educational Evaluation and Policy Analysis, Intellectual and Developmental Disabilities, American Journal on Intellectual and Developmental Disabilities, Journal of Intellectual Disability Research, AHRQ Effective Health Care Program, Public Health Reports, New Directions for Evaluation, The Journal of Rehabilitation, Community College Review, Exceptionality, Remedial and Special Education, and the Journal of Special Education.*
- **Over 28,000 print copies of Institute publications and DVDs were disseminated** to families, service providers, K-12 educators, advocates, policymakers, individuals with disabilities, and interested others across the U.S. and abroad. These included the newsletters *Impact and Policy Research Brief; Check & Connect – A Comprehensive Student Engagement Intervention Manual; Expanding the Circle – A Transition Curriculum for American Indian Youth; Together We Make a Difference – An Inclusive Service Learning Curriculum for Elementary Learners With and Without Disabilities; Direct Support – A Realistic Job Preview; NADSP Code of Ethics; and Residential Services for Persons With Developmental Disabilities – Status and Trends Through 2010.*
- **The Quality Mall Web site ([www.qualitymall.org](http://www.qualitymall.org)) of the Institute's** Research and Training Center on Community Living passed the 3,000 mark in the number of resources from around the country that the site carries in its clearinghouse of positive practices that help people with intellectual and developmental disabilities live, work, and participate in our communities and improve the quality of their supports.
- **Online distribution of Institute publications included 33,800 downloads** of over 135 different reports and briefs from the Institute's National Center on Educational Outcomes that offer a research-based understanding of issues and options in relation to participation of students with disabilities in large-scale assessments, standards-setting efforts, and graduation requirements. In addition, there were over 9,870 downloads of 38 reports published by the Institute's Research Institute on Progress Monitoring that present the findings of its work on a seamless and flexible system of student progress monitoring to be used in K-12 schools across ages, abilities, and curricula. And there were more than 134,620 downloads of 94 briefs and resource guides from the Institute's National Center on Secondary Education and Transition that address transition planning and related issues for families, students, and professionals.
- **The Institute's National Center on Educational Outcomes continued** to operate three innovative online databases providing information on assessments and accommodations for students with disabilities. The *AA-AAS Bibliography Database* (<http://nceo.software.umn.edu/index.php>) offered users an online collection of 194 research-based publications on alternate assessments based on alternate achievement standards (AA-AAS), as well as work on standards-based instruction for students with significant cognitive disabilities. The online *Accommodations Bibliography* database (<https://apps.cehd.umn.edu/nceo/accommodations>) had over 300 documents on empirical research studies of the effects of various testing accommodations for students with disabilities. And *Data Viewer* (<http://data.nceo.info/>) allowed users to view data related to states' policies on participation and accommodation, and states' Annual Performance Reports, as well as create individualized reports from the data based on criteria they can choose.

## RTC Makes Its Research More Accessible to All

Too often research findings do not make their way into the communities that need the information to improve services, policies, and ultimately the quality of life for people with disabilities. Barriers can include how the information is presented, the relevance of the content to community needs, and the means by which it's shared. The Institute's Research and Training Center on Community Living (RTC) is working to address such barriers through using Knowledge Translation. This year, under the direction of its newly-appointed Director of Knowledge Translation, the RTC began developing strategies to reach diverse and changing populations, present research results in many different and accessible formats, and use technology appropriately in dissemination efforts. One RTC activity underway was the further development and formal launch of the Self-Advocacy Online Web site ([www.selfadvocacyonline.org](http://www.selfadvocacyonline.org)) for individuals with intellectual, developmental and other disabilities. The site has four main parts: a Knowledge Translation section in which research findings are translated into meaningful resources for self-advocates as they work for system or individual change in their lives; a learning center with interactive presentations on topics of interest to self-advocates; a story wall where self-advocates share their thoughts and stories about a particular topic; and a directory of self-advocacy groups across the nation. As the RTC grows its Knowledge Translation activities, self-advocates and other stakeholders will have a greater voice in determining what research is needed and more access to research they can use.

