



# The Institute on Community Integration

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2006/07

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

North Central Regional Resource Center • Partnership for Accessible Reading Assessment

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

COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

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UNIVERSITY OF MINNESOTA  
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# The Institute

## Overview

### Mission

To improve the quality and community orientation of professional services and social supports available to individuals with disabilities and their families.

### Approach

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

### Activities

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

### Affiliations

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

Cover Photo: In spring 2007, the Institute was awarded a grant from the College of Education and Human Development, University of Minnesota, to create "Changing Landscapes: The Visiting Artists with Disabilities Project." The project brings work by artists with disabilities from three community organizations to the Institute, where it is installed in public spaces. The opening reception, pictured here, featured artwork by artists from Interact Center for Visual and Performing Arts in Minneapolis. Photo by Shawn Lawler.

## From the Director

### 2006/07 Highlights

*The Institute was established 22 years ago with fewer than 20 staff and students. Today, it is home to more than 80 projects staffed by nearly 130 affiliated faculty, academic staff, support personnel, and research assistants addressing disability-related issues across the lifespan.*

*The Institute takes an interdisciplinary approach to its work, counting among its affiliated faculty and staff individuals from more than a dozen departments and programs at the University of Minnesota.*

*The Institute conducts collaborative projects with over 280 partners including community organizations; K-12 schools; early childhood programs; universities and colleges; service providers; government agencies; professional associations; and advocacy, parent, and self-advocacy groups.*

*Dissemination of information across the country and abroad is a priority of the Institute. It has distributed over 1.9 million print copies of its publications since it began, and its Web pages (<http://ici.umn.edu>) were accessed over 10 million times in this year alone.*

*Currently, the Institute annually secures over \$15 million in external and University funding.*

On the cover of this report you'll see a photo of the opening reception for "Changing Landscapes: The Visiting Artists with Disabilities Project." This Institute project is a modest one in terms of dollars – the grant award was for \$1500 – but it is very important in terms of mission. You see, Changing Landscapes represents what the Institute on Community Integration is at its best: a collaboration that brings together the resources of the Institute, the resources of our host university, and the resources of the community to benefit people with disabilities and enrich all our lives.

The year-long project is funded by the College of Education and Human Development, our home within the University of Minnesota. The grant competition titled, "Building Art, Building Community," was sponsored by the College's Multicultural and Diversity Committee to support multicultural/diverse public art in the College. When the competition was announced, six of our staff from areas as far-reaching as Web services, Adult Services and Community Living, and the National Center on Educational Outcomes decided to submit a proposal to bring to campus artwork on loan from three community organizations that support artists with disabilities: Interact Center for Visual and Performing Arts, Partnership Resources, Inc., and Courage Center. They proposed that the Institute display, in four-month cycles, three sets of 25 to 30 pieces of artwork by individuals with disabilities from each of the community organizations. The grant was awarded last spring, the now the artwork is hung in the hallways, meeting rooms, and other public spaces of the two buildings that house the Institute.

Three times a year we have an opening reception for each new exhibit, and those receptions bring to the campus the artists and staff from the three arts organizations to share their work, and what it means to them, with members of the University community and other invited guests. And while those events may appear to be simply a gathering of art lovers, there is much more going on there. There is an opportunity to support the paid employment, professional development, personal growth, and community inclusion of individuals with disabilities as we become one of many venues displaying and selling their artistic creations. There is an opportunity to broaden the knowledge and expectations within the University regarding the talents and capabilities of people with disabilities as the artists come to campus and teach us about their art and their creative processes. And there's an opportunity to open the University doors to community organizations serving people with disabilities, to get to know each other better, and to expand the possibilities for partnerships.

The mission of the Institute – of all our projects and centers described in this report – is about changing landscapes, about supporting a shift in attitudes, perceptions, policies, and practices in relation to persons with disabilities across the country and around the world. And through Changing Landscapes, we are able to experience a little bit of that change every time we walk through our buildings and see the inspired and imaginative visual creations of dozens of artists with disabilities who show us the world from their point of view.

*David R. Johnson, Ph.D., Director*

# Interdisciplinary Training

## Strategies and Projects

The Institute offers interdisciplinary preservice and continuing education training to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. In addition, its projects offer educational opportunities specifically for youth and adults who have disabilities or are at risk, and their families. Five broad strategies are used to provide interdisciplinary training: the Certificate in Disability Policy and Services, jointly offered through the University of Minnesota's Department of Educational Policy and Administration; specialized preservice training sequences and cooperative curriculum components in various departments; Institute conferences and workshops; collaborative curriculum development and delivery, both classroom and online, with other schools and organizations; and presentations at state, national, and international conferences. Among Institute training activities in 2006/07 were:

- **College of Direct Support**, developing and implementing a nationwide, online, competency-based training curriculum to enhance the skills and knowledge of direct support professionals, frontline supervisors, and managers working in community settings. It is a collaborative effort of the Institute's Research and Training Center on Community Living and MC Strategies, Inc.
- **Disability Policy and Services Course**, leading students in an interdisciplinary examination of current policy, research, and practices related to services that support individuals with disabilities and their families across the lifespan. It is a credit-bearing class jointly offered by the Institute and the University of Minnesota's Department of Educational Policy and Administration.
- **Developmental Disabilities Rotation for Pediatricians**, coordinating several components of the developmental disabilities rotation required of all pediatric residents in the University's Medical School, acquainting them with the design and implementation of community services for persons with disabilities. It is conducted in collaboration with the University of Minnesota's KDWB/Variety Family Center.
- **National Collaborative on Workforce and Disability for Youth**, providing training and technical assistance, and conducting research, that support state and local policies to promote full access to high quality workforce development services on the part of youth with disabilities. The Institute's National Center on Secondary Education and Transition is a partner in the Collaborative, which is housed at the Institute for Educational Leadership, Washington, D.C.
- **Expanding the Circle Curriculum Training**, providing training in the use of the *Expanding the Circle* curriculum to educators working with American Indian students around the country, with the goal of expanding secondary and postsecondary educational and career options for those students through culturally-sensitive transition planning.
- **Connecting the Dots**, developing and delivering online transition training for Iowa Part C Service Coordinators to ensure a smooth transition for children moving from Part C early intervention programs for infants and toddlers with disabilities to Part B programs for children, youth, and young adults (ages 3-21) with disabilities.
- **Person-Centered Thinking and Planning for Persons with Disabilities Course**, providing students with an overview of person-centered thinking and planning in relation to persons with disabilities. It is a credit-bearing class jointly offered by the Institute and the University's Department of Educational Policy and Administration.

## 2006/07 Training Highlights

*Through classroom and online courses, as well as workshops and conference presentations, the Institute provided over 269,600 clock hours of training experiences in 19 topical areas to more than 30,000 people.*

*Through the Certificate in Disability Policy and Services, and Research Assistantships at the Institute, 94 University of Minnesota students received extended preservice training and practical experiences. Fifty-six students were enrolled in the Certificate in Disability Policy and Services, jointly delivered through the Institute and the Department of Educational Policy and Administration at the University. Additionally, 40 masters and doctoral students from the disciplines of Educational Psychology, Educational Policy and Administration, Speech-Language-Hearing Sciences, and other fields received tuition support from the Institute as Graduate Research Assistants.*

*Forty-seven pediatric and dental residents participated in the Developmental Disabilities Rotation for Pediatricians in the University of Minnesota's Medical School. The Institute, in collaboration with KDWB/Variety Family Center (in the University's Division of General Pediatrics and Adolescent Health), coordinated the monthly orientation and weekly instruction sessions.*

*During this year the College of Direct Support (CDS), a Web-based, nationwide training program for direct support professionals, their supervisors, and managers, grew to over 50,400 enrolled learners who completed over 493,000 hours of training since CDS began in 2004.*

*Through the Institute's Global Resource Center for Inclusive Education, Institute staff traveled to Singapore and Viet Nam to meet with over 300 teachers, policymakers and health care professionals, providing training and assistance on issues of special education and transition.*

*To date, over 1,000 American Indian school personnel nationwide have completed training in implementation of the Institute's culturally-sensitive transition curriculum for American Indian youth titled, "Expanding the Circle."*

# Interdisciplinary Training

The Institute and the University's Department of Educational Policy and Administration launched a new course, *Person-Centered Thinking and Planning for Persons with Disabilities*. The course is designed for practicing community professionals, University students, and interested others, and brings together University faculty and researchers as well as individuals with disabilities, family members, and community professionals to give participants an overview of person-centered thinking and planning.

Institute staff made numerous presentations to conferences and meetings across the country and abroad, including the following:

- American Educational Research Association Annual Conference
- Council for Exceptional Children, Developmental Disabilities Division International Conference
- Minnesota Council for Exceptional Children Annual Conference
- American Association on Intellectual and Developmental Disabilities Annual Conference
- 28th International Conference on Learning Disabilities
- Association of Higher Education and Disability Annual Conference
- Centers for Medicare and Medicaid Services New Freedom Initiative Conference
- 22nd National Home and Community Based Services Conference
- State of the Art Conference on Developing Improved Disability Data
- International Reading Association Annual Convention
- Pacific Institute – Building Local Capacity for an Inclusive Assessment System
- 2006 National Accountability Conference
- Education Commission of the States Annual Conference

Through the Institute's National Training Institute for Frontline Supervisors, trainers from organizations in five states received intensive train-the-trainer instruction and technical assistance to equip them to train agency supervisors and managers in addressing direct support staff recruitment and retention challenges. Turnover for participating organizations declined from an average of 40% prior to the training to 23% after.

