



The Institute on Community Integration

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2012/13

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

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

North Central Regional Resource Center • Research and Training Center on Community Living

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 five affiliated centers are also allied with other large systems of federally-supported programs, including the Rehabilitation Research and Training Centers, Regional Resource Centers for Special Education, and LEND Programs. 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
<http://ici.umn.edu>

Cover Photo: These high school students from the School of Environmental Studies in Apple Valley, Minnesota, are partnering with students from Liceo de Poás high school in Costa Rica to carry out an inclusive service learning project addressing climate change. The American Youth Leadership Program: Learning to Serve... Serving to Learn project of the Institute on Community Integration brings together the students with and without disabilities from the two schools to make a positive difference in the world, while also enhancing their cultural understanding, global competency, leadership skills, and disability awareness. The project is funded by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

Community Advisory Council

The Institute's Community Advisory Council is made up of the following self-advocates, family members, and representatives from organizations and agencies that collaborate with the Institute:

- *Rick Cardenas*, Advocating Change Together
- *Adele Ciriacy*, Minnesota Department of Education
- *Shelly Christensen*, Jewish Family and Children's Services of Minneapolis, Parent 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 Simons*, 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

THE YEAR AT A GLANCE

From the Director

On July 1, 2013, the Institute on Community Integration began its 28th year of operation with the award of renewed five-year funding from the Administration on Intellectual and Developmental Disabilities, U.S. Department of Health and Human Services. The grant continues the Institute's federal designation as a University Center for Excellence in Developmental Disabilities (UCEDD), and helps support our core mission: "Through collaborative research, training, and information sharing, the Institute on Community Integration (ICI) improves policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice."

The reviewers of our proposal cited a number of strengths that they see in our approach to our work. Among them were the following:

- Direct response to identified community needs, especially in the areas of improved integration of people with intellectual and developmental disabilities, exercise of self-determination and informed choice by individuals with disabilities, use of person-centered planning, and improved capacity in existing services and new programs for people with disabilities.
- Development of innovative approaches to meeting needs, for example the College of Direct Support online training, the *Together We Make A Difference* inclusive service learning curriculum, the Check & Connect school engagement program, and the *Young American Indian Entrepreneur* curriculum.
- Commitment to systems change, as illustrated through activities such as providing expert testimony before Congress and the Minnesota Legislature on a variety of issues important to individuals with disabilities and their families, acting as expert witnesses and consultants on federal court cases related to provisions of the ADA and Medicaid law, and conducting and sharing research that is used by federal and State agencies in service-system policy reform.

Over the next five years this renewed core funding will help continue the Institute's long history of activities that, in collaboration with over 200 partnering organizations and agencies around the world, improve services and supports for individuals with disabilities and their families, and help re-shape old stereotypes and perceptions of what individuals with disabilities can do. That shift in attitudes and opportunities is already well underway among our young people, as illustrated by the photo on the cover of this report. The photo is of students with and without disabilities in a Minnesota high school coming together, in partnership with students with and without disabilities in a Costa Rican high school, to address one of the pressing issues of our time. This is a sign of true inclusion when children, youth, and adults with disabilities have the opportunity to contribute to meeting the needs of our communities and addressing all the issues of our day.

David R. Johnson, PhD, Director

ICI Prepares Leaders to Serve Children with Disabilities, Families

The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND), one of the Institute's five affiliated centers, annually selects a small group of outstanding graduate/postgraduate students and community members to become LEND Fellows. The Fellows engage in a unique interdisciplinary training experience that prepares them for leadership in serving children with Autism Spectrum Disorder and other neurodevelopmental and related disabilities, as well as families, in health care, education, human services, and policy settings. Fellows benefit from the experience in multiple ways, as shown in the following comments from some of the 2012-13 LEND Fellows:

- My career goals have changed because of the great interactions and relationships I formed with the LEND Faculty, Mentors, and Fellows, as well as all the exceptional experiences. As a LEND Fellow, I gained a new way of looking at the world; disability will be the focus of my career in global public health.
- What I have enjoyed most during this year is learning about policies pertaining to youth with special healthcare needs through the Policy and Advocacy course and the Families as Teachers component. My assigned family allowed me to attend doctor appointments, IEP meetings, Special Education Board meetings, family social events, and art and music therapy. This experience showed me how much families need to know to effectively advocate for their children with special healthcare needs.
- For me, the most rewarding and enriching part of my LEND experience was the learning and activism that occurred outside the classroom, including visits with Senators in Washington D.C., hearing Temple Grandin speak at the AuSM Conference, and connecting with professionals and families in the disability community.

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 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 events sponsored by other organizations. Among the highlights of its training activities this year were these:

- **Through the Developmental Disabilities Rotation** coordinated by the Institute for the University's Medical School, 152 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.
- **Sixty-six 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 participating University students were from 18 academic programs at the school.
- **Thirteen graduate/postgraduate students and community members were LEND** Fellows, participating in the year-long training offered by the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program coordinated by the Institute and the University's Department of Pediatrics. Among their training activities was participation in 12 seminars on topics including Autism Spectrum Disorder and Sanfilippo Syndrome; Autism Spectrum Disorder screening/assessment/diagnosis/intervention; building a communication strategy for disability and disparity; Down Syndrome/Trisomy 21; early intervention and intellectual disability; family-centered care, services, and support; and an introduction to intellectual and developmental disability motor development.
- **Thirty-eight 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 53,700 new learners enrolled in the College of Direct Support** (<http://directcourseonline.com>), 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. The total number of learners this year was 236,400. CDS is part of DirectCourse, a suite of online curricula that also includes: the College of Employment Services, developed in collaboration with the Institute for Community Inclusion, University of Massachusetts Boston; the College of Personal Assistance and Caregiving, developed in collaboration with the Research and Training Center for Personal Assistance Services, University of California, San Francisco; and the College of Recovery and Community Inclusion, developed with the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities.
- **The Check & Connect program provided training to over 800 educators and state** education agency personnel from 15 states on how to implement the Check & Connect model. Check & Connect is a research-based intervention developed at the Institute to increase K-12 student engagement at school and with learning. Since 2008 the Institute has delivered implementation training to over 2,500 educators, state education agency personnel, and others in 30 states.