# 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 and Related Disabilities) program. The six affiliated centers and highlights of this year's activities 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 as part of its ongoing work of collecting, analyzing, and publishing data on these topics, it began work on a new project, Improving the Validity of Assessment Results for English Language Learners (ELLs) with Disabilities (IVARED). Beginning in early 2011 with a \$1.6 million, 17-month subcontract from a consortium of five states, IVARED started work with those states' education departments to improve their assessment systems that measure the achievement of ELLs with disabilities. More accurate test results for ELLs with disabilities will provide educators with better information that they can use to increase access to the grade-level curriculum. IVARED will ultimately develop research-based online training on large-scale assessment of ELLs with disabilities that can be customized to meet each state's requirements.
- **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. This year there were 3.9 million visits to its Web site.
- **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 education and health 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 children with disabilities and their families. In 2011/12, NCRRC focused on ensuring that children with disabilities receive high-quality educational services by assisting States in implementing and meeting the requirements of IDEA 2004 through their State Performance Plans/Annual Performance Reports. As part of those efforts, NCRRC launched its first courses on its State Performance Plan University, an online content management system that provides stakeholders opportunities to gain and strengthen the skills/knowledge necessary to help States develop and implement high-quality State Performance Plans. This year it also supported local education agencies to meet the responsibilities of IDEA 2004 through its tool, Thinking Through Collaboration, a facilitated training on communication, cooperation, coordination, and collaboration between general and special education teachers and administrators. The training focuses on using a goal-oriented, data-driven decision making process to ensure educational success for all students.
- **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 2011/12, PARA concluded its funded work, and continued to disseminate its resources on accessible reading assessment, including the new report, *Accommodations for State Reading Assessments: Policies Across the Nation*.
- **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 highlights this year was the launch of the Supporting Individuals and Families Information Systems Project. Through a five-year, \$1 million grant from the Administration for Children and Families, the project's collaborators – the RTC, National Association of State Directors of Developmental Disabilities Services, and Human Services Research Institute – will establish and refine a comprehensive program of annual data collection and longitudinal data analysis, policy studies, and dissemination to better understand and promote effective supports for families and individuals with disabilities who direct their own supports in their own, or their family's, home.
- **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 for use 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 2009, and it now disseminates its findings through its Web site, which had over 115,000 page views this year.



# 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 2011/12, the Institute's budget was just over \$24.2 million, with 87% of the funding from federal sources; 6% from state and local sources; 4% from the University of Minnesota; 2% from external sale of products, services, and training; and 1% from foundations. Funders of the Institute were the following:

- **U.S. Department of Health and Human Services:** Administration on Intellectual and Developmental Disabilities, Centers for Medicare and Medicaid Services, 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, 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
- Association of Maternal and Child Health Programs
- University of Kentucky (Lexington)
- Fond du Lac Tribal and Community College (MN)
- University of Oklahoma (Norman)
- Minnesota State Colleges and Universities (MNSCU)
- Minnesota State College – Southeast Technical
- University of Louisville
- University of Chicago, National Opinion Research Center
- Northwestern University (Chicago)
- Central Lakes College (MN)
- University of Missouri Kansas City
- University of Massachusetts Boston
- Louisiana State University
- Brookdale Community College (NJ)
- North Hennepin Community College (MN)
- Inver Hills Community College (MN)
- 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
- Easter Seals Inc.
- ISD 94 (Cloquet, MN)
- ISD 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
- Elsevier
- The Study Group, Inc.
- Human Resources Research Organization (HumRRO)
- American Institute of Research (AIR)
- Thomson Reuters Healthcare, Inc.
- SRI International
- Educational Testing Service
- Policy Research Associates, Inc.
- NEC Foundation of America
- National Inclusion Project
- Carnegie Corporation of New York
- The MENTOR Network Charitable Foundation, Inc.
- The Minneapolis Foundation

## Institute Launches College Prep Service for Students with Disabilities

Students with disabilities often need extra support and advocacy to become college-ready. A new service has been launched at the Institute on Community Integration to provide that support and advocacy for high school and college-age students with disabilities and their families in the Twin Cities area. It is called College Prep/ICI. College Prep/ICI works collaboratively with individual students, families, and professionals to help set the stage for a successful transition from high school to the college of their choice. Services are available for students with learning disabilities, ADHD/ADD, Autism Spectrum Disorders, traumatic brain injury, anxiety, depression, other mental health issues, sensory impairments, physical disabilities, and chronic illness. College Prep/ICI staff, working on a fee-for-service basis, help students constructively assess and build on academic and vocational aptitudes, evaluate and strengthen independent living and social skills, improve executive functioning skills, navigate college admissions and financial aid processes, develop effective IEPs, understand accommodations and high stakes testing (e.g., AP tests, ACT/SAT), and connect with adult service programs and other resources. The staff facilitate a student-driven approach to college planning that results in an individualized strategic plan with measurable short- and long-term goals and objectives, and ongoing support as needed to stay on track.