## Participants in Extended Preservice Training

(Certificate Program Enrollees and Research Assistants by Major)

Major	Participants
Educational Psychology (Special Education, School Psychology, Counseling Psychology)	35
Nursing	14
Educational Policy and Administration	10
Education	4
Social Work	4
Speech-Language-Hearing Sciences	4
Exercise Physiology	2
Public Affairs	2
Work, Community, and Family Education	1
English	1
Economics	1
Sociology	1
Design	1
Curriculum and Instruction	1
Other (non-degree students, undecided, unknown)	10
<b>TOTAL</b>	<b>91</b>

## Workshops, Presentations and Courses: Topics, Hours, Participants

Topical Areas	Hours	Participants
Assessment (educational)	17	150
Community inclusion	7	15
Community residential supports	2	279
Direct support workforce development	268,413	24,460
Disability statistics	7	270
Early intervention	68	2109
Education	833	581
Emergency preparedness/disaster response	4	9
Employment	5	154
Health-related services	128	307
Leadership by persons with disabilities	23	115
Paraprofessional activities	2	456
Person-centered services and planning	21	342
Quality assurance	83	158
Quality of life	1	41
Recreation	1	35
Self-advocacy	14	148
Sexuality and disability	4	65
Transition	17	455
<b>TOTAL</b>	<b>269,650</b>	<b>30,045</b>

# Service and Consultation

## Strategies and Projects

The Institute carries out a broad range of service and consultation activities that enhance the capacity of existing agencies to serve persons with disabilities. The primary strategies used in service and consultation are experimental programs that demonstrate and test model practices; extensive local, state, and national technical assistance; ongoing cooperative service programs with local, state, and federal agencies; and contracted evaluation services to education and human service agencies. The Institute's 2006/07 service and consultation efforts included:

- **Global Resource Center for Inclusive Education**, assisting national education agencies and non-governmental organizations around the world in the systemic improvement of education programs, practices, and policies that impact children, youth, and adults with disabilities and their families in all economic development circumstances. The center draws on the expertise and experience of staff at the Institute and across the University of Minnesota as a whole to serve its international clients.
- **Small Business/Entrepreneurship Degree Program**, developing a four-year degree program at Fond du Lac Tribal and Community College in northern Minnesota titled *Gidakiimanaan: An Interdisciplinary Degree in Sustainability*, with emphasis areas in small-business entrepreneurship, environmental science, renewable energy, and American Indian studies. It is a collaboration of the Institute's Expanding the Circle projects and the Fond du Lac Tribal and Community College.
- **Transition Solutions**, providing contracted technical assistance services to state education agencies and local school districts to bring about systems change and high school reform that achieve and sustain positive outcomes for all youth. It is a collaboration of the Institute's National Center on Secondary Education and Transition and TransCen, Inc. (Rockville, Maryland), the Center on Disability Studies at the University of Hawai'i at Manoa, and the Institute for Community Inclusion at the University of Massachusetts – Boston.
- **National Technical Assistance Center on Assessment for Children with Disabilities**, providing technical assistance to build the capacity of states and their stakeholders to implement research-based assessment and accountability systems that are responsive to the needs of students with disabilities. The Center is a project of the Institute's National Center on Educational Outcomes.
- **NASDDDS Emergency Response Preparedness Self-Assessment Instrument**, developing a Web-based tool for state officials nationwide to use to evaluate state emergency preparedness plans and the extent to which plans address issues critical to supporting and protecting individuals with intellectual and developmental disabilities during disasters. The instrument is a collaborative project of the Institute's Research and Training Center on Community Living and the National Association of State Directors of Developmental Disabilities Services (NASDDDS).
- **ICI Evaluation Group**, providing evaluation consultation, implementation, and training services to meet the evaluation needs of organizations such as schools, state and local education agencies, human service agencies, and workforce development programs.

## 2006/07 Service and Consultation Highlights

*Institute personnel provided over 8,400 hours of service and consultation to nearly 13,000 individuals representing advocacy and self-advocacy organizations, government agencies, educational institutions, human service providers, and professional groups in a variety of fields. Over two-thirds of the assistance was provided at the state and national levels.*

*The Institute's North Central Regional Resource Center undertook a major, targeted initiative to provide the nine States that it serves with intensive technical assistance to enhance their systems for identifying and correcting incidents of non-compliance in implementation of the Individuals with Disabilities Education Act (IDEA 2004) within their state educational systems. The center worked with state education departments to refine and expand their systems of monitoring and data collection, and increase their knowledge of compliance strategies.*

*Staff from the Institute's Research and Training Center on Community Living worked with the National Alliance for Direct Support Professionals to develop the nation's first credentialing program for the direct support workforce in human services. The program was launched on July 1, 2006.*

*Through the Institute's Transition Solutions technical assistance group, staff provided contracted services on resource mapping to groups in five states, working with over 300 professionals and parents.*

*The Institute's Research and Training Center on Community Living provided ongoing support to the Direct Support Professionals Association of Minnesota (DSPAM), assisting with the DSPAM annual conference, recruitment of new members, meetings, and other activities.*

# Service and Consultation

*The National Center on Educational Outcomes (NCEO) continued to provide critical and invaluable guidance and support to the Georgia Department of Education. The center's research teams in the areas of universal design and accessible reading assessments, as well as its technical assistance staff, were all involved in improvement initiatives with Georgia. In evaluating the NCEO work, the Georgia Department of Education noted "...the technical assistance provided by this organization has been outstanding. Georgia has made great strides towards ensuring high expectations and achievement for all students. Without a doubt, NCEO has been a critical friend and partner."*

*Staff of the Institute continued providing resources and other assistance to People First Minnesota as the self-advocacy organization, with funding assistance from the Minnesota Governor's Council on Developmental Disabilities, worked to expand its membership, activities, and overall strength in the state.*

*The Web Site "LifePages.org", providing information for Minnesotans with developmental disabilities and their support providers to use in planning social and recreational activities and connecting with others who have shared interests, was accessed an average of 5,900 times a month throughout the year.*

*As part of its technical assistance activities, the Institute's North Central Regional Resource Center developed and released "Connecting the Dots," an online transition training module for Part C Service Coordinators overseeing the transition of children with disabilities from early intervention to 3-21 education in Iowa. The training covers federal and state requirements for transition, recommended practices in early childhood transition, and state-specific transition policies and procedures. A key feature of "Connecting the Dots" is the ability for state agency staff to track, communicate with, and report on the training progress of their Part C Service Coordinators within their state. The training is currently being developed for several other states around the country.*

## Service and Consultation: Recipient Categories, Hours, and Participants

<i>Recipients</i>	<i>Hours</i>	<i>Participants</i>
Coalition/interagency group	195	447
Community or faith-based organization	12	29
Consumer/family advocacy group	61	242
Consumer, family member, guardian	7	18
DD council	90	61
Education program, university, postsecondary education	816	234
Federal agency	209	666
Health agency	50	65
Justice/legal organization	8	2
Professional association	201	387
Residential agency/provider	67	123
State/local DD agency	258	270
State/local general and/or special education	5940	9564
State/local social services	123	134
UCEDD	29	2
Other	340	705
<b>TOTAL</b>	<b>8,406</b>	<b>12,949</b>

## Service and Consultation: Topics, Hours, and Participants

<i>Topical Areas</i>	<i>Hours</i>	<i>Participants</i>
Advocacy/rights/empowerment	8	60
Aging/lifetime assistance planning	24	9
Assessment (educational)	636	3120
Community inclusion	93	159
Cultural diversity	205	168
Direct support workforce development	1134	1073
Education and early intervention	5174	6854
Employment	10	191
Health	130	153
Housing	6	16
Leadership	56	97
Public policy	73	21
Quality assurance	801	979
Quality of life	2	25
Other	54	24
<b>TOTAL</b>	<b>8,406</b>	<b>12,949</b>

## Strategies and Projects

The Institute generates a wide array of research findings to improve policies and services related to individuals with disabilities 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 community service providers. Among Institute research projects in 2006/07 were the following:

- **Intersecting Cultures: Where Anishinaabe Arts Overlap with Standards-Based Curriculum**, developing a model for embedding American Indian culture and art into K-8 standards-based arts education, language arts, math, and science curricula in two Minnesota school districts. The goal is to improve American Indian student academic performance and create a learning environment in which American Indian and non-Indian students gain basic skills within two cultures. It is a collaborative project with Independent School District 94 in Cloquet, Minnesota; Fond du Lac Ojibwe School on the Fond du Lac Reservation in Minnesota; the University's Department of Curriculum and Instruction Art Education Program; and local American Indian artists.
- **National Residential Information Systems Project and Policy Studies**, continuing a 22-year series of national data collection and policy studies on residential services, long-term care, and related services for persons with intellectual and/or developmental disabilities. The data forms a valued information base for research, policy development, and legislative action at both state and federal levels related to persons with intellectual and/or developmental disabilities.
- **Demonstrating Progress Monitoring for Early Identification, Accountability and Success**, developing, implementing, and evaluating a response to intervention model to measure children's progress toward school-readiness and academic goals in a seamless manner from preschool through elementary years for students in both special and regular education. It is a collaborative effort with the Minneapolis Public Schools.
- **LEP/IEP Instruction Project**, investigating ways that English language learners with disabilities can participate meaningfully in, and benefit from, grade-level, standards-based instruction in the context of one state's K-12 education system. Project results will contribute to a research base of ways that educational reforms nationwide can be better aligned to provide positive outcomes for all students.
- **Experiences of Direct Support Professionals During Hurricanes Katrina and Rita, and Aftermath**, conducting a series of interviews and focus groups with staff from two programs of the Volunteers of America (VOA) of Greater New Orleans to learn what happened during the hurricanes, what worked and did not work for the staff and those they supported during the evacuation, why the direct support professionals returned to New Orleans and VOA after the storms, and suggestions for future agency disaster planning and response.
- **MacArthur Foundation Mental Health Court Study**, investigating the effect on offender recidivism of adjudication for offenders with mental health diagnoses in the Hennepin County Mental Health Court (MHC) in contrast with adjudication in the regular county court. Findings from this study will be combined with those of three other MHC studies being conducted by researchers around the country, and the data made available nationwide by Policy Research Associates.

