



THE INSTITUTE ON COMMUNITY INTEGRATION

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2003/04

Research and Training Center on Community Living • National Center on Secondary Education and Transition

National Center on Educational Outcomes • Research Institute on Progress Monitoring



The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

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 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, a University Center for Excellence in Developmental Disabilities, is housed in the College of Education and Human Development, University of Minnesota, Minneapolis. The Institute and its four allied centers – the Research and Training Center on Community Living, the National Center on Secondary Education and Transition, the National Center on Educational Outcomes, and the Research Institute on Progress Monitoring – are affiliated with numerous larger systems of federally-supported programs, including University Centers for Excellence, Rehabilitation Research and Training Centers, Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs, Mental Retardation Research Centers, and other funded efforts in major universities across the United States. The Institute also 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 integration of persons with developmental disabilities.

Cover Photo: Tom Ordyniec (right), an actor with Interact Center for Visual and Performing Arts in Minneapolis, and George Keller, a stage and screen actress who has worked with Interact as a guest performer. Interact was founded to provide artists with disabilities a place to pursue and develop their art to its highest potential, and to increase their integration into the broader professional arts community. It is one of the community organizations with which the Institute on Community Integration partners. Photo by Jerry Smith.

From the Director

2003/04 Highlights

The Institute was established 19 years ago with fewer than 20 staff and students officed in the basement of Pattee Hall at the University of Minnesota. Today, it is home to more than 100 projects staffed by over 160 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 28 departments and programs at the University of Minnesota.

The Institute conducts collaborative projects with nearly 300 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 nearly 1.7 million of its publications since it began, and its Web pages were accessed over 4.2 million times in this year alone.

Currently, the Institute annually secures over \$13 million in external and University funding.

On September 18-19, 2003, Hurricane Isabel pounded Washington D.C. with powerful winds and heavy rains, downing trees, knocking out power to hundreds of thousands, flooding streets, shutting down federal and local government offices as well as the city's schools, airports, and bus and rail service. During the storm, Institute on Community Integration staff gathered in the city's Marriott Wardman Park Hotel with over 250 educational leaders and policymakers from around the nation for the first National Leadership Summit on Improving Results for Youth. This landmark event, which brought together teams from 42 states and other entities including the Pacific Rim territories, the U.S. Virgin Islands, and Bureau of Indian Affairs, had as its goal supporting each team to develop and implement action plans to improve secondary education and postschool outcomes for youth with disabilities served within their state or other entity. By the end of the summit's second day, as the storm subsided and Washington began the clean-up, each team completed its set of priorities and steps to work on back home. When the airports reopened participants left to put their plans into action, with the commitment by the event's sponsor – the Institute's National Center on Secondary Education and Transition – to provide ongoing guidance, information, and other forms of assistance needed by participants throughout the coming year as they did their work.

Those two days in Washington served as a reminder to us that even in the midst of powerful storms it's possible to keep moving toward the goal of improving community services and social supports for persons with disabilities and their families. Despite dramatic shifts in local, state, and national fiscal climates this past year that profoundly affected many individuals with disabilities and their families, progress toward that goal has continued. Despite turbulence in the halls of government, progress toward that goal has continued. Despite recurring waves of uncertainty about what the future holds for our nation and world, progress toward that goal has continued. And that progress has ranged from ongoing implementation of President Bush's New Freedom Initiative, to the active commitment to educational improvement on the part of those 42 states and other entities at the Washington conference, to our modest efforts at the Institute to collaborate with others on projects including personalized health care for persons with complex medical needs, online training of direct support professionals nationwide, and inclusion of students receiving special education services in standards-based reform and accountability systems.

While the Institute on Community Integration and the activities of the past year reported in these pages are just a small part of the broad-based movement to bring about the full inclusion of persons with disabilities in all areas of community life, I believe all of us involved in this effort have learned a similar lesson over the years: storms are inevitable, and so is progress, if we continue to remember our guiding vision and do the work that can make it a reality.

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, it offers continuing education workshops specifically for persons with disabilities and their families. Six broad strategies are used to provide interdisciplinary training: the Certificate in Disability Policy and Services, jointly offered through the University's Department of Educational Policy and Administration; specialized preservice training sequences and cooperative curriculum components in various departments; a volunteer service program for college students; Institute conferences and workshops; collaborative curriculum development and delivery, both classroom and online, with other schools and community organizations; and presentations at state and national conferences. Among Institute training projects in 2003/04 were the following:

- **College of Direct Support: National Online Training Program for Direct Support Professionals**, developing and implementing a computer-assisted, competency-based, interactive, multimedia training curriculum for direct support professionals in community settings. A collaborative effort of the Research and Training Center on Community Living; WebInservice, a division of MC Strategies, Inc.; and the Sertoma Center's My Life Foundation.
- **Minnesota Paraprofessional Training Project**, developing training and resource materials – including the online Para eLink competency-based curriculum – to improve preparation of and service by paraprofessionals working with students with disabilities.
- **Community Services Training Program**, enhancing the social integration of adults with disabilities through training college students as community integration facilitators for peers with disabilities.
- **Collaborating to Accommodate Students in Standards-Based Reform**, creating and delivering a staff development training program that brings special education and general education professionals together to create a collaborative school culture that offers increased access for students with disabilities and other at-risk groups.
- **College of Frontline Supervision**, developing and implementing a research-based online training curriculum for supervisors of direct support professionals, enhancing their skills in recruiting, training, and retaining direct support personnel.
- **Person-Centered Planning Facilitator Training Projects**, training stakeholders from developmental disabilities services in Minnesota to facilitate person-centered planning processes for adults with developmental disabilities.
- **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.
- **Systems Approach to Paraprofessional Development and Support in Inclusive Schools**, improving paraprofessional training and support by utilizing a systems perspective to develop and implement ongoing school-based staff development for educational paraprofessionals.

2003/04 Training Highlights

Through workshops and conference presentations, the Institute provided more than 2,500 clock hours of continuing education in more than 20 topical areas to over 9,800 people.

Ninety-two University of Minnesota students received extended preservice training and practical experiences through the Certificate in Disability Policy and Services, and through Research Assistantships at the Institute. Sixty-six masters and doctoral students from the disciplines of educational psychology, educational policy and administration, social work, exercise physiology, and other fields received tuition support from the Institute for their graduate studies.