ICI and 4-H Partner to Support Youth Service and Engagement

The Institute on Community Integration (ICI) is working with 4-H in Minnesota to bring together youth with and without disabilities as partners in improving their communities through inclusive service learning. The project, titled, "Together We Make a Difference: Inclusive Service Learning as Part of 4-H Youth Development Programs," is centered on use of the *Together We Make a Difference* curriculum developed at the Institute several years ago with support from the National Inclusion Project. It equips teachers and youth leaders with research-based activities that help youth with and without disabilities become partners in planning and carrying out service learning projects while learning social and life skills, meeting education standards, and challenging stereotypes about young people with disabilities. In this new work with the University of Minnesota Extension Center for Youth Development, which operates the state's 4-H program, leaders from four 4-H groups in Anoka and Ramsey counties (Minnesota) are being trained to implement the curriculum with high school youth with and without disabilities who are at-risk of dropping out of school and disengaging from their communities. The goal is to instill hope, a sense of purpose, self-confidence, and a positive vision of the future in the youth through their participation in a year-long inclusive service learning experience delivered through the four 4-H clubs.

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; and contracted evaluation services to education and human service agencies. Some of this year's activity highlights in the service and consultation area are the following:

- **The Institute's National Center on Educational Outcomes provided technical assistance** to 50 states, 10 unique entities (including Puerto Rico and Guam), federal agencies, and consortia of States on ensuring that large-scale educational assessments are accessible to, and reflect the knowledge and skills of, K-12 students with disabilities.
- **The Institute worked to build Minnesota's capacity for supporting individuals leaving congregate care settings** by engaging in technical assistance, training, and research activities carried out by its Research and Training Center on Community Living for the Minnesota Department of Human Services. Strategies in development included use of competency-based training for families and others in the circles of support for people leaving institutions, and peer support leadership training for self-advocates supporting individuals who are moving into the community.
- **The IVARED Project (Improving the Validity of Assessment Results for English Language Learners with Disabilities)** in the Institute's National Center on Educational Outcomes began development of online training for educators in the project's five partner states (AZ, ME, MI, MN, WA). The training is designed to enhance the states' capacity in the area of large-scale assessment participation and accommodations decision-making for English language learners with disabilities in K-12 schools.
- **Institute staff drew on their past research about emergency preparedness for people with disabilities** and provided leadership in development and implementation of the emergency response plan for the Self Advocates Becoming Empowered (SABE) 2012 national conference in St. Paul, Minnesota.
- **The Institute continued activities to improve outcomes for American Indian youth.** Among them was technical assistance to Fond du Lac Ojibwe High School and Duluth High School in northern Minnesota, supporting implementation of research-based strategies combining service learning, entrepreneurship, youth leadership, and the Institute's Check & Connect school engagement intervention to engage high school students at-risk of dropout.
- **As 1 of 12 UCEDDs in the national Collaborative on Religion, Disability, and Spirituality,** the Institute participated in planning and sponsorship of the July 2013 Summer Institute on Theology and Disability at the University of Toronto. The theme for this international conference was "In God There Is Diversity, But No Division: Building Interfaith Dialogue and Collaboration Through Theology and Disability."
- **Staff of the Institute served in an advisory capacity with numerous health care and human services agencies,** including participating 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.
- **The Institute's North Central Regional Resource Center supported school districts** across Minnesota to increase their capacity to carry out implementation, organizational changes, and systems transformation that will maximize achievement outcomes for all students. The center carried out this work in collaboration with the National Center on State Implementation and Scaling-up of Evidence-Based Practice, as well as the Minnesota Department of Education and others.

ICI Helps Congregations Support Employment of People with Disabilities

Faith communities are well known for providing spiritual, emotional, and social supports. Less well-known is the employment assistance that many also offer to members. In 2012, four University Centers for Excellence in Developmental Disabilities began collaborating to develop and test a model of employment supports in faith communities for members with disabilities. The centers are the Elizabeth M. Boggs Center on Developmental Disabilities at the University of Medicine and Dentistry of New Jersey, Vanderbilt Kennedy Center at Vanderbilt University, the Human Development Institute at the University of Kentucky, and the Institute on Community Integration at the University of Minnesota. With funding from the Kessler Foundation, the Institute was chosen as the site to pilot test this capacity-building model. The project, Putting Faith to Work, will provide customized training, tools, and technical assistance to specific Minnesota faith communities, building their capacity to use best practices in employment and career development with their members with disabilities. It will utilize person-centered employment planning tools to connect participating members with disabilities to quality employment opportunities, and then enhance congregational ability to provide other appropriate, individualized supports. This model supplements, rather than replaces, other service providers or employment agencies, contributing to development of a fuller range of employment supports in local communities.