## 2006/07 Research Highlights

*Staff of the LEP/IEP Strategies Project within the Institute's National Center on Educational Outcomes completed a series of national studies identifying instructional strategies in reading, math, and science that are used by teachers in schools that demonstrate adequate yearly progress with middle school English language learners with disabilities. Staff visited 10 schools throughout the country to work with teachers and principals in identifying successful instructional strategies, and other efforts they have undertaken, to support grade-level, standards-based instruction of English language learners with disabilities. Those findings are currently being validated through a second nationwide research activity.*

*The Institute's Research Institute on Progress Monitoring developed and tested new measures for progress monitoring in early writing and numeracy, as well as new measures for students with significant cognitive disabilities and students who are Deaf or hard of hearing. These measures will contribute to a system of progress monitoring that evaluates effects of individualized instruction on access to and progress within general education for students with disabilities.*

*The Institute completed the data collection and analysis phase of its project documenting transition policies and practices in state vocational rehabilitation agencies nationwide. A report describing its policy and practice findings, as well as identifying policy issues and promising state practices for provision of transition services, was submitted to the U.S. Department of Education.*

*The Demonstrating Progress Monitoring for Early Identification, Accountability and Success Center at the Institute continued its collaboration with the Minneapolis Public Schools, supporting ongoing evolution of the district's data-based decision-making and dynamic system of measurement of student performance and progress. During this year the center worked to expand the district problem-solving method – based on initial work in curriculum-based measurement at the University in the 1970s – to include a standard protocol in their approach to response to intervention.*

## 2006/07 Institute Research Projects (listed alphabetically)

- Agency Factors and Structures that Increase Successful Outcomes in Community Participation and Socially-Valued Roles
- Consumer-Directed Community Supports: Trends and Workforce Outcomes
- Creating a Progress Measurement System for Secondary Students
- Demonstrating Progress Monitoring for Early Identification, Accountability, and Success
- Developing Exemplary Practices to Support Self-Determination
- Development Techniques for Universally-Designed Assessments
- Disability and Diversity Project
- Education Policy Reform Research Institute
- Effective Interventions to Improve Direct Support Professional Recruitment, Retention, and Training Outcomes
- Effectiveness of Social Integration Approaches with Community/Civic Organizations and Faith-Based Initiatives
- Evaluating the Impact of Environmental Interventions on the Self-Determination of Adults with Intellectual and Developmental Disabilities
- Experiences of Direct Support Professionals During Hurricanes Katrina and Rita, and Aftermath
- Formative and Summative Evaluation of the College of Direct Support
- IEP/LEP Instruction Project
- IEP/LEP Large-Scale Assessment Project
- Intended and Unintended Consequences of the No Child Left Behind Act on System, Education, and Students with Disabilities
- Intersecting Cultures: Where Anishinaabe Arts Overlap with Standards-Based Curriculum
- LEP/IEP Parents Project
- LEP/IEP Strategies Project
- Literacy as the Path to Employment: A Model Demonstration Project to Improve the Literacy and Employment Outcomes of American Indians with Disabilities
- MacArthur Foundation Mental Health Court Study
- Moving Beyond the GED: Low-Skilled Adult Transition to Occupational Pathways at Community Colleges Leading to Family-Supporting Careers
- NASDDDS Emergency Planning for Developmental Disabilities Services Self-Assessment Instrument
- National Alternate Assessment Center
- National Evaluation of Medicaid Home and Community Based Services Program
- National Residential Information Systems Project and Policy Studies
- National Study of Alternate Assessments
- National Study of State Vocational Rehabilitation Agencies and Transition-Age Youth
- National Study on the Impact of SSI Redetermination of 18-Year-Old Youth with Disabilities on Employment, Independent Living, and Community Participation Outcomes
- New Hampshire Enhanced Assessment Project
- Participatory Research, Analysis, and Consensus-Building of Guidelines for Community Quality Assurance and Individual Protections
- Person-Centered Approach to Health Care for Adults with Physical Disabilities
- Policy, Environmental, and Individual Factors Associated with Full Participation and Integration in a Large Multi-State Sample
- Qualitative Case Study of Best Practices in Direct Support Staff Workforce Development
- Quantitative and Qualitative Evaluation of a Model Community Quality Assurance System Designed, Managed, and Staffed by Community Members
- Refining and Establishing Benchmarks for Workforce Instruments
- Report to Congress on the Supply of Direct Support Professionals Serving Individuals with Intellectual and Other Developmental Disabilities
- RRTC on Postsecondary Education Supports
- Self-Advocacy Online: Research and Development to Bridge the Digital Divide
- Special Education in Alternative Learning
- Status, Trends, and Innovations in Medicaid Support for Community Services
- Use of Web-Based Technology to Increase Recreation, Leisure, and Life Opportunities for Persons with Intellectual and/or Developmental Disabilities

## Strategies and Projects

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 many major Institute print and electronic resources released in 2006/07 were the following:

- **Higher Ground: The Dedication of Direct Support Professionals During and After Hurricanes Katrina and Rita**, a documentary video telling the stories of some of the heroic direct support professionals from New Orleans who provided support services during and after the storms. Produced by the Institute's RTC Media Productions in conjunction with Volunteers of America of Greater New Orleans.
- **NCEO Special Reports**, a series of reports on educational policy, practice, and outcomes in relation to students with disabilities. Published by the Institute's National Center on Educational Outcomes (NCEO), this year's reports included *NCLB and IDEA – What Parents of Students with Disabilities Need to Know and Do*; *Learning Opportunities for Your Child Through Alternate Assessments – Alternate Assessments Based on Modified Academic Achievement Standards*; *A State Guide to the Development of Universally Designed Assessments*; *Universal Design Online Manual*; *How to Develop State Guidelines for Access Assistants – Scribes, Readers, and Sign Language Interpreters*; and *Hints and Tips for Addressing Accommodations Issues for Peer Review*.
- **NCEO Data Viewer**, a Web-based, interactive, data bank of policy and assessment data collected by the Institute's National Center on Educational Outcomes (NCEO). It makes available data on the education of students with disabilities nationwide and allows users to create customized reports summarizing data in the areas of state policies on assessment participation and accommodations for students with disabilities, and annual performance reports from state and other educational entities receiving Part B funding under the Individuals with Disabilities Education Act.
- **Finding Our Voice**, a video and resource manual highlighting four American Indian youth participating in transition activities to prepare them for life after high school. The video shows them in adventure and service-based programs, and the students tell how these programs have raised their expectations of themselves, strengthened their community connection, and fostered pride in their heritage. The resource manual provides activities for students and staff that apply the message of the video.
- **Residential Services for Persons with Developmental Disabilities: Status and Trends Through 2006**, an annually-published report providing statistics on persons with intellectual and/or developmental disabilities in state, non-state, and Medicaid-funded residential programs in the U.S. for the fiscal year ending June 30, 2006. The current report is the latest in a series that's been ongoing for 22 years, and is published by the Institute's Research and Training Center on Community Living.
- **Impact: Feature Issue on Disaster Preparedness and Persons with Disabilities**, a feature issue in the *Impact* series, focusing on the need for greater inclusion of people with disabilities in disaster preparedness, response, and recovery efforts. It provides strategies, stories, and resources of use to disability service providers, advocates, individuals with disabilities, families, policymakers, and others.

## 2006/07 Dissemination Highlights

*The Institute disseminated over 37,000 Institute print publications worldwide, including newsletters, resource guides, curricula, and research reports. Its publications catalog currently carries over 400 publications.*

*The Institute's National Center on Educational Outcomes (NCEO), which carries out its primary dissemination via the Web, made available nearly 260 NCEO reports and briefs on its Web site, including 17 that were newly published. The Web site's pages were accessed nearly 764,000 times during the year.*

*The Institute's National Center on Secondary Education and Transition (NCSET), which disseminates primarily on the Web, made available online over 80 NCSET reports, resource guides, briefs, topical papers, and teleconference transcripts. The Web site was visited over 1.5 million times during the year.*

*During this year the Institute's RTC Media Productions received four film awards for the video "Finding Our Voice," one for the video "Higher Ground," and one for the video "Direct Support: A Realistic Job Preview."*

*Readers of Institute publications maintained an extensive secondary dissemination network, reprinting Institute materials in their publications, and distributing Institute publications through their training workshops and academic classes. Among them were the Down Syndrome Guild of Kansas City, Kentucky Autism Training Center, Exceptional Parent magazine, Maryland State Department of Education, Exceptional Family Resources (Syracuse, New York), The Arc of Mississippi, Colorado Developmental Disabilities Council, The Arc Hamilton County (Ohio), Special Child Health Services (Bridgeton, New Jersey), The Arc Upper Valley (Grand Forks, North Dakota), Vanderbilt University Special Education Department, Down Syndrome Association of Houston, Ashland City Schools (Ashland, Ohio), Norfolk State University (Norfolk, Virginia) Down Syndrome Association of Minnesota, and The Arc of Massachusetts.*

