



Amy Gardner is featured in a new ICI film, *Of the Community*. For more, see back cover.

INSTITUTE *on* COMMUNITY INTEGRATION

A University Center for Excellence in Developmental Disabilities

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

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. 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.

ICI Leadership

Administration

David R. Johnson, *Director*

Beth Nelson, *Assistant to the Director for Administration and Human Resources*

Lucy Evans, *Senior Accountant*

Core Activity Coordinators

Amy Hewitt, *Preservice Training and Continuing Education*

Brian Abery and **Jean Echternacht**, *Service and Consultation*

Amy Hewitt, *Research and Dissemination*

Vicki Gaylord, *Publications*

Jon Goldman, *Administrative Technology*

Libby Hallas-Muchow, *NIRS Data Collection*

Program Area Coordinators

Christopher Watson, *Early Childhood Services (University of Minnesota Center for Early Education and Development – CEED)*

Brian Abery and **Martha Thurlow**, *School-Age Services*

Jean Echternacht and **Michael N. Sharpe**, *Transition Services*

Sheryl A. Larson, **Derek Nord**, and **Amy Hewitt**, *Adult Services/Community Living*

One of the highlights of the past year was the Institute on Community Integration’s collaboration with the Minnesota Governor’s Council on Developmental Disabilities to mark the 25th anniversary of the Americans with Disabilities Act (ADA) by publishing, *Impact: Feature Issue on the ADA and People with Intellectual, Developmental and Other Disabilities*. We featured articles by individuals with disabilities, families, advocates, service providers, researchers, and others contributing insights that demonstrate how the ADA has affected their lives, the lives of loved ones, and our nation. Among those sharing their experiences was one of our own, John Smith, who has contributed so much to our collective work. Thank you, John.



“BECAUSE OF THE ADA, DISCRIMINATION BASED ON DISABILITY STATUS NOW STICKS OUT LIKE A SORE THUMB. THE LACK OF A WHEELCHAIR RAMP IN A PUBLIC PLACE NOW STICKS OUT LIKE A SORE THUMB. IF I APPLY FOR A JOB AND IF I GET ASKED ABOUT MY DISABILITY IN INAPPROPRIATE WAYS, IT NOW STICKS OUT LIKE A SORE THUMB.....I HAVE NO IDEA WHAT THE FUTURE HOLDS AND WHAT THE OPPORTUNITIES ARE GOING TO BE 25 YEARS FROM NOW, AND THAT’S EXACTLY WHY WE NEED THE ADA AND ITS BROAD, BUT BEAUTIFUL, LANGUAGE THAT SAYS PEOPLE WITH DISABILITIES ARE PART OF A COMMUNITY, AND HAVE A RIGHT TO EVERYTHING THE COMMUNITY HAS TO OFFER.”

– John Smith, *Coordinator, Institute on Community Integration*

This year also marks the 30th anniversary of the Institute on Community Integration. Both of these anniversaries reflect the larger wave of social change that has taken place during our lifetimes under various names: the Disability Rights Movement, Self-Advocacy Movement, Independent Living Movement, and the Parents Movement. For those of us who work at the Institute, it has been a privilege to contribute to this wave of change, and this year’s annual report shares some of the work we’ve done to build upon the foundation laid by so many talented and dedicated people over the decades.

John’s phrase “the right to everything the community has to offer” is what the Institute on

Community Integration has sought to support with our evolving work on behalf of people with disabilities. And while laws such as the ADA have helped our nation make great strides in recognizing that right, there still remain a number of the barriers as people with intellectual and developmental disabilities seek equal opportunity and inclusion in their communities. Barriers are reflected in the high

unemployment rates for individuals with disabilities; the large numbers of people with disabilities living below poverty level; the state and federal funding cuts that make it difficult to hire and keep the skilled, reliable support staff that are needed by so many people with disabilities and their families; and the still-too-common physical and social barriers that can make full participation in the community difficult.

So, as we pause to acknowledge the progress that’s been made in our country, and our work during the past year, the Institute on Community Integration also seeks to discover more ways in which we can ensure people with disabilities have access “to everything the community has to offer.” That is my promise to you as we move forward conducting research, influencing policy, and advocating for the rights of all people with intellectual and developmental disabilities.

David R. Johnson
PhD, Director



Interdisciplinary Training

The Institute offers interdisciplinary preservice and continuing education to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. Seven broad strategies are used to provide interdisciplinary training:

THE CERTIFICATE IN DISABILITY POLICY AND SERVICES

THE MINNESOTA LEND PROGRAM

SPECIALIZED CURRICULA DEVELOPED AT THE UNIVERSITY WITH UNIVERSITY PARTNERS

ONLINE AND CLASSROOM CURRICULA DEVELOPED WITH PARTNERS NATIONWIDE

INSTITUTE-SPONSORED CONFERENCES AND OTHER TRAINING EVENTS

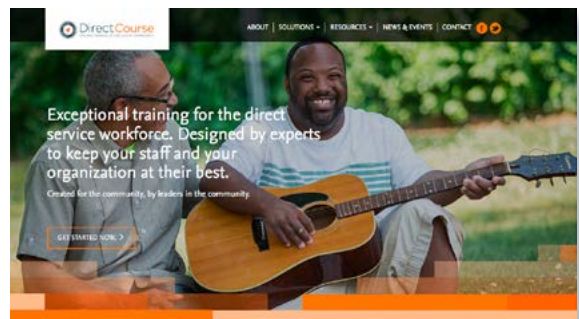
EMPLOYMENT OF UNIVERSITY GRADUATE STUDENTS

PRESENTATIONS BY INSTITUTE STAFF AT EVENTS SPONSORED BY OTHER ORGANIZATIONS

Institute staff provided over 3.4 million participant-hours of training nationwide for professionals, individuals with disabilities, and families on topics including person-centered thinking and planning, quality improvement, supporting friendships between individuals with disabilities and other community members, health and wellness for adults with disabilities, and Positive Behavior Support. Much of this year's training was carried out through the [Minnesota DHS Systems Change and Capacity Building](#) Projects of the Research and Training Center on Community Living. Funded by the Minnesota Department of Human Services (DHS), these projects enhance the state's capacity to support community living for individuals with disabilities and/or mental illness, including those with the highest levels of need moving out of congregate care settings and into the community.