# INSTITUTE STAFF, PROJECTS, AND CENTERS

- **Administration**
    - **David R. Johnson**, Director
    - **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
    - **Amy Hewitt**, Research and Dissemination
    - **Vicki Gaylord**, Publications
    - **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
    - **Sheryl A. Larson and Derek Nord**, 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, Gretchen Hatch
  - **North Central Regional Resource Center.** Michael N. Sharpe (Director), Maureen Hawes, Ann Bailey, Tri Tran, Brian Abery, Diane Halpin, Amanda Morse, Kent Hamre, Arlene Russell, Norena Hale (Consultant), Mark Wolak (Consultant), Holly Rodin (Consultant), 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.** Amy Hewitt (Director), Sheryl A. Larson, Lori Sedlezky, Derek Nord, Angela Novak Amado, Patricia Salmi, Kristin Dean, Susan O'Neill, Brian Abery, John Smith, John Sauer, Nancy McCulloh, Mark Olson, Kelly Nye-Lengerman, Pam Stenhjem, Jerry Smith, Renáta Tichá, Roger Standliffe (University of Sydney), Jennifer Hall-Lande, Tim Moore, Beth Fondell, Trisha Beuhring, Matthew Bogenschutz, Amanda Ryan, Matthew Hall, Allise Wuorio, Brooke Nelson, Nathan Perry, Jennifer Reinke, Carol Ely, Jenna Conley, John Westerman, Shawn Lawler, Cliff Poetz, Kurt Rutzen, Sarah Berlin, Kate Welshons, Phoua Yang, Michelle Platt, Mary Hendrick, Lindsey Hugstad-Vaa, Xuequin (Shirley) Qian, Emily Wesely, Renee Hepperlen, Shannon Hutcheson, Rachael Sarto, Connie Burkhart, Vicki Gaylord, Stephanie Evelo
  - **Research Institute on Progress Monitoring.** Teri Wallace (Director), Chris Espin (Director; University of Minnesota, Department of Educational Psychology), Renáta Tichá, Megan Dushin
  - **UCEDD Core Grant.** David R. Johnson (Director), Beth Nelson, Lucy Luu Evans, David Welter, Amy Hewitt, Vicki Gaylord, Amy Kurowski, Libby Hallas-Muchow, Tom Donaghy, Megan Dushin, Jon Goldman, Beth Fondell, Connie Burkhart, Rachel Halvorson, 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, Mark Olson, John Sauer, Renáta Tichá, Roger Standliffe (University of Sydney), Jerry Smith, Erica Hegelberg, Megan DeGrande, John Westerman, Allise Wuorio, Xueqin (Shirley) Qian
    - **AHRQ: Evidence-Based Centers Review on Measurement of Outcomes for People with Disabilities** (a project of the University's Division of Health Policy and Management). Robert Kane (University of Minnesota, Division of Health Policy and Management), Mary Butler (University of Minnesota, Division of Health Policy and Management), Sheryl A. Larson, Allise Wuorio
    - **Annual National and State-by-State Data Collection on Status and Trends in Medicaid Policy.** Sheryl A. Larson, Patricia Salmi, Drew Smith (HSRI), Charles Moseley (National Association of State Directors of Developmental Disabilities Services [NASDDDS]), Valerie Bradley (HSRI), Nancy Thaler (NASDDDS), Amanda Ryan, Allise Wuorio, John Westerman
    - **Certificate in Disability Policy and Services.** Amy Hewitt, Beth Fondell, Kristin Hamre
    - **Changing Landscapes: An Ongoing Exhibit of Artists with Disabilities at ICI.** Megan Dushin, Melissa Critchley, Patricia Salmi, Cliff Poetz, Amanda Ryan, 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, Angie Pohl, Gretchen Hatch, Megan Dushin
    - **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, Annie Johnson, Allise Wuorio
- **College of Direct Support: National Online Training Program for Direct Support Professionals.** Amy Hewitt, Susan O'Neil, Jerry Smith, John Sauer, Nancy McCulloh, Derek Nord, Kristin Dean, Jennifer Hall-Lande, Pam Stenhjem, Nathan Perry, Patricia Salmi, Lori Sedlezky, Kelly Nye-Lengerman, Jeffrey Nurick, Shawn Lawler, Annie Johnson, April Kaisen, Bjorn Pederson, Jennifer Reinke, Mark Olson, Amanda Ryan, John Westerman, Renee Hepperlen, Matthew Bogenschutz, Kristin Hamre, Beth Fondell, Connie Burkhart