The Institute's Web site (<http://ici.umn.edu>) was accessed over 10 million times by visitors worldwide. Among Institute projects and centers with Web pages were:

- **Direct Support Professionals Projects.** Resources and a chatroom for direct support personnel.
- **NASDDDS Emergency Response Preparedness Self-Assessment Instrument.** An online tool developed with the National Association of State Directors of Developmental Disabilities Services for state officials nationwide to use to evaluate state emergency preparedness plans.
- **Expanding the Circle Projects.** Culturally relevant activities and resources that facilitate successful transition from high school to post-secondary life for American Indian students.
- **Minnesota Paraprofessional Consortium.** Resources and a chatroom for paraprofessionals.
- **National Center on Educational Outcomes.** Publications and other resources for education professionals and policymakers in areas including assessment, standards, and accommodations.
- **National Center on Secondary Education and Transition.** Resources for secondary educators, families, students with disabilities, and service providers supporting student success.
- **North Central Regional Resource Center.** Information on technical assistance and other resources for the region's education agencies as they sustain systems-change efforts benefiting preK-12 youth with disabilities and families.
- **Partnership for Accessible Reading Assessment.** Resources for educators and policymakers on accessible reading assessments for students with disabilities that affect reading.
- **QualityMall.org.** Resources and information from sources nationwide for use by individuals with disabilities, families, advocates, and service providers in promoting delivery of person-centered supports.
- **Research and Training Center on Community Living.** Publications, data, and forums for service providers, policymakers, and researchers.
- **Research Institute on Progress Monitoring.** Research and other resources on development of a seamless and flexible system of student progress monitoring for all K-12 students.

## 2006/07 Institute Scholarly Publications

The following is a partial list of the journal articles, books, and book chapters authored by Institute staff during 2006-07, listed by title and publisher:

### Journal Articles

- Technical features of Curriculum-Based Measurement in writing: A literature review. *The Journal of Special Education*
- Comparison of the secondary education and transition provisions of the 1997 and 2004 Individuals with Disabilities Education Act Amendments. *Career Development for Exceptional Individuals*
- Adequate yearly progress of students with disabilities: Competencies for teachers. *Teacher Education and Special Education*
- Literature synthesis on Curriculum-Based Measurement in reading. *The Journal of Special Education*
- The direct support workforce in community supports to individuals with developmental disabilities: Issues, implications and promising practices. *Mental Retardation and Developmental Disabilities Research Reviews*
- Changing patterns in size of residential settings for persons with intellectual and developmental disabilities, 1977-2005. *Mental Retardation*
- Progress monitoring measures in mathematics: A review of the literature. *The Journal of Special Education*
- Twenty-year retrospective on proposals to eliminate the "institutional bias" in Medicaid for persons with ID/DD. *Mental Retardation*
- Disability Studies and disaster services: Putting the "DS" in "DS." *Review of Disability Studies*
- Accommodations and universal design: Supporting access to assessments in higher education. *Journal of Postsecondary Education and Disability*
- Learning about disability over dinner and homework: How family internships can help transform school leaders from within. *Equity and Excellence in Education*
- Universally designed assessments and English language learners with disabilities: What we've learned so far. *Journal of Special Education Leadership*

### Books and Book Chapters

- *High school reform and students with disabilities: Implications and promising practices.* National Association of State Directors of Special Education
- *Improving test performance of students with disabilities on district and state assessments.* Corwin Press
- *Contribution and community life: Fostering social relationships, community participation, and full inclusion.* Paul H. Brookes Publishing
- *Paraeducators in schools: Strengthening the educational team.* PRO-ED
- *Inclusive education for inclusive development in Lesotho: The case of students with cognitive disabilities.* Info Age Publishing

# Affiliated Centers

## Emphases and Activities

In addition to the activities carried out by the Institute as a University Center for Excellence in Developmental Disabilities (UCEDD), its six affiliated centers (listed below) engage in areas of specialized activity. And through collaboration with the University's Center for Early Education and Development (CEED) the Institute addresses early childhood issues and needs.

- **National Center on Educational Outcomes.** The Center provides national 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, research, technical assistance provision, networking of funded assessment research projects, and information dissemination.
- **National Center on Secondary Education and Transition.** The Center focuses on improved access and success for students with disabilities in secondary and post-secondary education, as well as in employment, independent living, and community participation. Activities include training, application and dissemination of research conducted elsewhere, and technical assistance to organizations and agencies.
- **North Central Regional Resource Center.** The Center seeks to improve education results for children and youth with disabilities through state-level systems change. It provides technical assistance and dissemination support to state and local education agencies in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, and Wisconsin as they engage in systems change efforts that improve educational results and accountability for young people with disabilities and their families.
- **Partnership for Accessible Reading Assessment.** The Partnership engages in research on and development of accessible reading assessments that provide a valid demonstration of reading proficiency for increasingly diverse populations of students in our public schools, and particularly for those students who have disabilities that affect reading. It is operated by a consortium consisting of the National Center on Educational Outcomes; the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA; and Westat.
- **Research and Training Center on Community Living.** The Center engages in research, training, and technical assistance on community living, self-determination, and full citizenship for persons with 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 through its College of Direct Support and the CMS National Direct Service Workforce Resource Center. It is the designated center on community integration of persons with developmental disabilities of the National Institute on Disability and Rehabilitation Research, U.S. Department of Education.
- **Research Institute on Progress Monitoring.** The Institute carries out research on, and development of, a seamless and flexible system of student progress monitoring to be used in K-12 schools across ages, abilities, and curricula. It is a collaborative effort with the University of Minnesota's Department of Educational Psychology.

## 2006/07 Center Highlights

*The National Center on Educational Outcomes continued to take a cutting edge, research-based understanding of issues of inclusive assessment and immediately translate it into practice. For example, through its technical assistance outreach, its research projects on universal design and on accessible reading assessments were translated into practice in state assessment systems used for No Child Left Behind accountability. Its direct technical assistance to states and its tools-focused products reflected this research-to-practice synergy of its many research and technical assistance projects.*

*The Journal of Special Education published an invited issue featuring the comprehensive literature reviews conducted by staff and students of the Research Institute on Progress Monitoring (RIPM). The articles in the issue included reviews of the literature related to writing, math, and reading curriculum-based measures. In addition, RIPM work was disseminated through seven technical reports, eight journal manuscripts, and numerous presentations and workshops summarizing its research findings to date.*

*The Research and Training Center on Community Living completed a multi-year, quantitative and qualitative evaluation of Medicaid Home and Community Based Services (HCBS) for persons with developmental disabilities. The final component of the study, funded by the Centers for Medicare and Medicaid Services, was a six-state consumer interview study involving 2,400 HCBS recipients and a comparison group of 600 ICF/MR recipients. The study findings supported national policies to reduce ICF/MR use and to expand HCBS, and further demonstrated the value of assessing consumer outcomes in policy evaluation. The study outcomes were reported in presentations at the Centers for Medicare and Medicaid Services, the National HCBS Conference and other conferences, and in five journal articles and other publications.*

# Affiliated Centers

The North Central Regional Resource Center launched a new initiative to assist states in developing and carrying out their State Performance Plan for demonstrating IDEA 2004 accountability throughout their educational systems. The initiative included development and release of a resource called the "IT Kit – Thinking Through Improvement: Tools and Strategies to Guide Improvement Efforts." The kit is a planning process for use by state and local education agencies to better understand how improvement is achieved, how IDEA 2004 accountability is demonstrated, and how data are used to support the improvement planning process. The IT Kit was first launched in the nine states in the North Central region served by the center, and has begun expanding to other states nationwide.

The National Center on Secondary Education and Transition (NCSET) supported efforts to improve outcomes for transition-age students with disabilities nationwide by providing Web-based information and offering customized consultation and staff training services to educational professionals, researchers, parents, and students with disabilities. Additionally, NCSET maintained ongoing contact with over 3,650 stakeholders through its bi-monthly electronic newsletter focused on improving outcomes for transition-age youth. And, during this year over 6,790 youth, teachers, parents, and mentors were registered for and participated in Youthhood.org, NCSET's interactive, online, transition-planning curriculum.

The Partnership for Accessible Reading Assessment (PARA) initiated research on the effects of administering reading assessments specifically designed to increase the motivational aspects of the assessments. The design and development of the research assessments were based on input that motivation is a factor in limited accessibility of these assessments for students with disabilities. The goal of this and other project research is creation of more accessible reading assessments. Findings from PARA research efforts were shared at 12 national conferences attended by over 1,000 state department of education staff, assessment developers, measurement specialists, teachers, and educational administrators.