Thirty-six pediatric 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) and PACER Center, coordinated the monthly orientation, weekly didactic sessions, and family and community site visits.

Thirty-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. The certificate offers University students and community professionals the opportunity to gain a broad understanding of the disability services system from an interdisciplinary perspective, and study contemporary theories and practices in serving people with disabilities in the community.

The College of Direct Support debuted its Web-based, multi-media, interactive training program for direct support professionals (DSPs) in the summer of 2003. The unique online training offers 55 hours of instruction for DSPs, and is built on careful analysis of the content of jobs that DSPs perform and on an established code of ethics. To date it has been purchased by state level agencies in five states and the District of Columbia to make it available for DSP training throughout their areas.

Interdisciplinary Training

Para eLink, a Web-based system of training Minnesota instructional paraprofessionals that was developed by the Institute's Minnesota Paraprofessional Training Project, had over 12,000 visitors to its curriculum Web pages, an average of 159 per day. In addition, approximately 2,000 paraprofessionals in the Twin Cities area attended a lecture-based presentation on the core competencies found in the Para eLink curriculum. Training through Para eLink is one state-approved way that Minnesota paraprofessionals can meet the paraprofessional requirements in the No Child Left Behind Act.

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

- IASSID World Congress
- National Reinventing Quality Conference
- American Educational Research Association
- American Association on Mental Retardation Annual Meeting
- Minnesota Semi-Independent Living Services Conference
- Bureau of Indian Affairs Regional Conference
- Minnesota CEC/CCBD Conference
- Minnesota Association for Children's Mental Health Annual Conference
- Third Anglo-American Symposium on Special Education and School Reform
- National Resource Center for Paraprofessionals National Conference
- Council for Exceptional Children Annual Convention
- Pac Rim Research Conference
- Minnesota Association of School Psychologists
- National Staff Development Council Annual Conference
- National Association of School Psychologists Annual Conference
- Triannual Meeting of the International Society for the Study of Intellectual Disabilities
- National Indian Education Conference
- IDEA National Partnership Conference
- President's Committee for Persons with Intellectual Disabilities
- Federal Bureau of Indian Affairs, Reclaiming Youth at Risk Conference

Participants in Extended Preservice Training

(Certificate Program Enrollees and Research Assistants by Major)

<i>Major</i>	<i>Participants</i>
Educational Psychology (Special Education, School Psychology, Counseling Psychology)	41
Nursing	10
Educational Policy and Administration	6
Education	5
Work, Community, and Family Education	2
Exercise Physiology	2
Social Work	1
Second Language and Cultural Education	1
Curriculum and Instruction	1
Public Affairs/Humphrey Institute	1
Communication Disorders	1
English	1
Business Education	1
Music	1
Other (non-degree students, undecided, unknown)	18
TOTAL	92

Continuing Education Workshops/Presentations

<i>Topical Areas</i>	<i>Hours</i>	<i>Participants</i>
Advocacy/rights/empowerment	16	10
Assessment	80	456
Assistive technology/rehabilitation	20	30
Community inclusion	20	142
Community services	16	325
Cultural awareness	1	12
Education	979	4,465
Employment	12	17
Health/medical	197	65
Human growth and development	5	7
Inclusive education	2	20
Language/ESL/speech	1	3
Paraprofessional development	171	1,050
Person-centered planning	4	33
Quality of life	78	1,807
Recreation	5	38
Research	20	65
Residential services/supported living	6	410
Social Security/SSI	60	75
Transition	616	160
Workforce development/direct support	76	440
Other	122	260
TOTAL	2,507	9,890

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 developmental 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; and ongoing cooperative service programs with local, state, and federal agencies. The Institute's 2003/04 service and consultation efforts included:

- **Pathways to Possibilities: Supporting the Transition of American Indian High School Youth**, developing and implementing a model to support the high school retention, graduation, and transition to postsecondary education of American Indian high school youth in the St. Paul metropolitan area and on or near the Fond du Lac Reservation in northern Minnesota.
- **QualityMall.Org: Web Site on Person-Centered Services for Persons with Developmental Disabilities**, gathering and disseminating information on exemplary programs, products, supports, and ideas in person-centered services for persons with developmental disabilities. A collaborative project of the Institute's Research and Training Center on Community Living, the National Association of State Directors of Developmental Disabilities Services, and Human Services Research Institute.
- **Yes I Can National Outreach and Dissemination Project**, developing and implementing school-based community inclusion programs to enhance the social inclusion of secondary students with developmental disabilities.
- **MnSIC Training and Outreach Project**, providing technical assistance to the Minnesota System of Interagency Coordination (MnSIC) as it supports the development and implementation of a coordinated, multidisciplinary, interagency intervention service system for young people with disabilities ages 3-21 and their families.
- **Person-Centered Services Practices**, offering technical assistance, evaluation, and training services to service providers in Hennepin county, Minnesota, with the goal of using person-centered planning to support self-determination on the part of persons with developmental disabilities.
- **Mainstream Housing Vouchers**, evaluating a project of Hennepin County, Arc Minnesota, and the Minneapolis Public Housing Authority to increase the use of special Section 8 housing vouchers by people with disabilities.
- **Minnesota Service Inclusion Project**, providing education, training, and technical assistance to organizations and agencies involved in volunteerism, with the goal of increasing the involvement of persons with disabilities in volunteer opportunities.
- **Iowa Alternate Assessment Project**, providing technical assistance to the Iowa Department of Education on alternate assessment data collection and scoring processes, including monitoring of four scoring centers, analysis of scoring data, and a final report in collaboration with the statewide Area Education Agencies training network and assessment/scoring consultants from the University of Kentucky.

2003/04 Service and Consultation Highlights

Institute personnel provided over 10,800 hours of technical assistance to administrative agencies, service providers, educational programs, professional associations, and advocacy and consumer organizations.

In November 2003, the Institute's National Center on Secondary Education and Transition (NCSET) formally introduced the National Alliance on Secondary Education and Transition (NASET). NASET is a national, cross-agency, voluntary coalition of approximately 60 national organizations focused on the improvement of secondary education and transition services for all youth. With support and facilitation by NCSET, NASET launched a process to develop standards and quality indicators that can guide state and local secondary education and transition planning and system development in addressing educational, employment, and community living needs of all youth.