Seventeen graduate/postgraduate students and community members were MN LEND Fellows, participating in the year-long training offered by the Leadership Education in Neurodevelopmental and Related Disabilities Program ([MN LEND](#)). The program is coordinated by the Institute in partnership with other University of Minnesota departments in the College of Education and Human Development, College of Liberal Arts, and Academic Health Center. A new educational opportunity for LEND Fellows began this year: the Telehealth Project. A collaboration with Mayo Clinic in Rochester and the UMN Department of Educational Psychology, the project is establishing a telehealth rotation as part of the LEND Fellow clinical experience. It will also increase professional capability in rural Minnesota for behavioral assessments and Positive Behavior Support interventions for children with problem behavior.

More than 54,600 new learners enrolled in the College of Direct Support, an online, competency-based curriculum for Direct Support Professionals and supervisors operated nationwide by the Institute's Research and Training Center on Community Living and by Elsevier. It is part of DirectCourse, a suite of online curricula that



Since its launch in 2004, the [College of Direct Support](#) has enrolled over 470,000 learners nationwide in its online, competency-based training.

also includes the College of Employment Services, developed in collaboration with the Institute for Community Inclusion, University of Massachusetts Boston; College of Personal Assistance and Caregiving, developed in collaboration with the Community Living Policy Center, University of California, San Francisco; and College of Recovery and Community Inclusion, developed with the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities.

Through the Developmental Disabilities Rotation coordinated by the Institute for the University's Medical School, 36 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. Offered in collaboration with Gillette Children's Specialty Healthcare, [the rotation](#) improves the ability of the residents to serve this population in their future practices.

Twenty-two Graduate Research Assistants were employed by the Institute, receiving training and experience in conducting research and technical assistance associated with K-12 students with disabilities, juvenile offenders with disabilities, students with intellectual disabilities in higher education, and adult life needs of people with disabilities and their families.

ICI Marks 25th Year of Dropout Prevention by Check & Connect

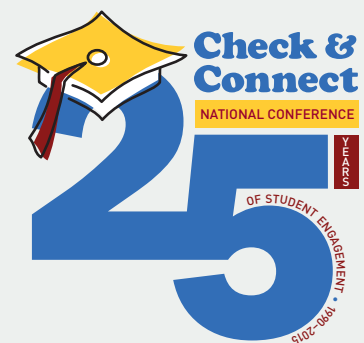
Check & Connect, the K-12 student engagement intervention developed at the Institute on Community Integration (ICI), turned 25 in 2015, and ICI marked the occasion by holding the first-ever Check & Connect National Conference at the University of Minnesota. [Check & Connect](#) is a comprehensive intervention designed to enhance student engagement at school and



Chaska High School in Minnesota is one of the K-12 schools nationwide using ICI's Check & Connect to help students stay engaged with school and learning.

with learning for marginalized, disengaged students in grades K-12 and postsecondary education. The conference, in October 2015, brought together leading experts and practitioners from around the country to address the topic of student engagement among at-risk youth, share lessons learned, and gain tools for implementing and sustaining Check & Connect to support youth in reaching their goals and graduating from high school.

Check & Connect began in 1990 when the U.S. Department of Education, Office of Special Education Programs, awarded a five-year grant to enable a group of ICI researchers to develop a dropout prevention program in collaboration with the Minneapolis Public Schools. The intervention was for middle school students with emotional/behavioral disorders and/or learning disabilities. The approach succeeded, and since 1990 Check & Connect has continued to evolve. It is now a universally designed intervention being used with students with a variety of risk factors across K-12 grades in over 35 states. Each year ICI staff provide training for schools and state education agencies across the U.S., and this past year over 1,300 people participated in that training to learn to implement Check & Connect with their students.





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 the following:

- TECHNICAL ASSISTANCE AT THE LOCAL, STATE, AND NATIONAL LEVELS
- DEMONSTRATION PROJECTS THAT TEST MODEL PRACTICES
- CONTRACTED EVALUATION SERVICES TO EDUCATION AND HUMAN SERVICE AGENCIES

Through its Minnesota Act Early project, the Institute led the Minnesota branch of the Centers for Disease Control and Prevention (CDC) national campaign, “Learn the Signs. Act Early” (LTSAE). LTSAE is an effort of the CDC’s National Center on Birth Defects and Developmental Disabilities, and its goal is to spread the message about the importance of early detection of Autism Spectrum Disorder and other neurodevelopmental disabilities. This year, the [Minnesota Act Early](#) team at the Institute partnered with the Minnesota Department of Health to develop an approach for building and training new Act Early Delegates from culturally and linguistically diverse communities who will conduct LTSAE outreach in their communities. To date, the team has successfully recruited within the Hmong and Somali communities, and is doing outreach in Native American and Latino communities.



This year ICI’s Minnesota Act Early team worked with the state’s Hmong community to translate the CDC’s “Learn the Signs. Act Early” materials for Hmong families.

The Institute’s National Center on Educational Outcomes (NCEO) brought its expertise in designing and building inclusive educational assessments and accountability systems to the work of the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. This consortium of 10 states is developing assessments to evaluate K-12 students’ proficiency in relation to new English language proficiency standards in the U.S. that are aligned to college- and career-readiness. [NCEO](#) worked alongside the 10 states, and other organizations, to ensure that assessment and instructional supports provided to English language learners (ELLs) will be accessible for all ELLs, including those with disabilities.

Using the Check & Connect model to support community and technical college students with intellectual disabilities, the Institute worked with Central Lakes and Ridgewater Colleges in Minnesota on a project addressing persistence, engagement, and successful school completion. It focused on how the Check & Connect K-12 school engagement intervention developed at the Institute can be [adapted in postsecondary education](#) to help students with intellectual disabilities in areas of academic engagement, social integration, student support, interagency collaboration, and successful program completion leading to positive employment and independent living outcomes. During this year 135 students participated in the project, with 110 completing a diploma, certificate, or degree.

Staff of the Institute assisted the State of Minnesota Olmstead sub-cabinet in researching, developing, and presenting an EmploymentFirst policy for passage by the legislature, as required by the Minnesota Olmstead Plan. The policy, adopted by the sub-cabinet in September 2014, defined EmploymentFirst as “...raising the expectation that all working age Minnesotans with disabilities can work, want to work, and can achieve competitive integrated employment; and each person will be offered the opportunity to work and earn a competitive wage before being offered other supports and services.”

The Institute’s North Central Regional Resource Center (NCRRC) assisted state education agencies in its region with their development of State Systemic Improvement Plans (SSIP) for improving the education results of students with disabilities in areas including performance on tests, high school graduation rates, and post-school outcomes. The SSIP is the result of efforts by the federal government to improve the way states are asked to report on the education of students with disabilities in fulfillment of the Individuals with Disabilities Education Act (IDEA), and NCRRC provided customized assistance in plan development.