- **College Prep/ICI.** Joe Timmons
- **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, Sharon Mulé
- **Consortium for Postsecondary Education for Individuals with Developmental Disabilities (Think College)** (subcontract from Institute for Community Inclusion, University of Massachusetts Boston). David R. Johnson, Joe Timmons, Kay Augustine, Mary McEathron, Christen Opsal
- **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, Kristin Hamre
- **Direct Course.** Amy Hewitt, Kristin Dean, Nancy McCulloh, Pam Stenhjem, Derek Nord, Lori Sedlezky, Susan O'Neil, Shawn Lawler, Amanda Ryan, Bjorn Pederson
- **Direct Support Workforce Resource Center Project.** Amy Hewitt, Lori Sedlezky, Sheryl A. Larson
- **Do Children of Somali Descent Have Higher Autism Spectrum Disorder Prevalence?** Amy Hewitt, Joe Reichle (University of Minnesota, LEND and Department of Speech-Language-Hearing Sciences), Michael Reiff (University of Minnesota, LEND and Department of Pediatric Neurology), Amy Esler (University of Minnesota, LEND and Pediatrics), Amira Adawe, Kristin Hamre
- **DSP Workforce Development Program.** Amy Hewitt, Sheryl A. Larson, Nancy McCulloh, Derek Nord, Mark Olson, Susan O'Neil, Lori Sedlezky, Jerry Smith, Renáta Tichá, Allise Wuorio
- **Effects of a Validated, Field-Tested, Self-Determination Training Program in a Randomized Control Trial Design.** Brian Abery, Renáta Tichá, Sarah Berlin, Kate Welshons, Phoua Yang, Michelle Platt
- **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
- **Efficacy Study of Check & Connect to Improve Student Outcomes (SRI).** Karen Stout, Sandra L. Christenson, Gretchen Hatch
- **Evaluation Group.** David R. Johnson, Mary McEathron, Ann Mavis, Trisha Beuhring, Amelia Maynard, Sally Gerlach, Hanife Kakici
- **Evaluation of Wilderness Inquiry's Gateway and Youth Leadership Programs.** Matthew Bogenschutz, Amy Hewitt
- **Evaluating the Effects of Check & Connect on High School Graduation (AIR).** Sandra L. Christenson, Karen Stout, Angie Pohl, Gretchen Hatch, Ruth Berman
- **Expanding the Circle.** Jean E. Ness, Ruth Berman
- **Feedback and Revision on AA-MAS in Mathematics.** Christopher Johnstone, Chantal Figueroa
- **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, Matthew Schuelka
- **Health Care Coordination for Individuals with Physical Disabilities.** Brian Abery, Sheryl A. Larson, Aolin Xie, Lynda Anderson, Sarah Mapellentz, Beth Jones, Phoua Yang, Shawn Lawler
- **History of Leadership in Developmental Disabilities: A Wiki Project.** Amy Hewitt, Jerry Smith, John Westerman, Shawn Lawler
- **Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED)** (subcontract from 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, Emily Wesely
- **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
- **Lutheran Social Services Consumer Satisfaction Survey.** Sheryl A. Larson, Allise Wuorio
- **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
- **Minnesota Para eLink.** David R. Johnson, Megan Dushin
- **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.** 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.** Sheryl A. Larson, Roger Stancliffe (University of Sydney), Charles Moseley (National Association of State Directors of Developmental Disabilities Services [NASDDDS]), Valerie Bradley (HSRI), Sarah Taub (HSRI), Nancy Thaler (NASDDDS), Joshua Engler (HSRI), Julie Bershadsky (HSRI), Renáta Tichá
- **My Voice, My Vote.** Christine Bremer, Megan Dushin