The Yes I Can Social Inclusion Curriculum developed at the Institute was implemented in an additional 7 schools during this year, raising the total to 115 middle and high schools in 15 states. Project staff provided technical assistance to personnel in each of the states, assisting them to coordinate implementation of the program statewide and within local school districts.

Twenty-seven American Indian high school students from six sites participated in a summer leadership, service learning, and transition training camp sponsored by the Pathways to Possibilities and Outreach to Empower technical assistance projects. The camp's overall focus was to support the secondary retention, graduation, and postsecondary attendance of American Indian students through deliberate and culturally-sensitive transition activities. Participants at this year's camp subsequently implemented service learning projects in their communities that were initiated at camp; projects included activities related to hunger and homelessness, alcohol and drug abuse, disability awareness, and emotional needs of the elderly.

Service and Consultation

Staff of the National Center on Educational Outcomes served as technical advisors to the publication Education Week in the production of its special report, "Count Me In: Special Education in an Era of Standards." The publication, with a readership of over 200,000 K-12 administrators and other professionals, examined the issues surrounding inclusion of students receiving special education services in standards-based reform and accountability systems.

Staff of the Research and Training Center on Community Living provided continuing support to self-advocates, assisting the national organization Self-Advocates Becoming Empowered, as well as People First of Minnesota, to continue to produce newsletters and hold annual conferences. In addition, they participated as members of and offered technical assistance to advocacy and self-advocacy groups, including Advocating Change Together and local, state, and national affiliates of The Arc.

To date, over 400 American Indian school personnel nationwide have completed training in implementation of the culturally-sensitive transition curriculum for American Indian youth titled, Expanding the Circle: Respecting the Past, Preparing for the Future. The curriculum was developed by the Institute's Expanding the Circle project.

The Research and Training Center on Community Living continued to provide leadership for the National Alliance of Direct Support Professionals (NADSP), producing its quarterly newsletter – Frontline Initiative – distributed to several thousand readers nationwide as well as other materials, and coordinating organization meetings. The advocacy and education work of the alliance has resulted in formation of statewide coalitions and local alliances across the country to improve direct support workforce training, credentialing, development, and retention.

Service and Consultation: Recipient Category by Hours of Assistance

Recipients	Hours
Interagency group	8,008
Education program/university	1,530
State/local general and special education	837
Residential agency/provider	137
Federal agency	54
Professional association	47
Legislative body	42
DD services program	36
State/local coalition	27
Consumer advocacy organization	10
Recreation agency	10
State/local social services	8
State/local MR/DD agency	8
Employment/voc rehab organization	5
Postsecondary education	5
DD Council	4
Vocational program	3
Consumer/family member/guardian	3
Parent/consumer group	1
Other	71
Total	10,846

Service and Consultation: Topic Area by Hours of Assistance

Topic	Hours
Transition	7,800
Assessment	1,072
Paraprofessional activities	648
Education	580
Inclusive education	245
Workforce development/direct support personnel	183
Quality of life	93
Advocacy/rights/empowerment	59
Health/medical	50
Residential services/community living	35
Cultural awareness	20
Housing	17
Research	16
Community inclusion	7
Families	5
Leadership	5
Person-centered planning	3
Quality assurance	3
Medicaid	2
Residential/supported living	2
Public policy	1
Total	10,846

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 community service providers. Among Institute research projects in 2003/04 were the following:

- **Alternative Schools: Policy, Practice and Implications for Students with Disabilities**, gathering, synthesizing, and reporting information about the policies and practices of alternative schools across the nation, especially in relation to students with disabilities.
- **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 developmental disabilities.
- **Person-Centered Approach to Health Care for Adults with Physical Disabilities**, evaluating the impact on consumers of participation in the AXIS Healthcare program (a health care coordination organization for persons with physical disabilities), and working with collaborators to infuse person-centered health care planning into health care and rehabilitation service delivery. A collaborative project with AXIS, the Minnesota Department of Human Services, the National Rehabilitation Hospital, Courage Inc., and the Metropolitan Center for Independent Living.
- **Development Techniques for Universally Designed Assessments**, applying elements of universal design to achievement tests and evaluating the effects for students with disabilities.
- **Disability and Diversity Project**, developing and implementing strategies that improve access to, retention in, and completion of postsecondary education by culturally and linguistically diverse high school students with disabilities. A collaborative project of the Institute, the Center on Disability Studies at the University of Hawai'i, and San Diego State University.
- **Analysis of Age and Gender Differences Among Adults with ID/DD in the NHIS-D**, analyzing national household survey data on the characteristics of people with intellectual and developmental disabilities, and publishing reports on age and gender differences in service use, functional limitations, health care coverage, and health insurance status.
- **Self-Advocacy Online: Research and Development to Bridge the Digital Divide**, developing a Web site specifically for use by and accessible to persons with mild intellectual and related cognitive disabilities interested in self-advocacy.
- **Use of Web-based Technology to Increase Recreation, Leisure and Life Opportunities for Persons with Intellectual and Developmental Disabilities (LifePages.org)**, developing and maintaining an interactive Web site designed to enhance the quality and quantity of recreation and leisure opportunities available to Minnesotans with developmental disabilities and to provide users with opportunities to connect with others with similar interests. A collaborative project of the Research and Training Center on Community Living and Partners in Community Supports (Minneapolis).

2003/04 Research Highlights

The LEP/IEP Instruction Project of the National Center on Educational Outcomes investigated strategies teachers could implement to better include English language learners with disabilities in the grade-level content instruction that precedes statewide testing. The project specifically focused on Hmong, Somali, and Latino students in Minnesota, and included partnering with PACER (Parent Advocacy Coalition for Educational Rights) to interview parents of English language learners, asking for their views on instructional activities and teaching strategies used in classrooms. This process provides a model for connecting with linguistically diverse parents and learning their perceptions about the needs of their children with disabilities. It also furthers understanding of the students' unique individual situations and needs.

Results of a national survey by the Alternative Schools Research Project during this year provided one of the few current national perspectives on alternative schools and can be used by policy-makers and educators to promote quality alternative education programs for vulnerable youth with and without disabilities. The survey, which asked about alternative schools in relation to state definitions, enrollment criteria, staffing, special education issues, instruction, and student outcomes, was sent to alternative school specialists at state departments of education in the 50 states and District of Columbia, with 39 responding.