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:

- **In partnership with leaders in Minneapolis' Somali community, the Minneapolis Public Schools**, a number of charter schools, the Minnesota Departments of Education and Health, and the University's Departments of Pediatrics and Educational Psychology, the Institute's Research and Training Center on Community Living studied the higher-than-usual incidence of Autism Spectrum Disorder (ASD) diagnosis among children of Somali descent living in Minneapolis. The research sought to determine whether there are true differences in ASD prevalence between local Somali and non-Somali 7-9 year olds. Findings will contribute to knowledge about ASD, and help inform services and supports for Somali families and children in Minneapolis.
- **The Institute launched Making a Map: Finding My Way Back**, a project developing and implementing a comprehensive, evidence-based model to support juvenile offenders with disabilities transitioning from juvenile justice facilities into secondary and postsecondary education, employment, and community programs. The project is being conducted in Ramsey County, Minnesota, and will result in a tested re-entry and reintegration model that can be adopted nationwide by other schools, juvenile justice programs, and communities. It is a partnership with Ramsey County Community Corrections, Amicus Inc., St. Paul Public Schools, area postsecondary programs, and the Minnesota Department of Employment and Economic Development.
- **Through the project, Increasing Friendships, Social Inclusion and Community Participation of Persons with Intellectual and Developmental Disabilities**, the Institute continued its research comparing the effectiveness of two approaches to supporting community participation of people with disabilities. One approach is based in human services agencies and the other on direct involvement of community members, such as members of faith communities.
- **The Institute continued participation in the National Longitudinal Transition Study 2012**, a national study of over 12,000 transition-age students with disabilities, to identify the challenges they encounter in their preparation for post-high-school life, and the factors that may facilitate successful transitions from high school to adulthood. The study team from Mathematica Policy Research, the Institute, and Decision Information Resources Inc., compared youth with disabilities to those without disabilities to provide, for the first time, a clearer national picture of the gaps in the following areas: (1) The characteristics (personal, family, school) of youth with disabilities in public schools across the country; (2) the services, accommodations, and outcomes these youth receive while in school; and (3) what they do after they leave high school. Data analysis is scheduled for Fall 2013-Spring 2014.
- **The Institute's Research and Training Center on Community Living** partnered with the Minnesota Department of Human Services to study and report to the State on current and possible future models of residential and coordinated supports across human services, education, and vocational systems for children with Autism Spectrum Disorder in the state.
- **The National Residential Information Systems Project** of the Institute's Research and Training Center on Community Living entered its 28th year of national data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities. In 2012, it received renewed five-year funding from the U.S. Department of Health and Human Services, Administration for Children and Families, to continue gathering national and state-by-state data on residential and Medicaid-financed services for persons with developmental disabilities, and operate a database that forms a valued information resource for research, policy, and legislative action at state and federal levels.

RTC Makes Wellness More Accessible to People with Disabilities

Adults with intellectual and developmental disabilities, like the U.S. population as a whole, face challenges in maintaining healthy, active lifestyles. They are, however, more likely than the general public to live with complex health conditions, have limited access to health promotion programs, report inadequate levels of physical activity, and, for people with some types of disabilities, be overweight or obese. While there are many excellent wellness resources available, they typically are not customized to address the needs of adults with significant limitations in communication, reading, and learning. To help address this need, the Institute's Research and Training Center on Community Living (RTC) is engaged in a project titled, *Partnership in Wellness: A Training Curriculum for Adults with Intellectual and Developmental Disabilities*. The project is targeting adults with intellectual and/or developmental disabilities who require ongoing daily supports, have limited or no reading skills, and would benefit from learning about improved nutrition and active living. It is developing and testing a research-based, universally-designed health promotion curriculum that addresses the unique learning needs of this population. It is being developed with input from adults with disabilities, their support staff and family members, and others. Through a process of testing and refinement of the curriculum, its effectiveness in reducing the incidence of overweight/obesity and in increasing physical activity for adults with intellectual and developmental disabilities will ultimately be compared to that of other more general health promotion programs.

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 Web sites** that received over 8 million page views this year. Online downloads of 400 Institute reports, briefs, newsletters, resource guides, curricula, videos, and other resources totaled more than 170,300.
- **Institute staff made over 100 presentations to national and state conferences**, including the Autism Society of Minnesota Annual Conference, Minnesota Department of Human Services Age and Disability Odyssey Conference, National Association of School Psychologists Annual Conference, National Indian Education Annual Conference, International Association for the Scientific Study of Intellectual and Developmental Disabilities Annual Conference, Council of Chief State School Officers National Conference on Student Assessment, School Social Work Association Annual Convention, Self-Advocates Becoming Empowered National Conference, Arc Minnesota Annual Conference, National Council on Measurement in Education Annual Conference, and Council on Exceptional Children Annual Conference.
- **The Quality Mall Web site (www.qualitymall.org)** showcased over 3,300 resources from around the country promoting practices that help people with intellectual and developmental disabilities live, work, and participate in their communities, and improve the quality of their supports. The site had over 2.3 million pages views this year.
- **Three new Webinars for professionals and families were offered by the Institute's LEND** (Leadership Education in Neurodevelopmental and Related Disabilities) Program. The topics were augmentative and alternative communication for children with autism, transition for youth with special health care needs, and the difference between medical diagnosis and educational eligibility in relation to identification of Autism Spectrum Disorder in Minnesota.
- **New Institute publications released this year included** *Impact—Feature Issue on Educating K-12 English Language Learners with Disabilities*; *Policy Research Brief—A Review of Commonly-Used State Employment Measures in Intellectual and Developmental Disability Services*; *Frontline Initiative—Autism Spectrum Disorders*; *Residential Services for Persons with Developmental Disabilities—Status and Trends Through 2011*; *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities*; *Assessment Principles and Guidelines for English Language Learners with Disabilities*; and *Forum on Evaluating Educator Effectiveness—Critical Considerations for Including Students with Disabilities*.
- **Through its Web site, the Institute's National Center on Educational Outcomes** (<http://nceo.info>) made available over 300 different reports and briefs it has published on topics ranging from academic standards to universally-designed assessments. The site had more than 251,000 page views this year. The center also continued to operate three innovative online databases providing information on assessments and accommodations in relation to students with disabilities. Among them was the *Accommodations Bibliography* database (<https://apps.cehd.umn.edu/nceo/accommodations>), which held over 300 documents on empirical research studies of the effects of various testing accommodations for students with disabilities.
- **The redesigned Self-Advocacy Online Web site (www.selfadvocacyonline.org)** was launched to coincide with the August 2012 Self-Advocates Becoming Empowered national conference. The site includes translation of research and knowledge into formats and language that's accessible for a wide range of self-advocates, and can be used by them to affect policy, community practice, and personal choices. The site had over 44,700 page views this year.