ICI Partners with Educators in India to Improve Elementary Education

Faculty and students from Avinashilingam University for Women in Coimbatore, India, traveled to the Institute on Community Integration (ICI) this year to work with ICI staff on strategies for helping students of all abilities and backgrounds in India to reach a level of education that will make them competitive in the job market and in everyday life. Since 2013, ICI staff have been working with Avinashilingam University, the Coimbatore school district in Tamil Nadu, and school districts in Minnesota on a project titled, “A Sustainable ‘Response to Intervention’ Model for Successful Inclusion of Students with Disabilities: [An India-U.S. Partnership](#).” Funded by the United States-India Foundation through the Obama-Singh 21st Century Knowledge Initiative, it is focusing on adapting the “Response to Intervention” (RtI) educational model developed in the U.S. to the needs of elementary students with and without disabilities from underprivileged backgrounds and low-achieving schools in India.

“Response to Intervention” is a school-wide process that can help teachers ensure that all their students are making adequate academic progress. This project is focused on identifying and solving the unique challenges of adapting and implementing RtI in another country, culture, and education system, and is forging a sustainable partnership between the University of Minnesota and Avinashilingam University that is benefitting schools in both countries.



As part of a multi-year project, faculty from Avinashilingam University for Women in India are working with ICI staff on strategies to improve education for students with disabilities.



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 throughout the United States and abroad, as well as with local, state, national, and international organizations and agencies.

In partnership with Krasnoyarsk State Pedagogical University (KSPU) in Siberia, the Institute launched the [International Institute on Progress Monitoring](#). Housed jointly at KSPU and the Institute, it develops and implements tools and strategies to monitor the academic progress of students with significant cognitive disabilities in Russia and the U.S. Among first-year activities were development of a prototype application for use on tablet computers by teachers to collect data measuring the academic progress of students with cognitive disabilities.

The Think Work project continued research on employment for individuals with intellectual and developmental disabilities. It is defining a model for employment support that incorporates job seekers' support needs, culture, and personal and economic resources, as well as research on effective practices. Among this year's activities were analysis of data from public developmental disabilities agencies nationwide to examine differences between characteristics of individuals in four work environments: no paid job, paid community job in a group, paid community job but no group, and paid facility work. It is a collaboration between the Institute's Research and Training Center on Community Living and the Institute for Community Inclusion at University of Massachusetts Boston, where the project is based.

The Institute brought together youth with and without disabilities from Costa Rica and Minnesota to participate in its international service-learning project, The American Youth Leadership Program: [Learning to Serve, Serving to Learn](#). It is designed to enhance students' cultural understanding, global competency, and leadership skills, as well as remove social barriers between students with and without disabilities. During this year, project staff evaluated its effectiveness in supporting youth development, looking at the outcomes of self-determination, civic responsibility, and leadership. Findings to date showed all students had significant increases in leadership skills and self-determination, and Costa Rican students with disabilities had significantly greater increases in civic responsibility than peers without disabilities.



Through ICI's international inclusive service learning project, high school students from Minnesota partner with high school students in Costa Rica to plan and carry out activities addressing climate change.

The project, Partnership in Wellness, continued developing a research-based, universally-designed, [health promotion curriculum](#) addressing the unique learning needs of adults with intellectual and/or developmental disabilities. It especially focuses on adults who require ongoing daily supports, have limited reading skills, and would benefit from learning about improved nutrition, activity, and relationships. Its goal is to improve quality of life by increasing physical activity, reducing obesity and overweight, preventing lifestyle-related secondary conditions, and reducing associated health care costs.

The Institute entered the final year of a Check & Connect study involving 600 students in the San Diego Unified School District. Its purpose was to estimate [the effects of the Institute's Check & Connect school engagement model](#) on general education students at-risk

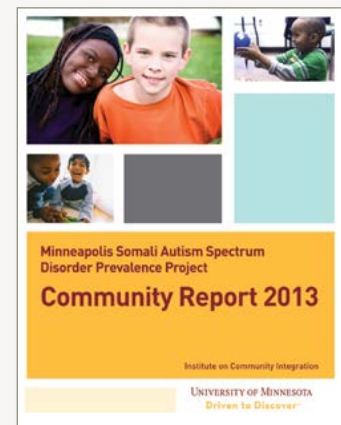
for failing to graduate high school. Over 200 students received three years of Check & Connect intervention. Impacts on a range of outcomes were assessed, including school completion, timely high school graduation rates, and indicators of college/postsecondary enrollment. The study was done in collaboration with the American Institutes for Research (AIR).

The Supporting Individuals and Families Information Systems Project (FISP) continued to gather detailed information about services provided to adults and children living in their family home or homes of their own. [FISP's first report](#) was published this year, and among highlights was a first look at age-related differences in utilization and cost of Medicaid Waiver supports, and a review describing key changes in Medicaid long-term services and supports for people with intellectual and developmental disabilities.

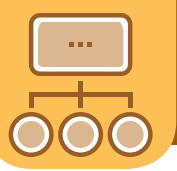
ICI Joins CDC Autism and Developmental Disabilities (ADDM) Monitoring Network to Study ASD Prevalence

The Institute on Community Integration (ICI) has been awarded a four-year, \$1.8 million project from the Centers for Disease Control and Prevention (CDC) to identify the prevalence of Autism Spectrum Disorder (ASD) and intellectual disability among 8-year-old children in Hennepin and Ramsey counties of Minnesota. The [project adds ICI as a new site](#) in the CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network. This project builds on earlier ICI work that estimated the prevalence of ASD among Somali and non-Somali children in Minneapolis, which was the largest project to date to look at the number and characteristics of Somali children with ASD in any U.S. community. The findings of that project, released in December 2013, showed notable differences in ASD prevalence and co-occurring conditions, such as intellectual disability, between children from different ethnic groups. This new project will look more closely at some of those differences among children in the broader two-county area, identifying disparities in prevalence, characteristics, and age of diagnosis across demographic groups, including two of the area's largest racial/ethnic groups — Somali and Hmong children.

The findings of this work will be useful to policymakers, service providers, educators, advocates, families, and researchers across the county by increasing understanding of ASD and other developmental disabilities in different populations within the U.S. It will provide data to help decrease disparities in ASD service delivery and age of diagnosis across groups, and improve services for children with ASD and intellectual disabilities in different cultural and ethnic communities.



ICI's new study of ASD prevalence builds on its earlier work that produced a landmark report on [prevalence among Somali and non-Somali children in Minneapolis](#).