The LifePages.org Web site, a collaboration of the Research and Training Center on Community Living and Partners in Community Supports, received the 2003 Community Inclusion Award from Arc Hennepin-Carver.

The National Center on Educational Outcomes released its report summarizing its ninth survey of state directors of special education, titled 2003 State Special Education Outcomes: Marching On. It provided a snapshot of new initiatives, trends, accomplishments, and emerging issues during this period of education reform as states document the academic achievement of students with disabilities. Results included all 50 states and 9 of 11 federally-funded entities (unique states).

2003/04 Institute Research Projects (listed alphabetically)

- Agency Factors and Structures that Increase Successful Outcomes in Community Participation and Socially-Valued Roles
- Alternative Schools: Policy, Practice and Implications for Students with Disabilities
- Analysis of Age and Gender Differences Among Adults with ID/DD in the NHIS-D
- Analysis of Prevalence of ID/DD in the South: NHIS-D Analyses
- Community Building for People with Mental Retardation and Other Developmental Disabilities Within Community Organizations
- Comparative Analysis of Traditionally and Universally Designed Assessments
- Connecting English Language Proficiency, Statewide Assessment and Classroom Performance
- Consumer-Controlled Housing: Outcomes of a Comprehensive Education and Counseling Program
- Consumer-Directed Community Supports: Trends and Workforce Outcomes
- Costs and Benefits of Family Care and Family Support
- Creating a Progress Measurement System for Secondary Students
- Cultural Influences on Definition and Valuing of Self-Determination
- Demonstrating Success: Students with Disabilities in Secondary Education
- Descriptive Study of Services to Limited English Proficient Students
- Developing Exemplary Practices to Support Self-Determination
- Development Techniques for Universally Designed Assessments
- Direct Support Staff Learning Experiences and Outcomes Using Alternative Instructional Strategies
- Disability and Diversity Project
- Ecobehavioral Analysis of Self-Determination
- Education Policy Reform Research Institute
- Effective Interventions to Improve DSP Recruitment, Retention and Training Outcomes
- Effectiveness of Social Integration Approaches with Community/Civic Organizations and Faith-Based Initiatives
- Effects on Families of Children and Youth with Mental Retardation and Other Developmental Disabilities of Being Terminated from Medicaid Services
- Enhancing the Self-Determination of Adults with Mental Retardation
- Formative and Summative Evaluation of the College of Direct Support
- IEP/LEP Large Scale Assessment Project
- Impact of Environment on the Self-Determination of Adults with ID/DD
- Increasing Self-Regulation of Individuals with Escape-Motivated Challenging Behavior
- Intended and Unintended Consequences of High Stakes Assessment
- Job Analysis and Validation of DSP and Frontline Supervisor Competencies and Training Needs
- LEP/IEP Instruction Project
- LEP/IEP Parents Project
- Longitudinal Study of Costs and Benefits of Comprehensive Preservice Training for DSPs
- National Residential Information Systems Project and Policy Studies
- National Resource Center on Community Integration
- National Study on the Impact of SSI Redetermination of 18-Year-Old Youth with Disabilities on Employment, Independent Living, and Community Participation Outcomes
- Nature and Quality of Supports for Families in the Disability Supplement of the NHIS
- Out-of-Level Testing 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 Analysis of the Effects of Direct Support Workforce Challenges on Individuals with Mental Retardation and Other Developmental Disabilities and Their Family Members
- 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
- RRTC on Postsecondary Education Supports
- RRTC on Rehabilitation Service Systems
- Secondary Analysis of Training Needs/Issues for Minnesota Supervisors and Direct Support Staff
- Self-Advocacy Online: Research and Development to Bridge the Digital Divide
- Self-Determination Training and Support for Direct Support Staff and Supervisors
- September 11: Experiences and Effects on Persons with Developmental Disabilities
- SSI Work Incentives
- Status, Trends, and Innovations in Medicaid Support for Community Services
- Student Success = School Success
- Studies of Persons with Developmental Disabilities in the NHIS Supplement on Disability
- Supervising and Training Direct Support Professionals: Outcomes, Costs and Benefits
- Use of Web-based Technology to Increase Recreation, Leisure and Life Opportunities for Persons with ID/DD
- Yes I Can: A Program to Enhance Social and Recreational Inclusion of Youth with Disabilities

Strategies and Projects

The Institute generates and disseminates a wide array of information to improve policies and services 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 brochures in print and on the Web; maintenance of multiple Web sites; and production of videotapes and CD-ROMs. Among the many major Institute publications in 2003/04 were the following:

- **Impact**, a quarterly newsletter of articles on best practices, research, and personal experiences. This year's topics were *Social Inclusion Through Recreation for Persons with Disabilities*, *Achieving Secondary Education and Transition Results for Students with Disabilities*, and *Consumer-Controlled Budgets and Persons with Disabilities*.
- **DD Data Brief**, a series summarizing analyses by the Institute's Research and Training Center on Community Living of the data from the 1994/1995 National Health Interview Survey Disability Supplement. This year's topics were *Gender, Age and Disability Differences in Functional Limitations for Non-institutionalized Adults in the NHIS-D*; and *Service Use By and Needs of Adults with Functional Limitations or ID/DD in the NHIS-D – Difference by Age, Gender and Disability*.
- **NCSET Information Brief**, a series examining trends and developments in secondary education and transition. Produced by the National Center on Secondary Education and Transition. This year's topics were *Work-Based Learning and Future Employment for Youth – A Guide for Parents and Guardians*, *Addressing the Needs of Culturally and Linguistically Diverse Students with Disabilities in Postsecondary Education*, and *Supporting Dynamic Development of Youth with Disabilities During Transition – A Guide for Families*.
- **NCEO Technical Reports**, a comprehensive set of data-based reports and technical studies related to student participation and performance in state assessment and accountability systems. Produced by the National Center on Educational Outcomes. This year's topics were *A National Study on Graduation Requirements and Diploma Options for Youth with Disabilities*; *Improving Validity of Large-Scale Tests – Universal Design and Student Performance*; and *State Literacy Standards, Practice, and Testing – Exploring Accessibility*.
- **My Future My Plan** and **Mi Futuro Mi Plan**, a curriculum motivating and guiding students with disabilities and their families as they begin early transition planning for life after high school. Published by the Institute's National Center on Secondary Education and Transition, in collaboration with State of the Art, Inc.
- **Essential Tools: Increasing Rates of School Completion – Moving From Policy and Research to Practice**, a manual for educators, administrators and policymakers describing 11 proven interventions for increasing school completion among youth with disabilities. Published by the Institute's National Center on Secondary Education and Transition.
- **Direct Support: A Realistic Job Preview**, a videotape/DVD for use with individuals considering careers as direct support professionals (DSPs), illustrating the real, everyday work of DSPs, the rewards and challenges of this career, as well as the essential qualities of a successful DSP.
- **Alternative Schools: Policy and Legislation Across the U.S.**, a report reviewing current state legislation and policy related to alternative schools as an educational option for students who are not successful in traditional school settings.