ICI Prepares Book on Minnesota's Landmark 1957 Special Ed Law

In 1957, Minnesota became one of the first states in the nation to pass a law requiring that special education services be provided to children and youth with disabilities. The law, Special Instruction for Handicapped Children of School Age (MN Statutes 1957 131.081), sparked a movement that impacted landmark legislation for similar special education services in other states. That movement ultimately resulted in the passage of the federal Education of All Handicapped Children Act (P.L. 94-142) in 1975, which required special education be provided in all public schools in the U.S.

Dr. Evelyn Neva Deno (1911-2005), former supervisor for special education in Minneapolis Public Schools, and later a Professor in Educational Psychology at the University of Minnesota, was instrumental in the creation of special education services in the state during the 1950s and 1960s. In her later years, she compiled an amazing collection of over 400 pages of personal stories from those who were involved in creating the 1957 law. This collection is a historical treasure that has been overlooked for years, and now will be organized into a published anthology for the public by a new project at the Institute on Community Integration. Her anthology is the only known documentation of these stories, and preparing this anthology for publication is an opportunity to ensure this piece of history will be preserved and made available to anyone who is interested. The Institute is working with the Minnesota Historical Society to prepare, publish, and distribute the anthology, which is expected to be released in 2014.

AFFILIATED CENTERS

In addition to the activities of the Institute as a 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 affiliated centers and some highlights of their activities this year are as follows:

- **The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program (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 12 disciplines across the University of Minnesota, as well as community members, and is coordinated by the Institute in partnership with other departments in the College of Education and Human Development, College of Liberal Arts, and the Academic Health Center. Among this year's highlights was participation of MN LEND Fellows in outreach related to the Minneapolis Somali Autism Spectrum Disorder Prevalence Project conducted at the Institute. The research project was developed to answer the question, "Is there a higher prevalence of ASD in Somali children who live in Minneapolis versus non-Somali children?" and it is the largest study to date in any U.S. community to look at the number and characteristics of local Somali children with ASD. MN LEND Fellows were involved in development of culturally-relevant and Somali-language materials about the project, ASD, and early intervention, and played a critical role in sharing that information with the local Somali community in meetings, mosques, and Somali-run media.
- **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. Among the highlights of its work this year was the close collaboration between NCEO's National Assessment Center and the U.S. Office of Special Education Programs (OSEP) as OSEP prepared to move to Results Driven Accountability, shifting the balance from a system focused primarily on compliance to one that puts increased emphasis on results for children and youth with disabilities and their families. NCEO was asked by OSEP to assist in the development of measures that could be used to review States on the performance of students with disabilities. NCEO established groups of experts to work with it on this task, developing a set of recommendations and several Results Driven Accountability sample approaches.
- **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, through its Web site (www.ncset.org) NCSET disseminated over 161,100 downloads of 200 different transition-related parent, issue, research-to-practice, and policy briefs; resource guides for professionals and families; and other materials. The Web site had over 1.7 million page views this year, as well.
- **The North Central Regional Resource Center (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. Toward this goal, in 2012-2013 NCRRC provided technical assistance to state education agencies in its region, as well as elsewhere in the country, with a particular focus on developing the new 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 IDEA, and NCRRC provided customized assistance to agencies as they took the first steps in developing the plans. NCRRC also provided technical assistance to States on enhancing their systems used to meet data collection requirements under IDEA, supporting general and special education collaboration, and addressing fiscal issues related to IDEA.
- **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 and participation for persons with intellectual and developmental disabilities of the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. Among the highlights for this year was the launching of a series of training and technical assistance activities that will take place over the next five years to enhance Minnesota's capacity to support community living for those individuals with disabilities or mental illness who have some of the most complex and challenging needs. With funding from the Minnesota Department of Human Services, RTC staff began carrying out activities around the state that emphasize person-centered approaches to services, and strengthening of professionals' skills in successfully supporting individuals transitioning out of congregate care into community living settings.

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 2012/13, the Institute's budget was just over \$25 million, with 75% of the funding from federal sources; 18% from state and local sources; 4% from the University of Minnesota; 2% from external sales of products, services, and training; and just under 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, Division of Health Policy and Management; 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
- Arizona Department of Education
- Iowa Department of Education
- Florida 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
- Fond du Lac Tribal and Community College (MN)
- 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)
- Florida Gulf Coast University
- North Hennepin Community College (MN)
- Arc Minnesota
- Boys & Girls Clubs of America
- PACER Center
- Parent Support Network
- VOA (Volunteers of America)
- UNICEF Oman
- Wilderness Inquiry
- Minnesota Organization on Fetal Alcohol Syndrome
- ISD 94 (Cloquet, MN)
- ISD 287 (west suburban Minneapolis)
- West 40 Intermediate Service Center (Bellwood, IL)
- 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 Institutes for Research (AIR)
- SRI International
- Educational Testing Service
- WestEd
- 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
- Kessler Foundation
- Minnesota Historical Society