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

HOSTING OF MULTIPLE WEB SITES, WEBINARS, AND INTERACTIVE ONLINE DATABASES

PRODUCTION OF VIDEOS

The Institute, and its projects and centers, operated 31 Web sites that received over 1.7 million page views this year. They provided information and resources on topics ranging from early identification and intervention for children with Autism Spectrum

Disorder, to international inclusive service learning for high school students, to supporting communities of faith to serve their members who have disabilities as they seek employment.



Through its main Web site (ici.umn.edu), this year ICI shared over 500 leading-edge resources created by its staff.

The Quality Mall Web site showcased over 3,600 resources from around the world that promote person-centered support for people with intellectual, developmental, and other disabilities. The site, [an interactive resource database](#) for individuals with disabilities, families, service providers, advocates, educators, and others, had over 108,000 page views this year.

The Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED) project of the Institute's National Center on Educational Outcomes (NCEO) continued development of a database to house 2,500 pages of focus group transcripts created by the project. In the focus groups, educators in the five IVARED states shared the current status of assessment decision-making for English language learners (ELLs) with disabilities and highlighted areas where they needed more information and support. The purpose of the database is to make the transcripts available to NCEO staff as they engage in related technical assistance. [IVARED is a collaboration led by NCEO](#) and the Minnesota Department of Education, and including staff from the Maine, Michigan, Arizona and Washington state departments of education.

The MN LEND presented Webinars focused on meeting the needs of Hmong and Somali children and their families. The Webinar, ["Building Connections with Hmong Families: Culturally-Competent Approaches to Child Development,"](#) is for professionals interested in learning about culturally-specific strategies for working with Hmong families with young children. Resources and materials from the Centers for Disease Control and Prevention's "Learn the Signs. Act Early" campaign were highlighted, including materials translated into Hmong. The MN LEND also presented a similar Webinar for those working with Somali families titled, ["Building Connections with Somali Families: Culturally-Competent Approaches to Child Development and Disability,"](#) focused on cultural views of disability and child development and "Learn the Signs. Act Early".

Institute staff published 21 research-based reports, monographs, and briefs in the areas of K-12 education, early intervention, and community services and supports. Titles included, *In-Home and Residential Long-Term Supports and Services for Persons with IDD – Status and Trends Through 2012*; *Minneapolis Somali ASD Prevalence Project Technical Report*; *An Independent Review of Transitions – Three Individuals with Developmental Disabilities Who Moved From the Minnesota Security Hospital to the Community*; *Considerations When Including Students with Disabilities in Test Security Policies*; and *A Summary of the Research on Effects of Test Accommodations, 2011-12*.

Institute staff published numerous journal articles and book chapters on a wide range of topics this year. Topics included wages, benefits and stability of the Direct Support workforce; community engagement of individuals with intellectual disabilities living in group homes; strengthening the role of employment consultants; alternate assessment based on modified achievement standards (AA-MAS) policy analysis; and student engagement in school around the world.

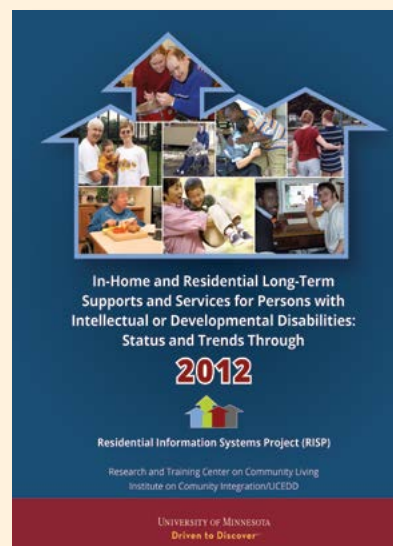
ICI Begins 30th Year of National Disability Data Collection by RISP

The National Residential Information Systems Project

[\(RISP\) is marking its 30th year](#) at the Institute on Community Integration (ICI). RISP collects data that is a highly-valued resource for legislative action at state and federal levels, research, and policy. It is cited by agencies including the U.S. Department of Health and Human Services, National Institutes of Health, and National Association of State Directors of Developmental Disabilities Services.

RISP's annual national and state-by-state surveys of Medicaid-funded residential and in-home supports, long-term care, and related services for persons with intellectual and developmental disabilities have evolved since the Administration on Community Living, U.S. Department of Health and Human Services, began funding it in 1985. For example, during this year RISP added an expanded focus on data about the experiences of adults and children with disabilities living in their family homes or homes of their own. It also collaborated with the Human Services Research Institute and the Association of Professional Developmental Disabilities Administrators (APDDA) to analyze quality outcome data from surveys of adults in 35 states in the National Core Indicators project. And RISP collaborated with APDDA to conduct a biannual survey of public residential facilities that reports status and trends in populations, funding, costs, and closures. The goal of RISP's work is to provide the foundational data needed to ensure quality supports and services for people with intellectual and developmental disabilities living in the community.

This year, in addition to publishing its report of data on supports and services through 2012, it released a second report on services for people with intellectual and/or developmental disabilities in the U.S. territories. This first-time report was produced in collaboration with the Institute for Community Inclusion, University of Massachusetts Boston; and The State of the States in Developmental Disabilities longitudinal study, a collaboration between the University of Colorado and the University of Illinois at Chicago.



RISP continues to expand how it shares its annually-released data on services and supports, adding specialized, interactive data visualization formats to its Web site to complement its full report.

In addition to the activities of the Institute as a federally-designated University Center for Excellence in Developmental Disabilities (UCEDD), its five affiliated centers engage in areas of specialized activity. The Institute also works in close collaboration with its partner center within the University, the Center for Early Education and Development (CEED), in its area of focus.

The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND)

[MN LEND](#) offers interdisciplinary training to future leaders who will serve children with Autism Spectrum Disorder (ASD), other neurodevelopmental and related disabilities, and their families in healthcare, education, human services, and policy settings. Its interdisciplinary training program brings together faculty, staff, and students from a dozen disciplines across the University of Minnesota, as well as community members, and is coordinated by the Institute in partnership with other University departments in the College of Education and Human Development, College of Liberal Arts, and the Academic Health Center. The MN LEND is funded by the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services.

The National Center on Educational Outcomes (NCEO)

[NCEO](#) provides national leadership in designing and building K-12 educational assessment and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English language learners (ELLs). NCEO works with states and federal agencies to identify important outcomes of education for students with disabilities; examines the participation of students in national and state assessments, including the use of accommodations and alternate assessments; evaluates national and state practices in reporting assessment information on students with disabilities; bridges general education, special education, and other systems as they work to increase accountability for results of education for all students; and conducts research and dissemination in the area of assessment and accountability. NCEO is supported primarily through funding from the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education, with additional support provided by other federal and state agencies.