- **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, John Sauer, Lori Sedlezky, Nancy McCulloh, Annie Johnson
- **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), Matthew Schuelka
- **National Residential Information Systems Project and Policy Studies.** Sheryl A. Larson, Patricia Salmi, Angela Novak Amado, Drew Smith (HSRI), Charles Moseley (National Association of State Directors of Developmental Disabilities Services [NASDDDS]), Valerie Bradley (HSRI), Sarah Taub (HSRI), Nancy Thaler (NASDDDS), Joshua Engler (HSRI), Julie Bershadsky (HSRI), Amanda Ryan, John Westerman, Brooke Nelson, Allise Wuorio, Connie Burkhardt, John Smith
- **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
- **Ohio Developmental Disability Policy and Research Grant.** Sheryl A. Larson
- **PACER Families Accessing Communities Together (FACT) Project.** Sheryl A. Larson, Lynda Anderson, Allise Wuorio
- **Pathways to Employment.** Joe Timmons, Sharon Mulé
- **Positive Behavior Support.** Amy Hewitt, Joe Reichle (University of Minnesota, LEND and Department of Speech-Language-Hearing Sciences), Tim Moore, John Westerman
- **Preventing Truancy in Urban Schools: A Goal 3 Randomized Efficacy Trial.** Sandra L. Christenson, Karen Stout, Ruth Berman
- **Profiles of Transformation Case Studies.** Sheryl A. Larson, Amy Hewitt, Steve Taylor (Syracuse University, Center on Human Policy), Pam Walker (Syracuse University, Center on Human Policy), Valerie Bradley (HSRI), Lisa Burck (National Alliance of Direct Support Professionals), Renee Pietrangelo (ANCOR), Nancy Thaler (National Association of State Directors of Developmental Disabilities Services), Nancy Weiss (University of Delaware, National Leadership Consortium on Developmental Disabilities), 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
- **QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities.** Angela Novak Amado, John Smith, Jerry Smith, Amy Hewitt, Patricia Salmi, Carol Ely, Kurt Rutzen, John Westerman, Matthew Hall
- **Reinventing Quality: Biennial Conference on Person-Centered Supports.** Angela Novak Amado, Amy Hewitt, Sheryl A. Larson, Jerry Smith, John Smith, John Westerman, Lori Sedlezky
- **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), Christen Opsal, Aaron Geise, Amanuel Medhanie, Yoo Jeong Jang
- **Review of Effective Measures, Instruments and Programs for Research on Inclusion, Self-Determination and Well-Being of Persons with Intellectual or Developmental Disabilities.** Amy Hewitt, Derek Nord
- **Self-Advocacy Online: Research and Development to Bridge the Digital Divide.** Jerry Smith, John Smith, Amy Hewitt, John Westerman, Lori Sedlezky, Mark Olson, 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, Nam Kim
- **State of the Science: Theories, Concepts, and Evidence Guiding Knowledge and Practice in Inclusion, Employment, and Self-Determination.** Amy Hewitt, Angela Novak Amado, Sheryl A. Larson, Roger Stancliffe (University of Sydney), Derek Nord, Kristen Dean, Jerry Smith
- **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
- **Supporting Individuals and Families Information Systems Project (FISP).** Sheryl A. Larson, Lynda Anderson, Drew Smith (HSRI), Amy Hewitt, Brooke Nelson, John Westerman, Allise Wuorio, Connie Burkhardt
- **Taxonomy for Postsecondary Programs for Students with Intellectual and Developmental Disabilities.** Mary McEathron, Trisha Beuhring, Ann Mavis
- **The Normalization Principle and Wolf Wolfensberger Video Project.** Jerry Smith
- **Transition Solutions.** David R. Johnson, Ann Mavis
- **Truancy Reduction in Chicago Public Schools.** Karen Stout, Sandra L. Christenson, Ruth Berman
- **Wisconsin Parent Survey Data Analysis Project.** Michael N. Sharpe, Ann Bailey, Tri Tran, Mike Molenaar, Whitney Sharpe