## Affiliated Centers: Primary Areas of Activity and Focus

Type of Activity	National Center on Educational Outcomes	National Center on Education and Transition	North Central Regional Resource Center	Partnership for Accessible Reading Assessment	Research and Training Center on Community Living	Research Institute on Progress Monitoring	Center for Early Education and Development*
Research	X			X	X	X	X
Training	X	X	X		X		X
Service and consultation	X	X	X		X		X
Dissemination	X	X	X	X	X	X	X
Lifespan Area of Focus							
Early childhood services			X				X
School-age services	X	X	X	X		X	
Transition services	X	X	X				
Adult services and community living					X		
Geographic Focus of Activities							
Local communities	X	X		X	X	X	X
Statewide	X	X	X	X	X	X	X
Regionwide		X	X			X	
Nationwide	X	X	X	X	X	X	X
International	X				X		X

\* Center for Early Education and Development, a collaborating center with the Institute

## External and University Sources

The Institute's activities are funded largely through external grants, contracts, and cooperative agreements from federal, state, and local government agencies, as well as from a variety of private sources. When the Institute began in 1985, the total external funding was approximately \$400,000; today it's over \$15 million. Matching support is provided primarily by the University of Minnesota and its College of Education and Human Development and Graduate School. In 2006/07, the Institute generated approximately \$17 in external funding for every dollar of University support. Funding for Institute operations, projects, and activities came from the following:

- **U.S. Department of Health and Human Services:** Administration on Developmental Disabilities, and Centers for Medicare and Medicaid Services
- **U.S. Department of Education:** Office of Special Education Programs, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, and Office of Vocational and Adult Education
- **U.S. Department of Labor**
- **Minnesota Department of Education**
- **Minnesota Department of Human Services**
- **Minnesota Department of Employment and Economic Development**
- **New Hampshire Department of Education**
- **Idaho Department of Education**
- **Georgia Department of Education**
- **Illinois Council on Developmental Disabilities**
- **National Association of State Directors of Developmental Disabilities Services**
- **University of Minnesota:** College of Education and Human Development, Graduate School
- **University of Maryland (College Park)**
- **Colorado State University (Fort Collins)**
- **University of Kentucky (Lexington)**
- **Fond du Lac Tribal and Community College**
- **Western Washington University**
- **University of Alaska Anchorage**
- **University of Oklahoma (Norman)**
- **Ball State University**
- **Minnesota State Colleges and Universities (MNSCU)**
- **University of Virginia**
- **Association of University Centers on Disabilities (AUCD)**
- **Arc of the United States**
- **Volunteers of America**
- **Arc Minnesota**
- **Hennepin County Children, Youth and Family Services**
- **Parent Support Network**
- **Cloquet Public Schools District 96**
- **Intermediate School District 287**
- **Institute for Educational Leadership**
- **Lewin Group**
- **Elsevier/MC Strategies, Inc.**
- **The Study Group, Inc.**
- **American Institute of Research**
- **Human Resources Research Organization**
- **SRI International**
- **Educational Testing Service**
- **Policy Research Associates, Inc.**
- **NEC Foundation of America**
- **Bubel/Aiken Foundation**

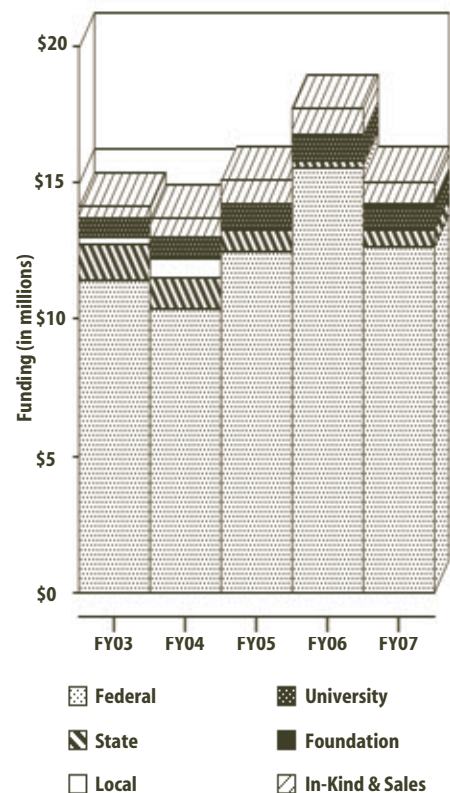
## 2006/07 Funding Highlights

*In this year, the Institute had an operating budget of \$15,032,304. Of this total, \$13,346,942 was obtained through external grants and contracts, and \$900,418 from the University's College of Education and Human Development and Graduate School. In addition, the Institute leveraged \$379,380 of in-kind project support, and generated \$405,564 in sales revenue.*

*The external funding of the Institute was provided by 46 different sources.*

*Through its centers, projects, and other activities, the Institute financially supported the work of nearly 130 faculty, academic staff, support personnel, and research assistants.*

## Funding Sources: 2006/07



## Institute Staff and Projects

- **Administration**

- **David R. Johnson**  
Director

- **Charlie Lakin**  
Associate Director for Research and Dissemination

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

- **Core Activity Coordinators**

- **Amy Hewitt**  
Preservice Training and Continuing Education

- **Brian Abery, Jean E. Ness**  
Service and Consultation

- **Charlie Lakin**  
Research and Dissemination

- **Jon Goldman**  
Computing Services

- **Vicki Gaylord**  
Publications

- **Megan Dushin**  
Web Services

- **Program Area Coordinators**

- **Christopher Watson**  
Early Childhood Services

- **Brian Abery, Teri Wallace**  
School-Age Services

- **Jean E. Ness, Michael N. Sharpe**  
Transition Services

- **Charlie Lakin, Sheryl A. Larson**  
Adult Services/Community Living

- **Centers and Center Staff**

- National Center on Educational Outcomes. **Martha Thurlow (Director)**, Rachel Quenemoen, Ross Moen, Dorene Scott, Jane Krentz, Michael Moore, Karen Stout, Manuel Barrera III, Christopher Johnstone, Kristi Kline Liu, Debra Albus, Chris Bremer, Jason Altman, Kentaro Kato,

Kathryn Lail, Cynthia Jiban, Marjorie Cuthbert, Laurene Christensen, Haesook Koo, Stephanie Evelo, Melissa Critchley-Rodriguez, Vitaliy Shyyan, Debbie Hansen, Joelle Tegwen, Shawn Lawler, Connie Burkhart

- National Center on Secondary Education and Transition. **David R. Johnson (Director)**, Donna Johnson, Pam Stenhjem, Mary Mack, Chris Bremer, Ann Mavis, Megan Dushin, Chris Opsal, Julia Washenberger

- North Central Regional Resource Center. **Michael N. Sharpe (Director)**, Maureen Hawes, Tom Delaney, Ann Bailey, Tri Tran, Amy Grack Nelson, John Heskett (Consultant), John Bosma (Bosma International), Brian Abery, Christopher Watson, Bill McMillan (Consultant), Sue McColley, Cammy Lehr, Jane Fields, Donna Johnson, Martha Thurlow, Teri Wallace, Joelle Tegwen

- Partnership for Accessible Reading Assessment. **Martha Thurlow (Director)**, Deborah Dillion (Director; University of Minnesota Department of Curriculum and Instruction), Ross Moen, Kristi Kline Liu, Michael Moore, Christopher Johnstone, Rachel Quenemoen, Kristin Eisenbraun, Jennifer Hall-Lande, Danielle Matchett, Melissa Critchley-Rodriguez, Marjorie Cuthbert, Adam Lekwa, Sarah Scullin, Cassie Scharber (University of Minnesota Department of Curriculum and Instruction), Kate Kelly (University of Minnesota Department of Curriculum and Instruction), David O'Brien (University of Minnesota Department of Curriculum and Instruction), Lee Galda (University of Minnesota Department of Curriculum and Instruction), Kathryn Bryn (University of Minnesota Department of Curriculum and Instruction), Jamal

Abeda (CRESST), Eva Baker (CRESST), Joan Herman (CRESST), Jenny Kao (CRESST), Seth Leon (CRESST), Marsha Brauen (Westat), Linda LeBlanc (Westat)

- Research and Training Center on Community Living. **Charlie Lakin (Director)**, Amy Hewitt, Sheryl A. Larson, Bob Prouty, Susan O'Neil, Brian Abery, John Smith, John Sauer, Angela Novak Amado, Marijo McBride, Nancy McCulloh, Patricia Salmi, Kristen Dean, Traci LaLiberte, Michelle Trotter, Robert Doljanac, Roger Stancliffe (University of Sydney, Australia), Matt Ziegler, Jerry Smith, John Westerman, Kathryn Coucouvanis, Derek Nord, Soo-yong Byun, Christina Boice, David Hallis, Jennifer Hall-Lande, Pam Stenhjem, Nathan Perry, Kristi Oeding, Cliff Poetz, Anick Tolbize, Meredith Salmi, Emily Riha, Amanda Webster, Shawn Lawler, Kathryn Heht, Naomi Scott

- Research Institute on Progress Monitoring. **Teri Wallace (Director)**, Chris Espin (Director; University of Minnesota Department of Educational Psychology), Stan Deno (University of Minnesota Department of Educational Psychology), Anne Foegen (Iowa State University), Kristen McMaster (University of Minnesota Department of Educational Psychology), Scott McConnell (University of Minnesota Department of Educational Psychology), Sue Rose (University of Minnesota Department of Educational Psychology), Jeff Long (University of Minnesota Department of Educational Psychology), Renata Ticha, Miya Muira, Alisha Wackerle, Sally Du, Shu-Fen Cheng, Kathy Gustafson, Michelle Beck, Lauren Barkmeier, Amy Mahlke, Rebecca Pierce, Beth Zukowski, Elizabeth Mizerek Whitehouse