The National Center on Secondary Education and Transition (NCSET)

[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. Though its federal funding has ended, the center continues, through its Web site, to be a valued and highly used source of information, sharing an extensive collection of over 200 resources on best practices in transition planning and services for youth with disabilities.

The North Central Regional Resource Center (NCRRC)

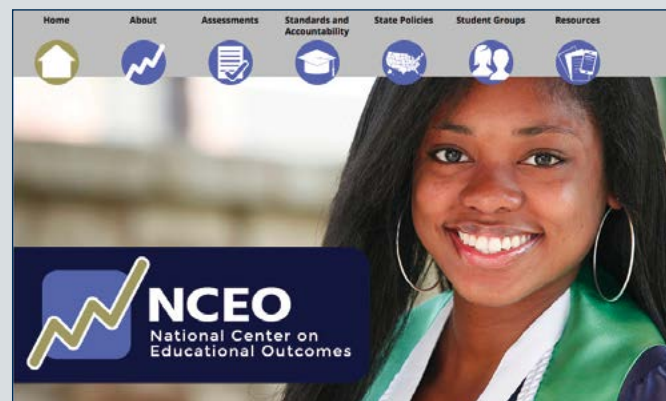
NCRRC seeks to improve education services and results for children and youth with disabilities, from birth through age 21, by addressing state-level systems change in response to the requirements of the Individuals with Disabilities Education Act (IDEA). It provides assistance to state education and 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. This year marked its final year of funding provided by the Office of Special Education Programs, U.S. Department of Education.

The Research and Training Center on Community Living (RTC)

[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 and participation for persons with intellectual and developmental disabilities of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), U.S. Department of Education.

ICI Provides National Education Leadership Through NCEO

This year the Institute's National Center on Educational Outcomes (NCEO) entered its 25th year of providing national leadership in the participation of students with disabilities in K-12 education assessments, standards-setting efforts, and graduation requirements. The impact of its work to insure the appropriate inclusion of students with disabilities has been felt in federal education legislation, state education policies, and district K-12 practices. For instance, [NCEO](#) played a major role in shaping the assessment and accountability requirements in the federal Individuals with Disabilities Education Act and the Elementary and Secondary Education Act (No Child Left Behind). It has been a key participant in establishment of a consortium of states to develop an alternate assessment based on college and career-ready standards for students with significant cognitive disabilities. And among its most recent work is exploration of the many instructional and assessment issues faced by English language learners (ELLs) with disabilities; it is working alongside 11 states and other organizations that are part of the [English Language Proficiency Assessment for the 21st Century](#) (ELPA21) consortium as it ensures the assessments and instructional supports provided to ELLs are accessible for all ELLs, including those with disabilities. The excellence of NCEO's staff and work was honored this past April by the Council for Exceptional Children (CEC) when they gave NCEO's Director, Dr. Martha Thurlow, the J. E. Wallace Wallin Lifetime Achievement Award for advancing assessment policy and practice in special education.



This year NCEO marked 25 years of working with states and federal agencies to identify and improve important outcomes of education for students with disabilities.

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 2014/15, the Institute's budget was just over \$22 million, with 78% of the funding from federal sources; 16% from state sources; 3% from the University of Minnesota; and 3% from external sales of products, services, and training.

U.S. Department of Health and Human Services:

Administration on Intellectual and Developmental Disabilities; National Institute on Disability, Independent Living, and Rehabilitation Research; Centers for Medicare and Medicaid Services; Maternal and Child Health Bureau of the Health Resources and Services Administration; Centers for Disease Control and Prevention; Administration for Community Living; Association of Maternal and Child Health Programs

U.S. Department of Education:

Office of Special Education Programs, Office of Special Education and Rehabilitative Services, Institute of Education Sciences, Office of Vocational and Adult Education

U.S. Department of State:

Bureau of Education and Current Affairs

University of Minnesota:

College of Education and Human Development; Graduate School; Department of Pediatrics; School of Public Health, Division of Health Policy and Management; Institute of Technology; Department of Speech-Language-Hearing Sciences

Minnesota Department of Education

Minnesota Department of Human Services

Minnesota Department of Corrections

Idaho Department of Education

Arizona Department of Education

Iowa Department of Education

Florida Department of Education

Indiana Department of Education

Wisconsin Department of Public Instruction

Illinois Council on Developmental Disabilities

New York State Office for People with Developmental Disabilities

National Association of State Directors of Developmental Disabilities Services

Council of Chief State School Officers

Association of University Centers on Disabilities

Fond du Lac Tribal and Community College (MN)

Minnesota State Colleges and Universities (MNSCU)

Minnesota State College – Southeast Technical

University of Wisconsin – Madison, WIDA Northwestern University

University of Chicago, National Opinion Research Center

Central Lakes College (MN)

University of Missouri – Kansas City

University of Massachusetts Boston

Louisiana State University

Brookdale Community College (NJ)

Florida Gulf Coast University

Vanderbilt University

University of Illinois, Urbana-Champaign

The Ohio State University

Arc Minnesota

PACER Center

Parent Support Network

VOA (Volunteers of America)

UNICEF Oman

Australian New Zealand SRV Group

Open Society Forum Mongolia

Minnesota Organization on Fetal Alcohol Syndrome

Valoris for Children and Adults of Prescott-Russell (Ontario, Canada)

AdCare Educational Institute, Inc.

Wilderness Inquiry

St. Paul Public Schools, American Indian Education

ISD 94 (Cloquet, MN)

SD 287 (west suburban Minneapolis)

West 40 Intermediate Service Center (Bellwood, IL)

Institute for Educational Leadership

Mathematica Policy Research

Lewin Group

Elsevier

The Study Group, Inc.

Human Resources Research Organization (HumRRO)

American Institutes for Research (AIR)

SRI International

WestEd

Policy Research Associates, Inc.