# UNIVERSITY AND COMMUNITY COLLABORATORS

## • Institute Community Advisory Council

- Rick Cardenas, Advocating Change Together
- Barbara Case, Minnesota Department of Education
- Shelly Christensen, Jewish Family and Children's Service of Minneapolis, Parent Advocate
- Annis Lorenzo Clark, Parent, Consultant, Advocate
- Pattianne Demaray, Parent Advocate
- Antoinetta Giovanni, Parent Advocate
- Marge Goldberg, Consultant, Parent Advocate
- Brenda Goral, Opportunity Partners
- Sherry Gray, University of Minnesota Humphrey Institute of Public Affairs, Sibling Advocate
- Richard Grimm III, Self-Advocate
- Heidi Hamilton, Minnesota Department of Human Services, Disability Services Division
- David Hancox, Metropolitan Center for Independent Living
- Mary Harding, Parent Advocate
- Mary Hauff, Minnesota Governor's Council on Developmental Disabilities, Parent Advocate
- Donna Johnson, University of Minnesota Disability Services
- Kim Keprios, The Arc of Greater Twin Cities
- Darren Kermes, Minnesota River Valley Special Education Cooperative
- Istaahil Maalin, Parent Advocate
- Todd Monson, Hennepin County Human Services
- Robert Niemiec, Minnesota Employment Training and Technical Assistance Center
- Bud Rosenfield, Minnesota Disability Law Center
- Anni Simmons, Minnesota Consortium for Citizens with Disabilities, Sibling Advocate
- Robin Sommer, Olmsted County Developmental Disabilities Unit
- Barb Sorum, Minnetonka Public Schools, Parent Advocate
- Joel Ulland, UCare Minnesota Health Plans
- Jesús Villaseñor, PACER Center, Parent Advocate
- Andrea Zuber, Ramsey County Community Services

## • University of Minnesota

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

## • Universities, Colleges, and Research Institutes

- 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 Excellence in Developmental Disabilities Education, Research and Service, University of Guam
- 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)
- Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, Temple University
- 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
- Institute for Policy Research, Northwestern University (Chicago)
- Jefferson Community and Technical College (Louisville, KY)
- Leadership Institute, University of Delaware
- 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)
- National Alternate Assessment Center, University of Kentucky
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA
- National Early Childhood Technical Assistance Center, University of North Carolina – Chapel Hill
- National Opinion Research Center, University of Chicago
- National Research Center for Career and Technical Education, University of Louisville (KY)
- Nisonger Center, The Ohio State University
- Ohio Colleges of Medicine Government Resource Center
- Pacific Assessment Consortia
- Ridgewater Community and Technical College (Willmar, MN)
- Research and Training Center for Personal Assistance Services, University of California – San Francisco
- Tarjan Center, UCLA
- University of Sydney (Australia)
- Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University
- Westchester Institute for Human Development (Valhalla, NY)

## • PreK-12 Schools and Districts

- Buffalo Hanover Montrose Schools: Community Education Program (MN)
- Carlton Public Schools (MN)
- Cass Lake-Bena High School (MN)
- Central High School (St. Paul, MN)
- Century High School (Rochester, MN)
- Chicago Public Schools
- Cloquet Public Schools – ISD 94 (MN)
- District of Columbia Public Schools
- 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)
- Minneapolis Public Schools
- Minneapolis Public Schools: Transition Plus
- Monticello Connect 5 (MN)
- Mounds View Public Schools (MN): Irondale High School Transition Program
- Northern Lights Special Education Cooperative (Cloquet, MN)
- Pinewood Elementary School (Monticello, MN)
- San Diego Unified School District (CA)
- San Jose Unified School District (CA)
- St. Louis County Schools (MN)
- TAP Program (Rochester, MN)
- West St. Paul Public Schools: Branch Out Program (MN)

## • Advocacy/Self-Advocacy Organizations

- Advocating Change Together, Inc. (St. Paul, MN)
- Arc Greater Twin Cities
- Arc Minnesota
- CARE International
- Epilepsy Foundation of Minnesota
- Metropolitan Center for Independent Living (St. Paul, MN)
- Minnesota Association for Children's Mental Health
- Minnesota Disability Law Center
- National Youth Leadership Council
- Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
- People First of Minnesota