# Personnel

- **Projects and Project Staff**
- Addressing the Needs of Young Children Who Engage in Challenging Behavior (a project of the College's Center for Early Education and Development). **Joe Reichle (University of Minnesota Department of Speech-Language-Hearing Sciences), Christopher Watson, Shelley Neilsen (Minneapolis Public Schools), Lilly Duran, LeAnne Johnson**
- Agency Factors and Structures that Increase Successful Outcomes in Community Participation and Socially-Valued Roles. **Angela Novak Amado, Christina Boice**
- Assessing Parenting Skills. **Trisha Beuhring, Chris Opsal, Jane Fields**
- Assessing Training Needs for Assistive Technology. **Jane Fields, Mary McEathron**
- Bubel-Aiken Inclusive Service Learning Curriculum Project. **Brian Abery, Diane Halpin, Pam Stenhjem, Julia Washenberger, Emily Iland (Consultant), Shannon Johnson (Consultant), Jo Montie (Consultant), Terri Vandercook (Consultant)**
- Certificate in Disability Policy and Services. **Amy Hewitt, Marijo McBride, Matthew Bogenschutz**
- Certificate in Early Childhood and Public Policy (a project of the College's Center for Early Education and Development). **Scott McConnell (University of Minnesota Department of Educational Psychology), Karen Cadigan, Sara Zettervall**
- Challenging Behavior in Rural Educational Settings (a project of the College's Center for Early Education and Development). **Joe Reichle (University of Minnesota Department of Speech-Language-Hearing Sciences), LeAnne Johnson, Jennifer McComas (University of Minnesota Department of Educational Psychology), Karen Anderson**
- Changing Landscapes: The Visiting Artists with Disabilities Project. **Megan Dushin, Derek Nord, Patricia Salmi, Cliff Poetz, Melissa Critchley-Rodriguez, Dorene Scott**
- Child Care Training and the Professional Development System (a project of the University's Center for Early Education and Development). **Amy Susman-Stillman, Vicki Hawley**
- CMS Direct Service Workforce Resource Center. **Amy Hewitt, Sheryl A. Larson, Charlie Lakin, Nancy McCulloh, John Sauer**
- Collaborating to Accommodate Students in Standards-Based Reform. **Michael N. Sharpe, Maureen Hawes, Tri Tran**
- College of Direct Support: National Online Training Program for Direct Support Professionals. **Amy Hewitt, Charlie Lakin, Susan O'Neil, Jerry Smith, John Sauer, Nancy McCulloh, Sheryl A. Larson, Michelle Trotter, Marijo McBride, Derek Nord, Jennifer Hall-Lande, Pam Stenhjem, Nathan Perry, Patricia Salmi**
- Connecting Youth to Communities and Careers. **Jane Fields, David R. Johnson, Mary McEathron**
- Consumer-Directed Community Supports: Trends and Workforce Outcomes. **Amy Hewitt, Sheryl A. Larson, Bob Prouty, Traci LaLiberte, Jennifer Hall-Lande, Matthew Bogenschutz**
- Creating a Progress Measurement System for Secondary Students. **Teri Wallace, Chris Espin (University of Minnesota Department of Educational Psychology), Renata Ticha**
- Demonstrating Progress Monitoring for Early Identification, Accountability and Success. **Teri Wallace, Renata Ticha, Jenny David, Doug Marston (Minneapolis Public Schools), Ann Casey (Minneapolis Public Schools)**
- Developing Exemplary Practices to Support Self-Determination. **Brian Abery, John Smith, Roger Stancliffe (University of Sydney, Australia), Matt Ziegler**
- Development Techniques for Universally Designed Assessments. **Martha Thurlow, Christopher Johnstone, Jason Altman, Kristi Kline Liu, Michael Moore, Ross Moen**
- Developmental Disabilities Rotation for Pediatricians. **Marijo McBride, Amy Hewitt, Matthew Bogenschutz**
- Disability and Diversity Project. **Michael N. Sharpe, Maureen Hawes, Amy Grack Nelson**
- Early Learning Opportunities Act (a project of the College's Center for Early Education and Development). **Scott McConnell (University of Minnesota Department of Educational Psychology), Jackie Roverud**
- Education Policy Reform Research Institute. **Martha Thurlow, Dorene Scott, Michael Moore, Ross Moen, Jason Altman, Chris Bremer, Connie Burkhart, Kristin Eisenbraun**
- Effective Interventions to Improve Direct Support Professional Recruitment, Retention and Training Outcomes. **Sheryl A. Larson, Amy Hewitt, John Sauer, Robert Doljanac, Michelle Trotter, Nancy McCulloh, Patricia Salmi, Anicke Tolbize**
- Effectiveness of Social Integration Approaches with Community/Civic Organizations and Faith-Based Initiatives. **Angela Novak Amado, Christina Boice**
- Evaluating the Impact of Environmental Interventions on the Self-Determination of Adults with Intellectual and Developmental Disabilities. **Brian Abery, John Smith, Roger Stancliffe (University of Sydney, Australia), Matt Ziegler**

- Evaluation of Project Exceptional (a project of the College's Center for Early Education and Development). **Christopher Watson**
- Evaluation of the Hennepin County Readmobile (a project of the College's Center for Early Education and Development). **Scott McConnell (University of Minnesota Department of Educational Psychology), Jackie Roverud**
- Expanding the Circle Curriculum Training. **Jean E. Ness, Dennis Olson, Jennifer Fair, Brenda Blackhawk**
- Experiences of Direct Support Professionals During Hurricanes Katrina and Rita, and Aftermath. **Sheryl A. Larson, Amy Hewitt, Traci LaLiberte, Jennifer Hall-Lande**
- Formative and Summative Evaluation of the College of Direct Support. **Charlie Lakin, Amy Hewitt, Sheryl A. Larson, Susan O'Neil, Derek Nord**
- Georgia Enhanced Assessment Initiative. **Martha Thurlow, Rachel Quenemoen, Marjorie Cuthbert, Ross Moen**
- Get It, Got It, Go! (a project of the College's Center for Early Education and Development). **Scott McConnell (University of Minnesota Department of Educational Psychology), Karen Cadigan, Karen Anderson, Tracy Morgan**
- Global Resource Center for Inclusive Education. **Christopher Johnstone, Tom Delaney, Christopher Rogers**
- IEP/LEP Instruction Project. **Debra Albus, Kristin Kline Liu, Michael Moore, Martha Thurlow, Manuel Barrera III, Vitaliy Shyyan, Haesook Koo, Karen Stout, Marjorie Cuthbert**
- Illinois Direct Support Professional Workforce Initiative. **Amy Hewitt, Sheryl A. Larson, John Sauer, Marijo McBride, Nancy McCulloh**
- Intended and Unintended Consequences of the No Child Left Behind Act on System, Education, and Students with Disabilities. **Jim Ysseldyke (University of Minnesota Department of Educational Psychology), David R. Johnson, Michael N. Sharpe**
- Intersecting Cultures: Where Anishinaabe Arts Overlap with Standards-Based Curriculum. **Jean E. Ness, Dennis Olson, Jennifer Fair, Jim Bequette (University of Minnesota Department of Curriculum and Instruction), Faith Clover (University of Minnesota Department of Curriculum and Instruction)**
- LEP/IEP Instruction Project. **Martha Thurlow, Manuel Barrera III, Kristi Kline Liu, Debra Albus, Michael Moore, Dorene Scott, Karen Stout, Marjorie Cuthbert, Vitaliy Shyyan**
- LEP/IEP Strategies Project. **Martha Thurlow, Manuel Barrera III, Kristi Kline Liu, Debra Albus, Michael Moore, Dorene Scott, Karen Stout, Marjorie Cuthbert, Haesook Koo, Vitaliy Shyyan**
- Literacy as the Path to Employment: A Model Demonstration Project to Improve the Literacy and Employment Outcomes of American Indians with Disabilities. **Jean E. Ness, Jane Fields, Shari Leighton, Mona Dougherty, Jennifer Fair, Donna Johnson**
- MacArthur Foundation Mental Health Court Study (subcontract from Policy Research Associates). **Robert Doljanac, Pam Stenhjem, Charlie Lakin**
- McEvoy Lectures on Early Childhood and Public Policy (a project of the College's Center for Early Education and Development). **Karen Cadigan, Scott McConnell (University of Minnesota Department of Educational Psychology), Sara Zettervall**
- Minnesota Accommodation Project. **Martha Thurlow, Debra Albus, Laurene Christensen, Michael Moore**
- Minnesota Continuous Improvement Focused Monitoring Process. **Jane Fields, David R. Johnson, Mary McEathron, Donna Johnson, Ann Mavis**
- Minnesota Paraprofessional Training Project. **Teri Wallace, Carrie Coslin**
- Minnesota Service Inclusion Project. **Julia Washenberger**
- MnSIC Training and Outreach Project. **Jane Fields, David R. Johnson**
- Moving Beyond the GED: Low-Skilled Adult Transition to Career Pathways at Community Colleges Leading to Family-Supporting Careers. **Chris Bremer, Ann Mavis**
- NASDDDS Emergency Planning for Developmental Disabilities Services Self-Assessment Instrument. **Patricia Salmi, Pam Stenhjem, Charlie Lakin**
- National Alternate Assessment Center. **Martha Thurlow, Rachel Quenemoen**
- National Collaborative on Workforce and Disability for Youth (subcontract from the Institute for Educational Leadership). **Joe Timmons, David R. Johnson**
- National Evaluation of Medicaid Home and Community Based Services Program. **Charlie Lakin, Roger Stancliffe (University of Sydney, Australia), Robert Doljanac, Soo-yong Byun**
- National Residential Information Systems Project and Policy Studies. **Charlie Lakin, Bob Prouty, Sheryl A. Larson, Kathryn Coucouvanis, Robert Doljanac, Soo-yong Byun, Anick Tolbize**
- National Study of Alternate Assessments (subcontract from SRI). **Martha Thurlow, Rachel Quenemoen**