Institute Awarded \$6.9 Million in New Project Funding

During this fiscal year the Institute was awarded over \$6.9 million in new funding to create new projects as well as build on its earlier work. Among those projects were:

- *Consequential Validity Related to the AZELLA Kindergarten Placement Test*, evaluating the effectiveness and accuracy of AZELLA, a placement test used to determine the level of English proficiency of Arizona kindergarteners whose primary language is not English.
- *Minnesota DHS Systems Change and Capacity Building Projects*, conducting research, training, and technical assistance with the goal of enhancing Minnesota's capacity to support community living for individuals with disabilities and/or mental illness, including individuals moving from institutions into community settings.
- *Making a Map: Finding My Way Back*, supporting juvenile offenders with disabilities transitioning from juvenile justice facilities back into the community.
- *Putting Faith to Work*, developing a model program to build the capacity of faith communities to support the employment of members with disabilities.
- *Partnership in Wellness*, developing and testing a research-based, universally-designed health promotion curriculum that addresses unique learning needs of adults with intellectual and developmental disabilities who have significant limitations in communication, reading, and learning.

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** and **Martha Thurlow**, 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**

- **Minnesota LEND (Leadership Education in Neurodevelopmental and Related Disabilities) Program.** Michael Reiff (Director; University of Minnesota, Department of Pediatric Neurology), Amy Hewitt, Joe Reichle (University of Minnesota, Department of Speech-Language-Hearing Sciences), Kelly Nye-Lengerman, Beth Fondell, Brooke Nelson, Robin Rumsey (University of Minnesota, Department of Pediatrics), Amy Esler (University of Minnesota, Department of Pediatrics), Linda Lindeke (University of Minnesota, School of Nursing), Aida Miles (University of Minnesota, School of Public Health), Frank Symons (University of Minnesota, Department of Educational Psychology), Lizbeth Finestack (University of Minnesota, Department of Speech-Language-Hearing Sciences), Mark DeRuiter (University of Minnesota, Department of Speech-Language-

Hearing Sciences), Istaahill Maalin, Carol Ely, Barbara Kleist, Peter Scal (University of Minnesota, Department of Pediatrics), Peggy Martin (University of Minnesota, Center for Allied Health Programs), Soraya Beiraghi (University of Minnesota, School of Dentistry), James Begun (University of Minnesota, School of Public Health), Jamie Israel (University of Minnesota Medical Center, Fairview), John Westerman, Connie Burkhart, Lucy Luu Evans, Vicki Gaylord

- **National Center on Educational Outcomes.**

Martha Thurlow (Director), Sheryl Lazarus, Rachel Quenemoen, Kristin Kline Liu, Laurene Christenson, Ross Moen, Christopher Rogers, Debra Albus, Jane Krentz, Kamarrie Davis, Rebekah Rieke, Linda Goldstone, Manuel Barrera III, Jim Hatten, Christopher Johnstone, Michael Moore, Melissa Critchley, Debbie Hansen, Mai Vang, Elizabeth Christian, Lynn Edwards, Jenna Larson, Hoa Nguyen, Jennifer Hodgson, Yi-Chen Wu, Stephanie Evelo

- **National Center on Secondary Education and Transition.**

David R. Johnson (Director), Ann Mavis, Christen Opsal, Joe Timmons, Christine Bremer, Megan Dushin, Gretchen Hatch

- **North Central Regional Resource Center.**

Michael N. Sharpe (Director), Maureen Hawes, Arlene Russell, Carrie Coslin, Tri Tran, Kent Hamre, Norena Hale (Consultant), Mark Wolak (Consultant), Holly Rodin (Consultant), Sandy Schmitz (Consultant), Michael Molenaar, Anne Scharenbroich, Ann Bailey

- **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'Neil, Lynda L. Anderson, Brian Abery, John Smith, Nancy McCulloh, Mark Olson, Kelly Nye-Lengerman, Pam Stenhjem, Barbara Kleist, Renáta Tichá, Roger Standcliffe (University of Sydney), Jennifer Hall-Lande, Tim Moore, Jerry Smith, Beth Fondell, Annie Johnson, Quannah Parker-McGowan, Amanda Ryan, Matthew Hall, Allise Wuorio, Jeffrey Nurick, Brooke Nelson, Nathan Perry, Anne Roehl, Jennifer Reinke, Carol Ely, Jenna Conley, John Westerman, Shawn Lawler, Cliff Poetz, Kurt Rutzen, Sarah Berlin,

Kate Welshons, Phoua Yang, Mary Hendrick, Xuequin (Shirley) Qian, Emily Wesely, Renee Hepperlen, Paruj Acharya, Rosanne Gates, Jian-Ming Hou, Josette Jollief, Beth Jones, Shelley Kreibich, Justin Larson, Sarah MapelLentz, Jenny Pearson, Connie Burkhart, Vicki Gaylord

- **UCEDD Core Grant.**

David R. Johnson (Director), Beth Nelson, Lucy Luu Evans, David Welter, Amy Hewitt, Vicki Gaylord, Amy Kurowski, Rachel Halvorson, Libby Hallas-Muchow, Tom Donaghy, Jon Goldman, Beth Fondell, Connie Burkhart, Chase Olbrich, Carol Ely