2003/04 Dissemination Highlights

The Institute disseminated nearly 85,000 Institute newsletters, resource guides, curricula, research reports, brochures, and catalogs worldwide. In addition, the Institute's National Center on Educational Outcomes, which carries out its primary dissemination via the Web, made available over 200 NCEO reports and newsletters on its Web site; the Web site's pages were accessed over 645,000 times during the year.

Readers of Institute publications maintained an extensive secondary dissemination network, reprinting Institute materials in their newsletters, and distributing Institute publications through their training workshops, academic classes, and libraries. Among them were the San Benito (CA) County Office of Education, University of Illinois Special Education Department, California Association of Health Facilities, San Francisco State University Special Education Department, San Diego State University Special Education Department, Fundacion Paso a Paso (Caracas, Venezuela), Florida School for the Deaf and the Blind, First United Methodist Church (Springdale, AR), Penrith Women's Health Centre (Penrith, Nova Scotia), Uniting Families for Change (Westfield, MA), Cooley Dickinson Hospital (Northampton, MA), University of North Carolina at Chapel Hill School of Social Work, Roanoke (VA) City Public Schools Parent Resource Center, The Arc of Whatcom County (Bellingham, WA), American Park and Recreation Society, New England Center Deaf Blind Project, and Down Syndrome Association of Greater Cincinnati.

Through its twice-monthly e-mail newsletter, the National Center on Secondary Education and Transition employed state-of-the-art technology to inform over 3,300 stakeholders about center and national events, publications, calls for papers, funding opportunities, and more.

The Web pages of QualityMall.org, a Research and Training Center on Community Living Web site showcasing exemplary ideas, programs, information, products, and supports in person-centered services from around the country, were accessed over 251,000 times during the year.

The pages of the Institute's Web site (<http://ici.umn.edu>) were accessed over 4.2 million times by visitors from around the world. Numerous Institute projects and centers maintained pages specific to their work. Among them were:

- **Alternative Schools Research Project.** Information for educators, researchers, and policy-makers about research on, and policies and practices of, alternative schools nationwide.
- **Check & Connect Truancy Prevention Program.** Information for schools on the prevention model, its results, and a bibliography.
- **Connecting to Success E-Mentoring Project.** Information about e-mentoring, with support pages for students and adult mentors.
- **Direct Support Professionals Projects.** Online publications and a chatroom for direct support personnel.
- **LifePages.org.** Information about recreation and leisure activities and other resources designed to enhance recreation and leisure participation and social connections for Minnesotans with developmental disabilities.
- **Minnesota Paraprofessional Consortium.** Online newsletter, resource directory, and chatroom for paraprofessionals in education.
- **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.** Full-text center publications, links to national resources, and a listserv, all for secondary educators, families, students with disabilities, and service providers.
- **QualityMall.org.** Resources and information from organizations nationwide compiled to promote delivery of person-centered supports.
- **Research and Training Center on Community Living.** Online publications, data, and forums for policymakers, service providers, and researchers.
- **Yes I Can Social Inclusion Program.** Support for schools engaged in the program, including curriculum samples and implementation tips.

2003/04 Institute Staff Publications

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

Journal Articles

- Lessons learned on the way toward inclusion. *Minnesota School Boards Association Journal*
- Addressing student engagement and truancy prevention during elementary years: A replication study of the Check & Connect model. *Journal of Education for Students Placed at Risk*
- Alternative schools serving students with and without disabilities: What are the issues and challenges? *Preventing School Failure*
- Wages of non-state direct support professionals lag behind those of public direct support professionals and the general public. *Mental Retardation*
- Paraprofessionals: Issues for administrators. *Journal of Special Education Leadership*
- Collaboration: A factor associated with three successful inclusive high schools. *Journal of Educational and Psychological Consultation Special Issue*
- The roles and essential competencies of the frontline supervisors of direct support professionals in community services. *Mental Retardation*
- Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*
- Twenty years of growth in Medicaid Home and Community Based Services, recipients, and costs: June 1982 to June 2002. *Mental Retardation*
- Change in residential placements for persons with intellectual and developmental disabilities in the USA. *Journal of Intellectual and Developmental Disabilities*

Books and Book Chapters

- *Promoting student engagement to enhance school completion: Information and strategies for parents.* The National Association of School Psychologists
- *Biting the bullet: Including special-needs students in accountability systems.* Teachers College Press
- *Inclusion of students with disabilities in state and district assessments.* ERIC/CASS and NBCC
- *Staff recruitment, retention, and training strategies for community human services organizations.* Paul H. Brookes Publishing
- *Costs and outcomes of services for persons with intellectual disabilities.* Paul H. Brookes Publishing
- *The teacher's guide to supporting and supervising paraprofessionals in the classroom.* LRP Publications
- *The paraprofessional's guide to supporting classroom instruction.* LRP Publications
- *Promoting student engagement to enhance school completion: Information and strategies for parents.* National Association of School Psychologists
- *Research evidence supporting an ecological perspective on self-determination.* Thomas Publishing
- *Public policy and person-centered planning.* Paul H. Brookes Publishing