- Self-Advocacy Association of New York State
- Self-Advocates of Minnesota

## • Service Providers/Government Agencies

- Alabama Department of Education
- Alabama State Assessment Office
- Alaska Department of Education and Early Development
- AMAS Inc. (Brooklyn Park, MN)
- American Samoa Department of Education
- Arizona Department of Education
- AXIS Healthcare
- Centers for Medicare and Medicaid Services
- Commonwealth of the Northern Mariana Islands Department of Education
- Community Bridges (NH)
- Community Involvement Programs, Minneapolis
- Connecticut Department of Education
- Cooperative Community Programs (St. Paul, MN)
- Dakota Communities Inc. (West St. Paul, MN)
- Dakota County Community Services (MN)
- Enrich (St. Paul, MN)
- Federated States of Micronesia Department of Education
- Florida Department of Education
- Fond du Lac Reservation (Cloquet, MN)
- Georgia Department of Education
- Gillette Children's Specialty Health Care (St. Paul, MN)
- Guam Department of Education
- Hawaii Department of Education
- Health Partners Clinical Behavioral Health (MN)
- Hennepin County Human Services and Public Health Department (Minneapolis)
- Homeward Bound, Inc. (Plymouth, MN)
- Indiana Department of Education
- Louisiana Department of Education
- Lutheran Social Services (MN)
- Mains'l (Brooklyn Park, MN)
- Maine Department of Education
- Mary T. Inc. (Coon Rapids, MN)
- Maryland Department of Education
- Massachusetts Department of Education
- 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 Health
- Minnesota Department of Human Services
- Minnesota Department of Transportation
- Minnesota Governor's Council on Developmental Disabilities
- Minnesota Special Needs Basic Care Program
- Minnesota State Operated Community Services
- National Early Childhood Technical Assistance Center
- Nevada Department of Education
- New York State Education Department
- North Dakota Department of Public Instruction
- Office of Elementary and Secondary Education, U.S. Department of Education
- Office of Innovation and Implementation, U.S. Department of Education
- Office of the Minnesota Secretary of State
- 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)
- Partnership Resources Inc. (St. Louis Park, MN)
- Pennsylvania Department of Education
- PrimeWest Health (MN)
- PRO Act Inc. (Eagan, MN)
- Project SEARCH, Cincinnati Children's Hospital Medical Center
- Ramsey County Early Childhood Family Education (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: St. Paul Office
- 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
- State Medicaid Offices in the 50 States
- Tennessee Department of Education



- Thomas J. Apartments (Apple Valley, MN)
- Trillium (Duluth, MN)
- Trinidad and Tobago Ministry of Education
- UCare (MN)
- Volunteers of America (MN)
- VSA Minnesota
- Washington State Office of the Superintendent of Public Instruction
- Wentworth Public Library (West St. Paul, MN)
- Wilderness Inquiry (Minneapolis)
- Wisconsin Department of Public Instruction
- 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 Special Education Teachers
- National Association of State Directors of Developmental Disabilities Services
- National Association of State Directors of Special Education

### • Research, Evaluation, and Communications Organizations

- American Institutes for Research (AIR)
- Annapolis Coalition on the Behavioral Health Workforce
- Data Accountability Center
- Decision Information Resources Inc.
- edCount
- Educational Testing Service
- Elsevier
- Human Services Research Institute
- IMPAQ International
- Institute for the Future of Aging Services
- Lewin Group
- Mathematica Policy Research Inc.
- Minnesota Public Radio
- National Center for the Improvement of Educational Assessment Inc.

- National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership
- 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

- Alesso's Dance Spectrum (St. Paul, MN)
- Clean and Press (West St. Paul, MN)
- Cummins Manufacturing (Fridley, MN)
- DASCO Manufacturing (Fridley, MN)
- Express Employment Professionals (Duluth, MN)
- General Mills (Fridley, MN)
- House and Hoffman (Minneapolis)
- Land O' Lakes (Arden Hills, MN)
- Medtronic, Inc. (Minneapolis)
- Navy Island Plywood (West St. Paul, MN)
- New River Medical Center (Monticello, MN)
- Pendleton Insurance Agency (West St. Paul, MN)
- Starky Labs (Eden Prairie, MN)
- Tapemark (West St. Paul, MN)
- Walgreens (West St. Paul, MN)

This publication was supported in part by grant #90DD0654 from the Administration on Intellectual and 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.