Achieve

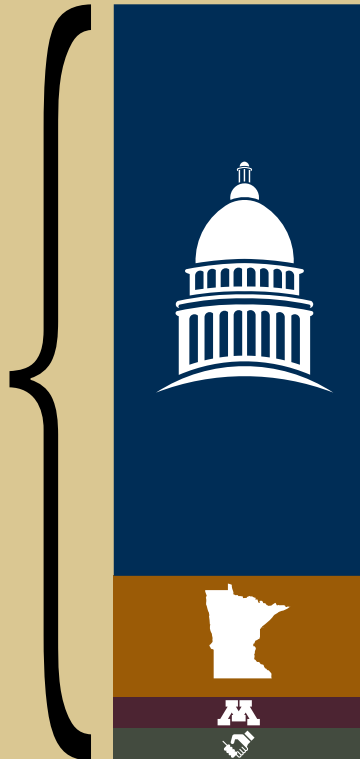
U.S. - India Educational Foundation

Kessler Foundation

Minnesota Historical Society

ICI FUNDING SOURCES

**\$22
million
plus**



78% Federal
Sources

16% State
Sources

3% University
of Minnesota

3% External Sales of
Products, Services,
and Training

ICI Launches Systems Improvement Group to Assist Educators

As a result of new federal requirements, special education leaders in schools, districts, and states nationwide must be able to produce data that shows how well their efforts to improve results for children and youth with disabilities in their education systems are working. This is just one of the growing needs that the new [Systems Improvement Group](#) at the Institute on Community Integration (ICI) is addressing.



The Systems Improvement Group is committed to improving educational services and outcomes for children and youth with disabilities and their families by providing timely, customized supports that meet the pressing needs of education systems nationwide. It is comprised of Institute staff who have decades of experience in helping state and local education agencies to design and implement effective special education delivery systems focused on improving student outcomes. Although considered a “new” service of ICI, the staff of the Systems Improvement Group have previously provided assistance to over 60 education agencies at local, state, and federal levels through their work within ICI projects and centers, including its North Central Regional Resource Center. Through this new group, they provide program evaluation services, high quality technical assistance, stakeholder facilitation, leadership development, and data analysis and visualization services to support systems improvement efforts in state and local education agencies.

ICI Projects, Centers, & Lead Staff

Early intervention

AMCHP State Systems Grant. Learn the Signs Act Early. *Amy Hewitt*

Developmental Disabilities Rotation for Pediatricians. *Amy Hewitt*

Learn the Signs Act Early Outreach Work. *Amy Hewitt*

Minneapolis Somali ASD Prevalence Project. *Amy Hewitt*

Minnesota Act Early. *Amy Hewitt*

Minnesota Autism and Developmental Disabilities Monitoring Network (MN-ADDM). *Amy Hewitt*

Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND) (an ICI Center). *Joe Reichle; Michael Reiff; Amy Hewitt*

Educational assessment and intervention

A Sustainable "Response to Intervention" Model for Successful Inclusion of Students with Disabilities: An India-U.S. Partnership (subcontract from the U.S.-India Educational Foundation). *Brian Abery and Renáta Tichá*

American Youth Leadership Program: Learning to Serve, Serving to Learn. *Brian Abery*

Consequential Validity Related to the AZELLA Kindergarten Placement Test. *Laurene Christensen*

Early Childhood ELL Assessment. *Laurene Christensen*

English Language Proficiency Assessments for the 21st Century (ELPA21) (subcontract from the Council of Chief State School Officers [CCSSO], and Oregon Department of Education). *Martha Thurlow*

Feedback and Revision on AA-MAS in Mathematics (subcontract from Educational Testing Service). *Christopher Johnstone*

Global Resource Center for Inclusive Education. *Renáta Tichá*

Guidelines for Accessible Assessments Project (subcontract from Measured Progress INNOVATION Lab). *Laurene Christensen*

IEP Quality Project. (subcontract from the University of Illinois at Urbana-Champaign). *Martha Thurlow*

Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED) (subcontract from Minnesota Department of Education). *Martha Thurlow*

International Triangle Grant. *Brian Abery*

Minnesota Para eLink. *David R. Johnson*

National Assessment Center. *Martha Thurlow*

National Center and State Collaborative General Supervision Enhancement Grant (GSEG). *Rachel Quenemoen*

National Center on Educational Outcomes (NCEO) (an ICI Center). *Martha Thurlow*

Rhode Island Comprehensive Assessment System. *Sheryl Lazarus*

Student Assessment Inventory for School Districts: Considerations for Special Education Assessment Systems. *Sheryl Lazarus*

Transition

Check & Connect: A Comprehensive Student Engagement Intervention. *Jean Echternacht*

Check & Connect: A Model for Engaging and Retaining Students with Intellectual Disabilities in Higher Education (subcontract from Central Lakes College, Brainerd, MN). *Jean Echternacht and David R. Johnson*

Efficacy Study of Check & Connect to Improve Student Outcomes (subcontract from SRI International). *Karen Storm*

Evaluating the Effects of Check & Connect on High School Graduation (subcontract from American Institutes for Research). *Sandra L. Christenson*

Expanding the Circle. *Jean Echternacht*

Making a Map: Finding My Way Back. *David R. Johnson and Jean Echternacht*

National Center on Secondary Education and Transition (NCSET) (an ICI Center). *David R. Johnson*

National Longitudinal Transition Study 2012 (NLTS 2012) (subcontract from Mathematica Policy Research). *David R. Johnson and Martha Thurlow*

National Workforce Collaborative on Youth with Disabilities (subcontract from Institute for Educational Leadership). *David R. Johnson and Jana Hallas*

Project ACCESS: Providing Accessible Outreach Programs in Small Business Entrepreneurship for Tribal Members (subcontract from Fond du Lac Tribal and Community College). *Jean Echternacht*

Strengthening the Capacity of Minnesota State College-Southeast Technical (subcontract from Minnesota State College-Southeast Technical, Winona and Red Wing, MN). *Jean Echternacht*

Truancy Reduction in the Chicago Public Schools (subcontract from Northwestern University). *Sandra L. Christenson*

Educational systems improvement

An Anthology of the 1957 Minnesota Law Requiring Special Education. *Norena Hale*
Connecting the Dots: Early Transition Training. *Michael N. Sharpe*
IT Kit: Thinking Through Improvement. *Michael N. Sharpe*

North Central Regional Resource Center (an ICI Center). *Michael N. Sharpe and Maureen Hawes*
Systems Improvement Group. *Maureen Hawes*