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. Since 1985, the total amount of annual external funding has grown from approximately \$400,000 to just over \$13 million. Matching support is provided primarily by the University of Minnesota and its College of Education and Human Development. In 2003/04, the Institute generated approximately \$15 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**
- **Iowa Department of Education**
- **Illinois Council on Developmental Disabilities**
- **Kansas Council on Developmental Disabilities**
- **Hennepin County (Minnesota)**
- **University of Minnesota:** College of Education and Human Development, Department of Educational Psychology, Center for Early Education and Development, Central Administration, Department of One Stop Student Service, and Graduate School
- **University of Hawai'i**
- **University of Massachusetts**
- **University of Maryland (College Park)**
- **Colorado State University (Fort Collins)**
- **University of Kentucky – Lexington**
- **University of Alabama at Birmingham, Civitan Center**
- **Fond du Lac Tribal and Community College**
- **Concordia College (St. Paul, MN)**
- **Bloomington (Minnesota) Public Schools**
- **National Association of State Directors of Developmental Disabilities Services**
- **Association of University Centers on Disabilities (AUCD)**
- **Arc of the United States**
- **Sertoma Center**
- **Partners in Community Support**
- **Lewin Group**
- **Arc Minnesota**
- **RISE, Inc.**
- **Ohio Provider Resource Association (OPRA)**
- **Institute for Educational Leadership**
- **Great Lakes Area Regional Resource Center**
- **Service Source, Inc., Northern Virginia Workforce Investment Board**
- **Washburn Child Guidance Center (Minneapolis, MN)**

2003/04 Funding Highlights

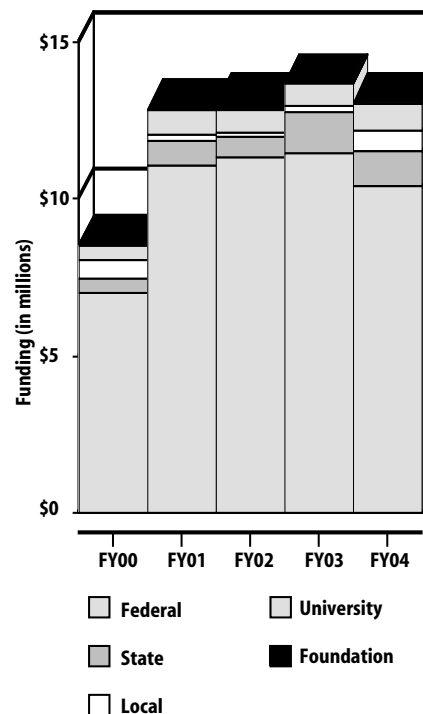
The Institute had an operating budget of \$13,049,319. Of this total, \$12,225,383 was obtained through external grants and contracts, and \$823,936 from the University's College of Education and Human Development, Graduate School, and Central Administration.

The external funding of the Institute was provided by over 38 different private, local, state, and federal agencies.

Through its centers, projects, and other activities, the Institute financially supported the work of over 160 faculty, academic staff, support personnel, and research assistants.

In addition to project funding, the Institute leveraged \$636,000 of additional in-kind project support.

Funding Sources: 2003/04



Networks and Centers

2003/04 Network/Center Highlights

In October 2003, the Research and Training Center on Community Living was awarded five more years of core funding (\$3.75 million) by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education.

The National Center on Educational Outcomes continued its quarterly national teleconferences targeting state directors of assessment, special education, and Title I. The teleconferences, which each involved nearly 160 participants representing 35 states, brought the most current research and promising practices on key issues in inclusive assessment and accountability to shapers of education policy at state and national levels.

The National Center on Secondary Education and Transition, in collaboration with planners from 15 national organizations and government agencies, sponsored its first National Leadership Summit on Improving Results for Youth. The focus was policy and practice implications for secondary and postsecondary education and employment of youth with disabilities. The event, which drew over 250 participants attending as interagency teams from 42 states and other entities, was designed to set priority areas for activity in those states, and launch follow-up and technical assistance for the teams.

The Research Institute on Progress Monitoring was established this year, engaging in activities to launch and further focus its research efforts. One of the activities was creation of a searchable database of research and reports available in the field of curriculum-based measurement. The database contains 585 documents and is being used within the project to support its development of a progress monitoring system for use with K-12 students. The center has also made available to the public the list of database documents through its Web site (progressmonitoring.org).

The Institute on Community Integration 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 similar programs in major universities and teaching hospitals across the country. In addition to the interdisciplinary training, service, technical assistance, research, and dissemination activities carried out by the Institute as a UCEDD, it also has four major affiliated centers (listed below), each with its own areas of activity, and collaborates with the Center for Early Education and Development (CEED) at the University of Minnesota on early childhood activities.

- **National Center on Educational Outcomes.** The Center provides national leadership on 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 postsecondary education, as well as in employment, independent living, and community participation. Its activities include application and dissemination of existing research conducted elsewhere, and technical assistance to organizations and agencies nationwide. It is a collaborative effort involving the Center on Disability Studies at the University of Hawai'i, Manoa; TransCen, Inc.; the Institute for Educational Leadership, Center for Workforce Development; PACER Center, Inc.; and the National Association of State Directors of Special Education.
- **Research Institute on Progress Monitoring.** The Institute is developing a seamless and flexible system of student progress monitoring to be used in schools across ages (K-12), abilities, and curricula. The process of developing the system includes identifying and validating strategies in reading, writing, math and science; establishing measures that reflect student performance and predict student progress in the general education curriculum; developing a process for determining Tables of Probable Success for passing state standards tests; and evaluating effects of progress monitoring on student performance and teacher instruction. It is a collaborative effort with the University of Minnesota's Department of Educational Psychology.
- **Research and Training Center on Community Living.** The Center conducts research related to successful community living for persons with mental retardation and related conditions. Training activities include graduate training, national working conferences, and state/multi-state training efforts. The Center is one of nearly 40 Rehabilitation Research and Training Centers (RRTCs) nationwide funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The University coordinates its center in collaboration with the Center on Human Policy at Syracuse University, and the Coleman Institute on Cognitive Disabilities at the University of Colorado.