- **Projects and Project Staff**

- **Act Early State Team.** Amy Hewitt, Jennifer Hall-Lande, Kelly Nye-Lengerman
- **Active Support Interventions and Their Effect on Increased Participation of Persons with Disabilities.** Sheryl A. Larson, Susan O'Neil, Mark Olson, Renáta Tichá, Roger Standcliffe (University of Sydney), Xueqin (Shirley) Qian, Allise Wuorio, Jerry Smith, John Westerman, Amy Hewitt
- **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, Lynda L. Anderson
- **An Anthology of the 1957 Minnesota Law Requiring Special Education.** David R. Johnson, Norena Hale (Consultant)
- **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)
- **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, Christen Opsal, Jean E. Ness, Angie Pohl, Sharon Mulé, Eileen Klemm, 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
- **College of Direct Support: National Online Training Program for Direct Support Professionals.** Amy Hewitt, Susan O'Neil, Jerry Smith, 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, Bjorn Pederson, Jennifer Reinke, Mark Olson, Amanda Ryan, John Westerman, Renee Hepperlen, Beth Fondell, Connie Burkhart
- **College Prep/ICI.** Joe Timmons, Megan Dushin
- **Connecting the Dots: Early Transition Training.** Michael N. Sharpe, Michael Molenaar, Tri Tran, Ann Bailey, Carrie Coslin
- **Connecting Through Service** (subcontract from Fond du Lac Reservation). Jean E. Ness, Sharon Mulé, Megan Dushin
- **Consequential Validity Related to the AZELLA Kindergarten Placement Test.** Laurene Christensen, Kristin Kline Liu, Vitaliy Shyyan, Christopher Rogers, Martha Thurlow, Elizabeth Christian, Yi-Chen Wu
- **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, 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), Mary McEathron, Megan Dushin
- **Developmental Disabilities Rotation for Pediatricians.** Amy Hewitt, Beth Fondell, Kristin Hamre
- **DirectCourse.** 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, Department of Speech-Language-Hearing Sciences), Michael Reiff (University of Minnesota, Department of Pediatric Neurology), Amy Esler (University of Minnesota, Department of Pediatrics), Amira Adawe, Kristin Hamre, Anab Gulaid
- **DSP Workforce Development Program.** Amy Hewitt, Sheryl A. Larson, Nancy McCulloh, Derek Nord, Mark Olson, Susan O'Neil, Lori Sedlezky, Jerry Smith, Renáta Tichá
- **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, Derek Nord, Kelly Nye-Lengerman, Renee Hepperlen
- **Efficacy Study of Check & Connect to Improve Student Outcomes (SRI).** Karen Stout, Sandra L. Christenson, Gretchen Hatch
- **Evaluating the Effects of Check & Connect on High School Graduation (American Institutes for Research – AIR).** Sandra L. Christenson, Angie Pohl, Becky Phillpott (San Diego School District), Mindee O'Cummings (AIR), Lindsay Poland (AIR), Gretchen Hatch, Ruth Berman
- **Evaluation Group.** David R. Johnson, Mary McEathron, Ann Mavis, Trisha Beuhring, Amelia Maynard, Sally Gerlach, Hanife Cakici
- **Expanding the Circle.** Jean E. Ness, Ruth Berman
- **Feedback and Revision on AA-MAS in Mathematics.** Christopher Johnstone
- **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
- **Guidelines for Accessible Assessments Project.** Laurene Christensen, Vitaliy Shyyan, Christopher Rogers, Christopher Johnstone
- **Health Care Coordination for Individuals with Physical Disabilities.** Brian Abery, Sheryl A. Larson, Lynda L. Anderson, Sandy Pettingal, 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, Angela Novak Amado
- **IEP Quality Project.** Martha Thurlow, Yi-Chen Wu
- **Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED)** (subcontract from Minnesota Department of Education). Martha Thurlow, Kristin Kline Liu, Laurene Christensen, 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 Project.** Brian Abery
- **Increasing Friendships, Social Inclusion, and Community Participation of Persons with Intellectual or Developmental Disabilities.** Angela Novak Amado, Emily Wesely
- **IT Kit: Thinking Through Improvement.** Michael N. Sharpe, Maureen Hawes, Arlene Russell, Ann Bailey
- **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 a Map: Finding My Way Back.** Jean E. Ness, David R. Johnson, Eileen Klemm, Mary McEathron, Megan Dushin
- **Minnesota DHS Systems Change and Capacity Building Through Research, Training, and Technical Assistance Projects.** Amy Hewitt, Lori Sedlezky, Angela Novak Amado, Anab Gulaid, Barbara Kleist, Nancy McCulloh, Derek Nord, Susan O'Neil, Anne Roehl, Joe Timmons
- **Minnesota Para eLink.** David R. Johnson, Megan Dushin