Community living

Active Support for Life Builders (subcontract from New Challenges). *Mark Olson*
Annual National and State-by-State Data Collection on Status and Trends in Medicaid Policy. *Sheryl A. Larson*
Certificate in Disability Policy and Services. *Amy Hewitt*
Changing Landscapes: An Ongoing Exhibit of Artists with Disabilities at ICI. *Megan Dushin*
College of Direct Support: National Online Training Program for Direct Support Professionals. *Amy Hewitt*
DirectCourse. *Amy Hewitt*
DSP Workforce Development Program. *Lori Sedlezky*
Effectiveness of Two Approaches to Expand the Social Inclusion of Adults with Intellectual and Developmental Disabilities Living with Families. *Angela Novak Amado*
Family Support Research and Training Center (subcontract from University of Illinois at Chicago). *Amy Hewitt and Lynda Anderson*
Health Care Coordination for Individuals with Physical Disabilities. *Brian Abery and Sheryl A. Larson*
History of Leadership in Developmental Disabilities: A Wiki Project. *Jerry Smith*
Identifying the Critical Elements Associated with High Fidelity Adoption of Programs that Support and Enhance the Quality of Life for Persons with Intellectual and Developmental Disabilities. *Brian Abery*
Increasing Friendships, Social Inclusion, and Community Participation of Persons with Intellectual or Developmental Disabilities. *Angela Novak Amado*
Minnesota DHS Systems Change and Capacity Building Through Research, Training, and Technical Assistance Projects. *Amy Hewitt and Rachel Freeman*
Multi-Site Study of Employment Interventions. *Derek Nord*
Multi-State Study of Service Outcomes and Their Predictors. *Sheryl A. Larson*

National Direct Support Workforce Resource Center (subcontract from the Lewin Group). *Amy Hewitt*
National Residential Information Systems Project (RISP). *Sheryl A. Larson*
New York DSP Credentialing Program Implementation Study. *Amy Hewitt*
Partnership in Wellness: A Training Curriculum for Adults with Intellectual and Developmental Disabilities. *Lynda Anderson and Sheryl A. Larson*
Positive Behavior Support. *Amy Hewitt and Rachel Freeman*
Profiles of Transformation Case Studies. *Lori Sedlezky*
PROMISE Technical Assistance Center. *Derek Nord*
Putting Faith to Work. *Derek Nord*
QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities. *Angela Novak Amado and John Smith*
Reinventing Quality: Biennial Conference on Person-Centered Supports. *Angela Novak Amado*
Research and Training Center on Community Living (RTC) (an ICI Center). *Amy Hewitt and Derek Nord*
RRTC on Employment – Think Work (subcontract from Institute for Community Inclusion, University of Massachusetts Boston). *Derek Nord*
Self-Advocacy Online: Research and Development to Bridge the Digital Divide. *Jerry Smith*
Supporting Individuals and Families Information Systems Project (FISP). *Lynda Anderson and Sheryl A. Larson*
Supporting the Self-Determination of Adults and Transition-Age Youth Within the Family Context. *Brian Abery and Renáta Tichá*
Technical Assistance to Money Follows the Person. *Angela Novak Amado*
The Normalization Principle and Wolf Wolfensberger Video Project. *Jerry Smith*

For project/center descriptions and a complete listing of their staff, visit ici.umn.edu/projects

University of Minnesota

Center for Early Education and Development
 Center for Neurobehavioral Development
 College of Education and Human Development
 Department of Curriculum and Instruction, Art Education Program
 Department of Educational Psychology
 Department of Organizational Leadership, Policy and Development
 Department of Speech-Language-Hearing Sciences
 Disability Resource Center
 Medical School, Department of Pediatrics
 School of Nursing
 School of Public Health
 School of Social Work

Universities, Colleges, and Research Institutes

Aalborg University (Denmark)
 Association of University Centers on Disabilities
 Boggs Center on Developmental Disabilities, Rutgers University
 Center for Aging and Disability Education and Research, Boston University
 Center for Excellence in Developmental Disabilities Education, Research and Service, University of Guam
 Center on Human Policy, Syracuse University
 Central Lakes College (Brainerd, MN)
 Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, Temple University
 Community Living Policy Center, University of California San Francisco
 Department of Special Education, University of Illinois at Urbana-Champaign
 Department of Special Education and Child Development, University of North Carolina (Charlotte)
 Fond du Lac Tribal and Community College (MN)
 Great Lakes LEND Collaborative
 Human Development Institute, University of Kentucky
 Institute for Community Inclusion, University of Massachusetts Boston

Institute for Policy Research, Northwestern University
 Institute on Disabilities, Temple University
 Krasnoyarsk State Pedagogical University (Russian Federation)
 Minnesota State College – Southeast Technical (Winona and Red Wing)
 National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA
 National Opinion Research Center, University of Chicago
 Research and Training Center for Family Support (University of Illinois, Chicago)
 Ridgewater Community and Technical College (Willmar, MN)
 Special Education Department, Avinashilingam University of Women (India)
 University of Sydney (Australia)
 Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University

PreK-12 Schools and Districts

Apple Valley Schools: School of Environmental Studies (MN)
 Chicago Public Schools
 Cloquet Public Schools – ISD 94 (MN)
 Coimbatore School District (India)
 Fond du Lac Ojibwe School (Cloquet, MN)
 Hiawatha Valley Special Education Cooperative (Winona, MN)
 ISD #1 Rosemont-Apple Valley Schools (MN)
 Liceo de Poás High School (Costa Rica)
 Minneapolis Public Schools (MN)
 San Diego Unified School District
 San Jose Unified School District
 St. Louis County Schools (MN)
 St. Paul Public Schools (MN)

Advocacy/Self-Advocacy Organizations

Advocating Change Together, Inc. (St. Paul, MN)
 Amicus (Ramsey County, MN)
 Arc Greater Twin Cities
 Arc Minnesota
 Arc of the U.S.
 Autism Society of Minnesota
 CARE International

Epilepsy Foundation of Minnesota
 Metropolitan Center for Independent Living (St. Paul, MN)
 Minnesota Consortium for Citizens with Disabilities
 Minnesota Disability Law Center
 National Center for Learning Disabilities
 Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
 Self-Advocacy Association of New York State
 Self-Advocates Becoming Empowered
 Self-Advocates of Minnesota Special Olympics (MN)
 The Big Net/Dayton Avenue Presbyterian Church (St. Paul, MN)
 UNICEF Oman