Institute Staff and Projects

- **Administration**

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- **Amy Hewitt**

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Service and Consultation

- **Charlie Lakin**

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School-Age Services

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Transition Services

- **Charlie Lakin, Sheryl A. Larson**

Adult Services/Community Living

- **Center Directors/Coordinators**

- Research and Training Center on Community Living. **Charlie Lakin, Director; Amy Hewitt, Training Director; Sheryl A. Larson, Research Director**

- National Center on Educational Outcomes. **Martha Thurlow, Director; Sandy Thompson, Research Coordinator; Rachel Quenemoen, Technical**

Assistance Coordinator; Ross Moen, Psychometric Division Coordinator; Dorene Scott, Information Services Coordinator; Jane Krentz, Policy Analysis Coordinator; Michael Moore, Communications Coordinator

- National Center on Secondary Education and Transition. **David R. Johnson, Director; Pam Stenhjem, Associate Director; Mary Mack, Associate Director; Chris Bremer, Research Associate; Donna Johnson, Project Coordinator; Ann Mavis, Research Fellow; Megan Dushin, Web Coordinator; Carrie Sword, Publications Coordinator; Dan Jackson and Chris Opsal, Communications Coordinators**

- Research Institute on Progress Monitoring. **Chris Espin, Director (University of Minnesota Department of Educational Psychology); Teri Wallace, Director; Stan Deno, Anne Foegen (Iowa State University), Kristen McMaster, Scott McConnell, and Sue Rose, Researchers; Jeff Long, Statistical Advisor; Tom Bartholomay, Research Fellow**

- **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, Christopher Watson, Mary Nienow, Shelley Neilsen, Lilly Duran, Ana Pratt**

- Agency Factors and Structures that Increase Successful Outcomes in Community Participation and Socially-Valued Roles. **Angela Novak Amado**

- Alternative Schools: Policy, Practice and Implications for Students with Disabilities. **Cammy Lehr, Jim Ysseldyke, Eric Lanners, Cheryl Lange (Lange Consultants), Rachel Moreau**

- Analysis of Age and Gender Differences Among Adults with ID/DD in the NHIS-D (subcontract from the RTC on Aging with Developmental Disabilities, University of Illinois). **Sheryl A. Larson, Robert Doljanac**

- Analysis of Prevalence of ID/DD in the South: NHIS-D Analyses. **Sheryl A. Larson**

- Bloomington Title I Project. **Teri Wallace, Tom Bartholomay, Zoe Cohen, Anne Ericson, Jim Snyder**

- Bridges Project. **David R. Johnson**

- Certificate in Disability Policy and Services. **David R. Johnson, Marijo McBride, Amy Hewitt, Amanda Petri**

- Challenging Behavior in Rural Educational Settings (a project of the College's Center for Early Education and Development). **Joe Reichle, LeAnne Johnson**

- 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, Traci Laliberte, Michelle Trotter, Holly Peterson, Marijo McBride**

- Community Inclusion Programs. **Brian Abery**

- Community Building for People with Mental Retardation and Other Developmental Disabilities Within Community Organizations. **Angela Novak Amado**

- Comparative Analysis of Traditionally and Universally Designed Assessments. **Martha Thurlow, Christopher Johnstone**

- Connecting English Language Proficiency, Statewide Assessment, and Classroom Performance. **Debra Albus, Kristin Kline Liu, Martha Thurlow**
- Connecting to Success. **Mary Mack, Joe Timmons**
- Consumer-Controlled Housing: Outcomes of a Comprehensive Education and Counseling Program. **Charlie Lakin**
- Consumer-Directed Community Supports: Trends and Workforce Outcomes. **Amy Hewitt, Sheryl A. Larson, Bob Prouty, Traci Laliberte**
- Costs and Benefits of Family Care and Family Support. **Darrell Lewis, David R. Johnson**
- Creating a Progress Measurement System for Secondary Students. **Teri Wallace, Chris Espin, Erica Lembke, Heather Campbell, Renato Tiche**
- Cultural Influences on the Definition and Valuing of Self-Determination: A Four-Culture, Three-State Study. **Brian Abery, John Smith**
- Demonstrating Success: Students with Disabilities in Secondary Education. **Teri Wallace, Tom Bartholomay, Saahoon Hong**
- Descriptive Study of Services to Limited English Proficient Students. **Kristin Kline Liu, Jane Minnema, Martha Thurlow**
- Developing Exemplary Practices to Support Self-Determination. **Brian Abery, John Smith, Roger Stancliffe**
- Development Techniques for Universally Designed Assessments. **Sandy Thompson, Jane Krentz, Michael Moore, Debra Albus, Ross Moen**
- Developmental Disabilities Rotation for Pediatricians. **Marijo McBride, Amy Hewitt, Amanda Petri**
- Direct Support Staff Learning Experiences and Outcomes Using Alternative Instructional Strategies. **Amy Hewitt, Sheryl A. Larson, Nancy McCulloh**
- Disability and Diversity Project. **Michael N. Sharpe, Maureen Hawes, Tri Tran**
- Early Childhood Educator Professional Development Program (Minnesota Early Literacy Training Project) (a project of the College's Center for Early Education and Development). **Scott McConnell, Kate Horse, Angèle Passe, Nydia de Alba Johnson, Lucy Arias, Carrie Johnson, Shelia Welle, Jazmin Cevasco, Rene Jimenez, Taeho Jung, Elaine Lee, Alisa Ramaekers, Mary Jane White**
- Early Learning Opportunities Act (a project of the College's Center for Early Education and Development). **Scott McConnell, Ana Pratt, Jackie Roverud, Maura Tanabe**
- Ecobehavioral Analysis of Self-Determination. **Brian Abery, John Smith, Ann Dybvig, Kim Lloyd**
- Education Policy Reform Research Institute. **Martha Thurlow, Sandy Thompson, Dorene Scott, Michael Moore, Ross Moen, Ann Clapper**
- 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**
- Effectiveness of Social Integration Approaches with Community/Civic Organizations and Faith-Based Initiatives. **Angela Novak Amado**
- Effects on Families of Children and Youth with Mental Retardation and Other Developmental Disabilities of Being Terminated from Medicaid Services. **Mary F. Hayden, Roger Stancliffe**
- Evaluation of Project FIT, and Gateway to Adventure/Wilderness Inquiry. **John Smith, Charlie Lakin**
- Formative and Summative Evaluation of the College of Direct Support. **Charlie Lakin, Amy Hewitt, Sheryl A. Larson, Robert Doljanac, Susan O'Neil**
- Future Bound: An Outreach Project to Promote Postsecondary Transition Opportunities for American Indian Youth in Minnesota. **David R. Johnson, Jean E. Ness, Jennifer Huisken, Michele Knife Sterner**
- Get It, Got It, Go! (a project of the College's Center for Early Education and Development). **Scott McConnell, Zoe Cohen, Allison Shiu**
- Hennepin County Supervisor Training. **Brian Abery, Sheryl A. Larson, Matt Ziegler, Nancy McCulloh**
- IEP/LEP Instruction Project. **Debra Albus, Kristin Kline Liu, Michael Moore, Martha Thurlow**
- IEP/LEP Large Scale Assessment Project. **Mike Anderson, Debra Albus, Jane Minnema, Michael Moore, Martha Thurlow, Manuel Barrera**
- Impact of Environment on the Self-Determination of Adults with Intellectual and Developmental Disabilities. **Brian Abery, John Smith, Roger Stancliffe**
- Improving the Achievement of English Language Learners Through Authentic Proficiency Assessment. **Sandy Thompson, Mike Anderson, Kristin Kline Liu**
- Improving Preschoolers' Reading Outcomes Through Measurement and Intervention in Classroom Environments (I'PROMICE) (a project of the College's Center for Early Education and Development). **Scott McConnell, Kristen Missall, Karen Cadigan, Jessica Van Alstine**
- "In Search of...": Interactive, Internet Database on Recreation and Leisure Opportunities. **Angela Novak Amado, John Westerman, Charlie Lakin, Partners in Community Supports**