- **MMM! A Middle School Mentoring Model to Improve School Outcomes for Disengaged Sixth Grade Students.** Ann Mavis, Angie Pohl
- **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, Rebekah Rieke, Michael Moore, Melissa Critchley, Mai Vang, Yi-Chen Wu, Lynn Edwards, Elizabeth Christian, Jennifer Hodgson
- **Multi-State Study of Service Outcomes and Their Predictors.** Sheryl A. Larson, Roger Stancliffe (University of Sydney), Renáta Tichá, Charles Moseley (National Association of State Directors of Developmental Disabilities Services), Valerie Bradley (HSRI), Sarah Taub (HSRI), Nancy Thaler (National Association of State Directors of Developmental Disabilities Services), Joshua Engler (HSRI), Julie Bershadsky (HSRI)
- **National Assessment Center.** Martha Thurlow, Sheryl Lazarus, Laurene Christensen, Vitaliy Shyyan, Rachel Quenemoen, Debra Albus, Manuel Barrera III, Christopher Johnstone, Jane Krentz, Kristin Kline Liu, Ross Moen, Christopher Rogers, Yi-Chen Wu, Melissa Critchley, Michael Moore, Debbie Hansen, Mai Vang, Lauren Dominguez, Alexis Kincaid
- **National Center and State Collaborative General Supervision Enhancement Grant (GSEG).** Rachel Quenemoen, Martha Thurlow, Sheryl Lazarus, Christopher Johnstone, Debra Albus, Kamarrie Davis, Christopher Rogers, 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** (subcontract from the Lewin Group). Amy Hewitt, Sheryl A. Larson, Lori Sedlezky, Annie Johnson
- **National Frontline Supervisor Competency Set.** Lori Sedlezky, 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, University of Kansas, Lawrence). Brian Abery
- **National Longitudinal Transition Study 2012 (NLTS 2012)** (subcontract from Mathematica Policy Research). David R. Johnson, Martha Thurlow, John Burghardt (Mathematica), Matthew Schuelka
- **National Residential Information Systems Project and Policy Studies.** Sheryl A. Larson, Patricia Salmi, Drew Smith (HSRI), Angela Novak Amado, John Smith, John Westerman, Charles Moseley (National Association of State Directors of Developmental Disabilities Services), Valerie Bradley (HSRI), Nancy Thaler (National Association of State Directors of Developmental Disabilities Services), Joshua Engler (HSRI), Julie Bershadsky (HSRI), Amanda Ryan, Brooke Nelson, Connie Burkhart, Kristin Dean
- **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, 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 L. Anderson
- **Partnership in Wellness: A Training Curriculum for Adults with Intellectual and Developmental Disabilities.** Sheryl A. Larson, Patricia Salmi, Lynda L. Anderson, James Mahoehney, Meredith Salmi-Bydalek, Renáta Tichá, Nancy McCulloh, Donald Dengel (University of Minnesota, School of Kinesiology), Toben Nelson (University of Minnesota, Division of Epidemiology and Community Health), Jamie Stang (University of Minnesota, Division of Epidemiology and Community Health)
- **Positive Behavior Support.** Amy Hewitt, Joe Reichle (University of Minnesota, Department of Speech-Language-Hearing Sciences), Tim Moore, John Westerman
- **Preventing Truancy in Urban Schools: A Goal 3 Randomized Efficacy Trial.** Sandra L. Christenson, Angie Pohl, Jon Guryan (Northwestern University), Jens Ludwig (University of Chicago), Elana Dean (National Opinion Research Center, University of Chicago), Daveed Moskowitz (Chicago Public Schools), Ruth Berman
- **Profiles of Transformation Case Studies.** Sheryl A. Larson, Lori Sedlezky, 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 Pietrangolo (ANCOR), Nancy Thaler (National Association of State Directors of Developmental Disabilities Services), Nancy Weiss (University of Delaware, National Leadership Consortium on Developmental Disabilities)
- **Project ACCESS: Providing Accessible Outreach Programs in Small Business/Entrepreneurship for Tribal Members** (subcontract from Fond du Lac Tribal and Community College). Jean E. Ness, Mary McEathron
- **Putting Faith to Work.** Derek Nord, Joe Timmons, Angela Novak Amado
- **QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities.** Angela Novak Amado, John Smith, John Westerman, Matthew Hall, Carol Ely, Jerry Smith, Amy Hewitt, Patricia Salmi, Kurt Rutzen, Beth Fondell, Sheryl A. Larson, Roger Stancliffe (University of Sydney)
- **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 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 Standcliffe (University of Sydney), Derek Nord, Kristen Dean, Jerry Smith, Renáta Tichá
- **Strengthening the Capacity of Minnesota State College-Southeast Technical** (sub-contract from Minnesota State College-Southeast Technical). Jean E. Ness, Mary McEathron
- **Student Accessible Assessment System.** Christopher Johnstone, Laurene Christensen, Christopher Rogers, Maureen Braam
- **Supporting Individuals and Families Information Systems Project (FISP).** Sheryl A. Larson, Lynda L. Anderson, Drew Smith (HSRI), Faythe Aiken (HSRI), John Agosta (HSRI), Valerie Bradley (HSRI), Charles Moseley (National Association of State Directors of Developmental Disabilities Services), Yoshi Kardell (HSRI), Amy Hewitt, Brooke Nelson, John Westerman, Connie Burkhart, Kristin Dean
- **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, Guy Caruso (Temple University, Institute on Disabilities)
- **Together We Make a Difference: Inclusive Service Learning as Part of 4-H Youth Development Programs.** Brian Abery, Renáta Tichá, Anna Gilbertson (University of Minnesota Extension, Urban 4-H Youth Development), Jessica Russo (University of Minnesota Extension, Urban 4-H Youth Development), Kaitlin Hass, Alison Kullback, Courtney Mason
- **Transition Solutions.** David R. Johnson, Ann Mavis
- **Transition from School to Work for Minnesota Youth with Disabilities: An Oral History.** David R. Johnson, Norena Hale (Consultant)
- **Truancy Reduction in Chicago Public Schools.** Karen Stout, Sandra L. Christenson, Jon Guryan (Northwestern University), Jens Ludwig (University of Chicago), Elana Dean (National Opinion Research Center, University of Chicago), Daveed Moskowitz (Chicago Public Schools), Ruth Berman
- **Wisconsin Parent Survey Data Analysis Project.** Michael N. Sharpe, Arlene Russell, Tri Tran, Mike Molenaar

UNIVERSITY AND COMMUNITY COLLABORATORS

• University of Minnesota

- Center for Early Education and 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 Services
- Extension, Urban 4-H Youth Development
- Medical School, Department of Pediatrics
- 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)
- Boggs Center on Developmental Disabilities, Rutgers University
- Center for American Education (Singapore)
- 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 Special Education and Child Development, University of North Carolina (Charlotte)
- Dynamic Learning Maps Alternate Assessment System Consortium, University of Kansas (Lawrence)
- Fond du Lac Tribal and Community College (MN)