# Personnel

- National Study of State Vocational Rehabilitation Agencies and Transition-Age Youth. **David R. Johnson, Joe Timmons, Chris Bremer**
- National Study on the Impact of SSI Redetermination of 18-Year-Old Youth with Disabilities on Employment, Independent Living, and Community Participation Outcomes. **David R. Johnson, Jane Fields, Mary McEathron**
- National Technical Assistance Center on Assessment for Children with Disabilities. **Martha Thurlow, Rachel Quenemoen, Ross Moen, Dorene Scott, Jane Krentz, Michael Moore, Karen Stout, Manuel Barrera III, Christopher Johnstone, Kristi Kline Liu, Debra Albus, Chris Bremer, Jason Altman, Kentaro Kato, Kathryn Lail, Cynthia Jiban, Marjorie Cuthbert, Laurene Christensen, Haesook Koo, Stephanie Evelo, Melissa Critchley-Rodriguez, Vitaliy Shyyan, Debbie Hansen, Joelle Tegwen, Shawn Lawler, Connie Burkhart**
- New Hampshire Enhanced Assessment Project (subcontract from Measured Progress). **Martha Thurlow, Rachel Quenemoen, Debra Albus, Michael Moore**
- Ounce Research Project (a project of the University's Center for Early Education and Development). **Amy Susman-Stillman, Jennifer Cleveland, Mary Scott, Jessica Pleuss**
- Outreach to Empower: An Evidence-Based Approach to Promote the Successful Transition of American Indian Youth to Adult Life. **Jean E. Ness, Dennis Olson, Lynn LaPointe**
- Participatory Research, Analysis and Consensus-Building of Guidelines for Community Quality Assurance and Individual Protections. **Charlie Lakin, Bob Prouty**
- Pathways to Employment. **Joe Timmons, Donna Johnson**
- Pathways to Possibilities: Supporting the Transition of American Indian High School Youth. **Jean E. Ness, Dennis Olson, Sherri Turner, Jennifer Fair**
- Person-Centered Approach to Health Care for Adults with Physical Disabilities. **Brian Abery, Erin Simunds (Courage, Inc.)**
- Policy, Environmental, and Individual Factors Associated with Full Participation and Integration in a Large Multi-State Sample. **Roger Stancliffe (University of Sydney, Australia), Charlie Lakin, Robert Doljanac**
- Project Challenge: Preparing Rural American Indian Students for a Successful Transition to Postsecondary Education. **Jean E. Ness, Dennis Olson, Jennifer Fair, Lynn LaPointe**
- Minnesota Quality Assurance Panel Facilitation and Report to Legislature. **Charlie Lakin, Sheryl A. Larson, Amy Hewitt**
- Qualitative Case Study of Best Practices in Direct Support Staff Workforce Development. **Amy Hewitt, Sheryl A. Larson, John Sauer, Traci LaLiberte**
- Quality Interventions in Early Care and Education (a project of the University's Center for Early Education and Development). **Amy Susman-Stillman, Kathryn Tout (Child Trends, Inc.), Jennifer Cleveland, Katie Holmen, Jessica Pleuss, Rhiannon Williams**
- *QualityMall.Org* Web Site on Person-Centered Services for Persons with Developmental Disabilities. **Angela Novak Amado, John Smith, Jerry Smith, Charlie Lakin, Patricia Salmi, Meredith Salmi**
- Quantitative and Qualitative Evaluation of a Model Community Quality Assurance System Designed, Managed and Staffed by Community Members. **John Smith, Charlie Lakin, Jerry Smith, Robert Doljanac, Sheryl A. Larson**
- Redesign of Case Management Services in Minnesota. **Angela Novak Amado, Jane Fields, Sheryl A. Larson, Anne Roehl, John Sauer, Marijo McBride**
- Refining and Establishing Benchmarks for Workforce Instruments. **Sheryl A. Larson, Amy Hewitt, Derek Nord**
- Reintegration Framework Evaluation. **Jane Fields, Mary McEathron**
- Reinventing Quality: An Annual Conference on Person-Centered Supports. **Angela Novak Amado, Charlie Lakin, Roger Stancliffe (University of Sydney, Australia)**
- Relationship-Based Interventions (a project of the College's Center for Early Education and Development). **Scott McConnell (University of Minnesota Department of Educational Psychology), Christopher Watson, Lisa Cariveau, Leah Hjelseth**
- Removing the Revolving Door: National Supervisor Training Project (NTIFFS). **Sheryl A. Larson, Amy Hewitt, John Sauer, Traci LaLiberte, Nancy McCulloh**
- RRTC on Postsecondary Education Supports (subcontract from University of Hawai'i). **David R. Johnson, Maureen Hawes, Michael N. Sharpe**
- Self-Advocacy Online: Research and Development to Bridge the Digital Divide. **Jerry Smith, John Smith, Angela Novak Amado, Charlie Lakin, John Westerman, Cliff Poetz, Patricia Salmi, Meredith Salmi**
- Small Business/Entrepreneurship Degree Program. **Jean E. Ness, Dennis Olson, Bryan Jon Maciewski (Fond du Lac Tribal and Community College), Sara Montgomery (Fond du Lac Tribal and Community College)**
- Status, Trends, and Innovations in Medicaid Support for Community Services. **Charlie Lakin, Bob Prouty, Sheryl A. Larson**

- Strengthening the Capacity of American Indian Students in Financial Services Programs at Fond du Lac Tribal and Community College in Rural Minnesota. **James M. Brown (University of Minnesota Department of Work, Community and Family Education), Jean E. Ness, Dennis Olson, Jennifer Fair, Fond du Lac Tribal and Community College**
- Technology Assisted Reading Assessment. **Martha Thurlow, Christopher Johnstone, Joe Timmons, Michael Moore, Jason Altman**
- Transition Customized Employment Evaluation. **Michael N. Sharpe, Maureen Hawes, Tri Tran**
- Use of Web-based Technology to Increase Recreation, Leisure and Life Opportunities for Persons with Intellectual and Developmental Disabilities. **Angela Novak Amado, John Westerman, Charlie Lakin, Partners in Community Supports**
- **Support Personnel**
- **Karen Anderson**  
Executive Office and Administrative Specialist (CEED)
- **Ruth Berman**  
Office Support Assistant
- **Linda Bernin**  
Principal Office and Administrative Specialist (CEED)
- **Brenda Blackhawk**  
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## University and Community Collaborators

### • University of Minnesota

- Center for Applied Research and Educational Improvement
- Center for Early Education and Development
- Children, Youth and Family Consortium
- Department of Architecture
- Department of Curriculum and Instruction
- Department of Educational Policy and Administration
- Department of Educational Psychology
- Department of Family Social Science
- Department of Pediatrics
- Department of Physical Medicine and Rehabilitation
- Department of Psychiatry
- Department of Psychology
- Department of Speech-Language-Hearing Sciences
- Department of Work, Community and Family Education
- Disability Services
- Division of Epidemiology
- Humphrey Institute of Public Affairs
- Institute of Child Development
- Maternal and Child Health Program
- Occupational Therapy Program
- Physical Therapy Program
- School of Kinesiology
- School of Nursing
- School of Public Health
- School of Social Work
- U Special Kids Program

### • Universities, Colleges, and Research Institutes

- Academy for Educational Development (Washington, DC)
- Alexandria Technical College (Alexandria, MN)
- Anoka Technical College (Anoka, MN)
- Bar-Ilan University (Israel)
- Boggs Center on Developmental Disabilities, University of Medicine and Dentistry of New Jersey (New Brunswick)
- Center on Disability Studies, University of Hawai'i at Manoa
- Center on Human Policy, Syracuse University (Syracuse, NY)
- City University of New York Consortium for the Study of Disabilities
- Coleman Institute on Cognitive Disabilities, University of Colorado
- Colorado State University (Fort Collins)
- Concordia University (St. Paul, MN)
- East Tennessee State University (Johnson City)
- Fond du Lac Tribal and Community College (Cloquet, MN)
- George Washington University (Washington, DC)
- Hennepin Technical Institute (Brooklyn Park, MN)
- Hibbing Technical and Community College (Hibbing, MN)
- Illinois Community College Board
- Indiana University (Indianapolis, IN)
- Institute for Community Inclusion, University of Massachusetts – Boston
- Institute for Educational Leadership (Washington, DC)
- Institute on Disability and Human Development, University of Illinois – Chicago
- Institute on Public Policy (Springfield, IL)
- Iowa State University (Ames)

- Kansas University Center on Developmental Disabilities (Lawrence)
- Lake Superior College (Duluth, MN)
- Lehigh University (Bethlehem, PA)
- Minnesota State University – Moorhead
- Minnesota West Technical and Community Colleges (Granite Falls)
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California – Los Angeles
- Ohio State University (Columbus)
- Pine City Technical College (Pine City, MN)
- Ridgewater Community and Technical College (Hutchinson, MN)
- Riverland Technical College (Owatonna, MN)
- Southern Illinois University – Carbondale
- St. Cloud State University (St. Cloud, MN)
- St. Cloud Technical College (St. Cloud, MN)
- University of Arkansas (Little Rock)
- University of Guam UCEDD
- University of Illinois at Champaign – Urbana
- University of Illinois at Chicago
- University of Kansas (Lawrence)
- University of Kentucky (Lexington)
- University of Louisville (Kentucky)
- University of Minnesota – Duluth
- University of North Carolina – Greensboro
- University of Oregon (Eugene)
- University of Pittsburgh
- University of South Carolina (Columbia)
- University of South Dakota (Sioux Falls)

- University of Southern California UCEDD
- University of St. Thomas (St. Paul, MN)
- University of Sydney (Australia)
- University of Vermont (Burlington)
- University of Wisconsin – Madison
- Utah State University (Logan)
- White Earth Tribal and Community College (Mahnomen, MN)