Service Providers/ Government

Alabama Department of Education
 Alabama State Assessment Office
 Alaska Department of Education
 AMCHP State Systems Grantee Network
 Anu Family Services (Eau Claire, WI)
 Arizona Department of Education
 Arkansas Department of Education
 Autism and Developmental Disabilities Monitoring Network, Centers for Disease Control and Prevention
 AXIS Healthcare (St. Paul, MN)
 Basilica of St. Mary (Minneapolis, MN)
 Behavioral Dimensions (St. Louis Park, MN)
 California Department of Education
 Centers for Disease Control and Prevention
 Centers for Medicare and Medicaid Services, and state Medicaid offices in the 50 states
 Connecticut Department of Education
 Courage Center (Golden Valley, MN)
 Dakota County Community Services (MN)
 District of Columbia Public Schools
 Easter Lutheran Church (Eagan, MN)
 Florida Department of Education
 Fond du Lac Reservation (Cloquet, MN)
 Fraser (Minneapolis, MN)
 Georgia Council on Developmental Disabilities
 Georgia Department of Education
 Gillette Children's Specialty Health Care (St. Paul)
 Hawaii Department of Education
 Hennepin County Human Services and Public Health Department (Minneapolis)
 Idaho Department of Education
 Indiana Department of Education
 Institute of Education Sciences, U.S. Department of Education
 Iowa Department of Education
 Kansas Department of Education
 Kentucky Department of Human Services, Developmental Disabilities Division
 Louisiana Department of Education
 Lutheran Social Services (MN)
 Maine Department of Education
 Mains'I (Brooklyn Park, MN)
 Maryland Department of Education
 Massachusetts Department of Education
 MCRI WorkSource (Mankato, MN)
 Medica (MN)
 Metropolitan Health Plan (MN)
 Michigan Department of Education
 Minnesota Department of Education
 Minnesota Department of Employment and Economic Development
 Minnesota Department of Health
 Minnesota Department of Human Services
 Minnesota Department of Transportation
 Minnesota Early Autism Program/ Autism Matters
 Minnesota Governor's Council on Developmental Disabilities
 Minnesota Special Needs Basic Care Program
 Minnesota State Operated Community Services
 Missouri Department of Elementary and Secondary Education
 Montana Office of Public Instruction
 National Direct Service Workforce Resource Center, Centers for Medicare and Medicaid Services
 Nebraska Department of Education
 Nevada Department of Education

New Challenges (Rosemount, MN)
 New Hampshire Department of Education
 New York State Education Department
 North Dakota Department of Public Instruction
 Office of Special Education Programs, U.S. Department of Education
 Ohio Department of Education
 Opportunity Partners (Minnetonka, MN)
 Oregon Department of Education
 Outcomes, Inc. (St. Paul, MN)
 Owakihī (West St Paul, MN)
 Pacific Assessment Consortium
 Pennsylvania Department of Education
 Pillsbury United Communities (Minneapolis)
 PrimeWest Health System (MN)
 Ramsey County Community Corrections (MN)
 Ramsey County Human Services (MN)
 Relate Counseling Center (Minnetonka, MN)
 Rhode Island Department of Elementary and Secondary Education
 Rise, Inc. (Spring Lake Park, MN)
 RSI (Duluth, 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 Education Agencies in the 50 states and DC
 St. Joseph's Home for Children (Minneapolis, MN)
 St. Odilia Church (Shoreview, MN)
 Tennessee Department of Education
 Think Small, Minnesota Region 11 IEIC
 Trinidad and Tobago Ministry of Education
 UCare (MN)
 Unity Church Unitarian (St. Paul, MN)
 Volunteers of America/AMICUS (MN)
 Vail Place (Minneapolis, MN)
 VOA Minnesota
 VSA Minnesota
 Washington State Office of the Superintendent of Public Instruction
 West Virginia Department of Education
 Wisconsin Department of Public Instruction
 Wyoming Department of Education

Professional Organizations

American Association on Intellectual and Developmental Disabilities
 American Network of Community Options and Resources (ANCOR)
 ARRM (MN)
 Association of Maternal and Child Health Programs
 Association of People Supporting EmploymentFirst
 Council of Chief State School Officers
 Direct Support Professional Association of Minnesota
 Minnesota Association of People Supporting EmploymentFirst
 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

Achieve, Inc.
 American Institutes for Research (AIR)
 Annapolis Coalition on the Behavioral Health Workforce
 Decision Information Resources Inc.

edCount
 Educational Testing Service
 Elsevier
 Human Services Research Institute (HSRI)
 Institute for Educational Leadership
 International Association for the Scientific Study of Intellectual and Developmental Disabilities
 Lewin Group
 Mathematica Policy Research Inc.
 Minnesota Public Radio
 National Center for the Improvement of Educational Assessment Inc.
 New York State Association of Community and Residential Agencies
 Smarter Balanced Assessment Consortium
 SRI International

Foundations and Businesses

John D. and Catherine T. MacArthur Foundation/HASTAC Initiative
 MENTOR Foundation
 National Science Foundation
 Ruta Verde Educational Tours (Bolivia)
 The MasterCard Foundation
 Wilderness Inquiry (Minneapolis, MN)
 World Saavy (Minneapolis, MN)



Community Advisory Council

Marian Ahmed, Somali Parents Autism Network, Parent Advocate

Rick Cardenas, Advocating Change Together

Shelly Christensen, Inclusion Innovations, Parent Advocate

Pattianne Demaray, Parent Advocate

Antoinetta Giovanni, Parent Advocate

Brenda Goral, Lutheran Social Services

Sherry Gray, University of Minnesota Humphrey Institute of Public Affairs, Sibling Advocate

Robert Gregerson, Self-Advocate

Richard Grimm III, Self-Advocate

Heidi Hamilton, Minnesota Department of Human Services, Disability Services Division

David Hancox, Accra Care

Mary Harding, Parent Advocate

Mary Hauff, Minnesota Governor's Council on Developmental Disabilities, Parent Advocate

Steve Hayes, Parent Advocate

Donna Johnson, University of Minnesota Disability Resource Center

Kim Keprios, Arc Greater Twin Cities

Darren Kermes, Southwest Metro Education Cooperative

Julie Manworren, Living Well Disability Services

Todd Monson, Hennepin County Human Services and Public Health Department

Robert Niemiec, Minnesota Employment Training and Technical Assistance Center

Ruth Richardson, Minnesota Organization on Fetal Alcohol Syndrome

Bud Rosenfield, Minnesota Disability Law Center

David Sherwood-Gabrielson, Minnesota DEED/Vocational Rehabilitation Services, Parent Advocate

Anni Simons, Legal Advocate, Sibling Advocate

Robin Sommer, Olmsted County Developmental Disabilities Unit

Joel Ulland, UCare Minnesota Health Plans

Jesús Villaseñor, PACER Center, Parent Advocate

Andrea Zuber, Dakota County Social Services



Photo courtesy of Hammer Residences, Inc.

Amy Gardner realized her goal of living independently in October 2014 when she moved into her own apartment, with supports, after several years in a group home. She is featured in the new ICI film, *Of the Community*, which tells the stories of eight individuals with disabilities who have vibrant lives in which they live and participate in their communities in the ways they choose. Their stories illustrate the power of respect, imagination, flexibility, high expectations, and commitment to providing truly individualized, person-centered supports.

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

ici.umn.edu

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

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