- Human Development Institute, University of Kentucky
- Indiana Institute on Disability and Community, Indiana University (Bloomington)
- Institute for Community Inclusion, University of Massachusetts Boston
- Institute for Human Development, University of Missouri (Kansas City)
- Institute for Policy Research, Northwestern University (Chicago)
- Kansas Institute for Positive Behavioral Support, University of Kansas (Lawrence)
- Leadership Institute, University of Delaware
- Mid-South Regional Resource Center, Human Development Institute, University of Kentucky
- 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 Center for the Improvement of Educational Assessment, Inc.
- 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
- North Dakota Center for Persons with Disabilities, Minot State University
- Pacific Assessment Consortia
- Rehabilitation Research and Training Center on Developmental Disabilities and Health, University of Illinois at Chicago
- Research and Training Center for Personal Assistance Services, University of California San Francisco
- Ridgewater Community and Technical College (Willmar, MN)
- 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

- Carlton Public Schools (MN)
- Cass Lake-Bena High School (MN)
- Chicago Public Schools
- Cloquet Public Schools – ISD 94 (MN)
- Fond du Lac Ojibwe School (Cloquet, MN)
- Lionsgate Academy (Minneapolis)
- Minneapolis Public Schools
- Minneapolis Public Schools: Transition Plus
- San Diego Unified School District (CA)
- San Jose Unified School District (CA)
- St. Louis County Schools (MN)

• Advocacy/Self-Advocacy Organizations

- Achieve, Inc.
- Advocating Change Together, Inc. (St. Paul, MN)
- Amicus (Ramsey County, Minnesota)
- Arc Greater Twin Cities
- Arc Minnesota
- Autism Society of Minnesota
- CARE International
- Epilepsy Foundation of Minnesota
- Family Caregiver Support Network (Milwaukee)
- Metropolitan Center for Independent Living (St. Paul, MN)
- Minnesota Disability Law Center
- National Center for Learning Disabilities
- National Council of LaRaza
- National Youth Leadership Council
- Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
- 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
- AMAS Inc. (Brooklyn Park, MN)
- American Samoa Department of Education
- Arizona Department of Education
- Autism and Developmental Disabilities Monitoring Network

- AXIS Healthcare (St. Paul, MN)
 - Centers for Disease Control and Prevention
 - Centers for Medicare and Medicaid Services, and state Medicaid offices in the 50 states
 - Commonwealth of the Northern Mariana Islands Department of Education
 - Community Bridges (Concord, 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)
 - 4-H (Ramsey and Anoka counties, MN)
 - Friendship Ventures (Annandale, MN)
 - Georgia Department of Education
 - Gillette Children's Specialty Health Care (St. Paul, MN)
 - Guam Department of Education
 - Hammer Residences Inc. (Wayzata, MN)
 - Hawaii Department of Education
 - Hennepin County Human Services and Public Health Department (Minneapolis)
 - Homeward Bound, Inc. (Plymouth, MN)
 - Indiana Department of Education
 - Institute of Education Sciences, U.S. 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)
 - Mary T. Inc. (Coon Rapids, MN)
 - Maryland 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 Governor's Council on Developmental Disabilities
 - Minnesota Special Needs Basic Care Program
 - Minnesota State Operated Community Services
 - Minnesota Veterans Home
 - National Direct Service Workforce Resource Center, Centers for Medicare and Medicaid Services
 - National Early Childhood Technical Assistance Center
 - Nevada Department of Education
 - New York State Education Department
 - North Dakota Department of Public Instruction
 - Office of Innovation and Implementation, U.S. Department of Education
 - Office of the Minnesota Secretary of State
 - Office of Special Education Programs, U.S. Department of Education
 - Olu's Homes, Inc. (Minneapolis)
 - Opportunity Partners (Minnetonka, MN)
 - Orion Residential Services (St. Paul, MN)
 - Paraprofessional Healthcare Institute (Bronx, NY)
 - Partnership for Assessment of Readiness for College and Careers
 - Partnership Resources Inc. (St. Louis Park, MN)
 - Pennsylvania Department of Education
 - PrimeWest Health System (MN)
 - Project SEARCH, Cincinnati Children's Hospital Medical Center
 - 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)
 - Siza (Netherlands)
 - 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
 - Tennessee Department of Education
 - Thomas J. Apartments (Apple Valley, MN)
 - Trillium (Duluth, MN)
 - Trinidad and Tobago Ministry of Education
 - UCare (MN)
 - Volunteers of America/AMICUS (MN)
 - VSA Minnesota
 - Washington State Office of the Superintendent of Public Instruction
 - Wisconsin Department of Public Instruction
 - Wyoming Department of Education
- American Network of Community Options and Resources (ANCOR)
 - APSE: The Employment Network
 - Association of Public and Private Developmental Disabilities Administrators
 - Association of Residential Resources of Minnesota (ARRM)
 - Council of Chief State School Officers
 - Direct Support Professional Association of Minnesota
 - Minnesota APSE: The Employment Network
 - National Alliance for Direct Support Professionals
 - National Association of State Directors of Developmental Disabilities Services
 - National Association of State Directors of Special Education
- **Research, Evaluation, and Communications Organizations**
 - 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)
 - IMPAQ International
 - 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.
 - National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership
 - Smarter Balanced Assessment Consortium
 - SRI International
 - Westat
- **Foundations and Businesses**
 - Blue Cross and Blue Shield of Minnesota Foundation
 - Buuck Family Foundation
 - Carnegie Corporation of New York
 - CTB McGraw-Hill Publishing
 - John D. and Catherine T. MacArthur Foundation/HASTAC Initiative
 - MENTOR Foundation
 - National Inclusion Project
 - National Science Foundation
- **Professional Organizations**
 - American Association on Intellectual and Developmental Disabilities
 - American Indian Business Leader's Organization

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