## • PreK-12 Schools and Districts

- Carlton Public Schools (Carlton, MN)
- Chaska Public Schools (Chaska, MN)
- Duluth Public Schools (Duluth, MN)
- Fond du Lac Ojibwe School (Cloquet, MN)
- Highland Friendship Program (St. Paul, MN)
- Los Angeles Unified School District (Los Angeles, CA)
- Minneapolis Public Schools (Minneapolis, MN)
- Osseo Area Schools (Osseo, MN)
- Redwood Area School District (Redwood Falls, MN)
- Shakopee Public Schools (Shakopee, MN)
- St. Paul Public Schools (St. Paul, MN)
- William Hart School District (Santa Clarita, CA)

## • Advocacy/Self-Advocacy Organizations

- Access Press (Minneapolis/St. Paul, MN)
- Access to Employment (Minneapolis, MN)
- Advocating Change Together, Inc. (St. Paul, MN)
- American Association on DeafBlindness
- Arc Greater Twin Cities
- Arc Minnesota

- Arc of Illinois
- Arc of Rock Island County (Rock Island, IL)
- Arc of the United States
- Citizen Advocacy (Ottawa, Canada)
- Coalition of Citizens with Disabilities (Springfield, IL)
- Consortium for Citizens with Disability (Washington, DC)
- DeafBlind International
- Disability Institute (Hopkins, MN)
- Family Support Network (Peoria, IL)
- Illinois Council on Developmental Disabilities
- Illinois Network of Centers for Independent Living
- Joseph P. Kennedy Jr. Foundation
- Mental Disability Rights International
- Minnesota Association for Children’s Mental Health
- Minnesota Governor’s Council on Developmental Disabilities
- National Center for Educational Restructuring and Inclusion
- National Family Association on Deafblindness
- National Parent Network on Disability
- Ohio Coalition for the Education of Children with Disabilities
- Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
- People First of Minnesota
- President’s Committee for People with Intellectual Disabilities
- Self-Advocates Becoming Empowered
- TASH
- United Cerebral Palsy of Illinois
- United Way of Minneapolis Area (Minneapolis, MN)

## • Service Providers/Government

- ACR Homes (Roseville, MN)
- ADD (Columbus, OH)
- American Indian Center (Minneapolis, MN)
- Ann Grady Corporation (Holland, OH)
- Averyon Homes (Hutchinson, MN)
- AXIS Healthcare (St. Paul, MN)
- Bancroft NeuroHealth (Haddonfield, NJ)
- Brainerd Medical Center (Brainerd, MN)
- Children’s Hospitals and Clinics (Minneapolis and St. Paul, MN)
- Choices in Community Living (Dayton, OH)
- Clearbrook (Arlington Heights, IL)
- CMR (Cleveland, OH)
- Community Involvement Programs (Minneapolis, MN)
- Community Support Services, Inc. (Brookfield, IL)
- Cornerstone Services, Inc. (Joliet, IL)
- Courage Inc. (Golden Valley, MN)
- DeafBlind Services of Minnesota
- Devereux New Jersey Treatment Network (Woodbury, NJ)
- Division of Individual Work (Minneapolis, MN)
- Eastern Minnesota State-Operated Community Services
- Elm Homes (Waseca, MN)
- Extended Employment Programs Rehabilitation Services (St. Paul, MN)
- Facilities Interaction Group (Rochester, MN)
- Fond du Lac Reservation Business Committee (Cloquet, MN)
- 4-H of Ramsey County (St. Paul, MN)
- Freemont Community Clinic (Minneapolis, MN)
- Gateway Services, Inc. (Princeton, IL)
- Gillette Children’s Specialty Health Care (St. Paul, MN)

# Collaborators

- Habilitative Systems (Chicago, IL)
- Healthy & Ready to Work (St. Paul, MN)
- Helen Keller National Center
- Helping Hand Rehabilitation Center (Countryside, IL)
- Hennepin County Adult Services (Minneapolis, MN)
- Hennepin County Children, Youth and Family Services – Early Childhood Family Services (Minneapolis, MN)
- Hennepin County Early Intervention (Minneapolis, MN)
- Hennepin County Home Health (Minneapolis, MN)
- Hennepin County Libraries (Minneapolis, MN)
- Hope Haven (Rock Valley, IA)
- Illinois Council on Developmental Disabilities
- Illinois Department of Human Services
- Illinois Division of Developmental Disabilities
- Illinois Division of Rehabilitation Services
- Illinois Office of the Governor
- Institute for Minority Development (Minneapolis, MN)
- Interact Center for Visual and Performing Arts (Minneapolis, MN)
- International Special Olympics
- Kansas Council on Developmental Disabilities
- Koinonia Homes (Cuyahoga Hts, OH)
- LADD, Inc. (Cincinnati, OH)
- L'Arche Chicago
- Lifeworks (Mendota Heights, MN)
- Little City Foundation (Palatine, IL)
- Little Friends, Inc. (Naperville, IL)
- Lutheran Social Services (Minnesota)
- MBW, Inc. (New Ulm, MN)
- Metropolitan Center for Independent Living (St. Paul, MN)
- Minneapolis Public Housing Authority (Minneapolis, MN)
- Minneapolis Youth Coordinating Board
- Minnesota American Indian Chamber of Commerce
- Minnesota Childcare Resource and Referral Network
- Minnesota Chippewa Tribes Education Talent Search
- Minnesota Deafblind Technical Assistance Project
- Minnesota Department of Education
- Minnesota Department of Employment and Economic Development
- Minnesota Department of Human Services
- Minnesota Department of Jobs and Training
- Minnesota Disabilities Health Options Project
- Minnesota Division of Rehabilitation Services
- Minnesota Indian Women's Resource Center
- Minnesota State-Operated Community Services
- Monticello Workforce Center (Monticello, MN)
- Mt. Olivet Rolling Acres (Victoria, MN)
- National Rehabilitation Hospital (Washington, DC)
- National Technical Assistance Consortium on Deafblindness
- National Youth Leadership Council (St. Paul, MN)
- Nebraska Department of Health and Human Services
- New Hope Center, Inc. (Dolton, IL)
- New Horizons Resources, Inc. (Poughkeepsie, NY)
- New York State DeafBlind Technical Assistance Project
- Oak/Leyden Developmental Services, Inc. (Oak Park, IL)
- Opportunity Works (Minneapolis, MN)
- Outlooks (Cincinnati, OH)
- Outward Bound Wilderness (Ely, MN)
- Partners in Community Supports (Hennepin County, MN)
- Perspectives Advocacy (Minneapolis, MN)
- PHASE (Sandstone, MN)
- PICA Head Start (Minneapolis, MN)
- Potomac Center, Inc. (Romney, WV)
- Prairie Island Indian Community (Welch, MN)
- Progressive Services, Inc. (St. Paul, MN)
- Ramsey Action Programs Head Start (St. Paul, MN)
- Ramsey County Human Services Department (St. Paul, MN)
- Ray Graham Association for People with Disabilities (Downers Grove, IL)
- Regions Hospital (St. Paul, MN)
- REM Inc. (Minnesota)
- Resources for Child Caring (St. Paul, MN)
- RISE, Inc. (Spring Lake Park, MN)
- Seguin Services, Inc. (Cicero, IL)
- Sertoma Center (Knoxville, TN)
- Services Enterprise, Inc. (Redwood Falls, MN)
- Shriners Hospital for Children (Minneapolis/St. Paul, MN)
- Southwest Wyoming Rehabilitation Center (Rock Springs, WY)
- Sparc, Inc. (Springfield, IL)
- State Developmental Disabilities Agencies in the 50 States and DC
- Sunflower Supports Company (Topeka, KS)
- TARC, Inc. (Topeka, KS)
- TransCen Inc. (Rockville, MD)
- Trillium, Inc. (Duluth, MN)
- UCARE (Minneapolis, MN)
- United Cerebral Palsy of America
- U.S. Department of Labor, Bureau of Apprenticeship and Training (Chicago)
- Victor C. Neumann Association (Chicago)

- Volunteers of America (New Orleans)
- Welcome House, Inc. (Rocky River, OH)
- West Hennepin Community Services (Hopkins, MN)
- West Virginia Behavioral Health Providers Association (Charleston, WV)
- Wilderness Inquiry (Minneapolis, MN)
- **Professional Organizations**
- American Association on Intellectual and Developmental Disabilities
- American Association on Intellectual and Developmental Disabilities of Illinois
- American Federation of State, County and Municipal Employees Council 31 (Chicago, IL)
- American Federation of Teachers
- American Network of Community Options and Resources
- Association for Persons in Supported Employment
- Association of Professional Developmental Disabilities Administrators
- Association of Public Developmental Disabilities Administrators
- Association of Residential Resources in Minnesota
- Commission on the Accreditation of Rehabilitation Facilities
- Council for Exceptional Children
- Council for Standards in Human Service Education
- Council of Chief State School Officers
- Council on Quality and Leadership
- Direct Support Professional Association of Minnesota
- Education Minnesota
- Illinois Association of Rehabilitation Facilities
- Illinois Health Care Association
- International Association of Psychosocial Rehabilitation Services
- Minnesota Habilitation Coalition
- National Alliance for Direct Support Professionals
- National Alliance for Secondary Education and Transition
- National Association of State Directors of Developmental Disabilities Services
- National Association of State Directors of Special Education
- National Association of State Directors of Vocational Technical Education
- National Education Association
- National Organization for Human Service Educators
- National Resource Center for Paraprofessionals
- New Jersey Association of Community Providers
- SEIU Local 880 (Chicago, IL)
- **Research, Evaluation, and Communications Organizations**
- Community Works
- Human Services Research Institute
- Lewin Group
- MC Strategies
- MEDSTAT Group
- Policy Research Associates
- Westat
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- John D. and Catherine T. MacArthur Foundation
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