Personnel

- Integration Through Adventure/Wilderness Inquiry. **Gregory Lais (Wilderness Inquiry), Leo McAvoy, James Newman**
- Intended and Unintended Consequences of High Stakes Assessment. **Jim Ysseldyke, David R. Johnson, Sandy Christenson, Michael N. Sharpe, Maureen Hawes**
- Iowa Alternate Assessment. **Martha Thurlow, Rachel Quenemoen, Sandy Thompson, Ann Clapper**
- Kansans Mobilizing for Workforce Change. **Amy Hewitt, Sheryl A. Larson, John Sauer, Susan O'Neil, Nancy McCulloh, John Westerman, Traci Laliberte**
- Job Analysis and Validation of Direct Support Personnel and Frontline Supervisor Competencies and Training Needs. **Sheryl A. Larson, Amy Hewitt, Robert Doljanac, Pat Salmi**
- LEP/IEP Parents Project. **Jane Minnema, Michael Moore**
- Literacy as a Path to Empowerment: A Model Demonstration Project to Improve the Literacy and Employment Outcomes of American Indians with Disabilities. **Jean E. Ness, Jane Fields, Jennifer Huiskens, Shari Leighton**
- Longitudinal Study of the Costs and Benefits of a Comprehensive Preservice Training Program for Direct Support Staff in Community Settings. **Sheryl A. Larson, Amy Hewitt, Robert Doljanac**
- Mainstream Housing Vouchers. **Angela Novak Amado, Charlie Lakin**
- Minnesota Infant Mental Health Project (a project of the College's Center for Early Education and Development). **Scott McConnell, Christopher Watson, Mary Nienow**
- Minnesota Paraprofessional Training Project. **Teri Wallace, Zoe Cohen, Tom Bartholomay, Derek Meyer, Lori Engstrom, Bill Murray, Ojo Babalola, Betsy Heath, Ron Miles**
- Minnesota Service Inclusion Project. **Julia Socha**
- MnSIC Training and Outreach Project. **Michael N. Sharpe, Maureen Hawes, Patricia Merrill, Tri Tran**
- Mobilizing for Change: Supporting the Frontline Workforce. **Amy Hewitt, Sheryl A. Larson, John Sauer, Susan O'Neil, Nancy McCulloh, Traci Laliberte, Kristin Dean**
- National Center on Educational Outcomes. **Martha Thurlow, Sandy Thompson, Rachel Quenemoen, Ann Clapper, Dorene Scott, Jane Krentz, Michael Moore, Jane Minnema, Kristin Kline Liu, Mike Anderson, Debra Albus, Ross Moen**
- National Center on Secondary Education and Transition. **David R. Johnson, Mary Mack, Pam Stenhjem, Kris Peterson, Donna Johnson, Chris Bremer, Ann Mavis, Megan Dushin, Carrie Sword, Dan Jackson, John Smith, Julia Socha, Ben Anderson, Chris Opsal, Dan Jackson**
- National Collaborative on Workforce and Disability for Youth (subcontract from the Institute for Educational Leadership). **Mary Mack, Joe Timmons**
- National Evaluation of Medicaid Home and Community Based Services (subcontract from the Lewin Group). **Charlie Lakin, Amy Hewitt, Mary F. Hayden**
- National Residential Information Systems Project and Policy Studies. **Charlie Lakin, Bob Prouty, Sheryl A. Larson, Barbara Polister, Kathryn Coucouvanis, Tristan Breedlove**
- National Resource Center on Community Integration (subcontract from Syracuse University Center on Human Policy). **Charlie Lakin, Sheryl A. Larson, Amy Hewitt**
- 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, Katharine Hill**
- Nature and Quality of Supports for Families in the Disability Supplement of the National Health Interview Survey. **Sheryl A. Larson, Charlie Lakin, Robert Doljanac**
- Ohio Alternate Assessments System. **Martha Thurlow, Rachel Quenemoen, Sandy Thompson**
- Out-of-Level Testing Project. **Martha Thurlow, Jane Minnema, John Bielinski, Michael Moore, Ross Moen**
- Outcomes for Persons with Mental Retardation and Other Developmental Disabilities in TennCare Demonstration. **Mary F. Hayden, Roger Stancliffe**
- Outreach to Empower: An Evidence-Based Approach to Promote the Successful Transition of American Indian Youth to Adult Life. **Jean E. Ness, Jennifer Huiskens, Dennis Olson, Michele Knife Sterner, Megan Treptow**
- Participatory Research, Analysis and Consensus-Building of Guidelines for Community Quality Assurance and Individual Protections. **Charlie Lakin, Bob Prouty**
- Pathways to Possibilities: Supporting the Transition of American Indian High School Youth. **Jean E. Ness, Jennifer Huiskens, Dennis Olson, Sherri Turner**
- Persistence Plus: Using Check & Connect Procedures to Improve Service Delivery and Positive Post-School Outcomes for Secondary Students with Serious Emotional Disturbance. **Mary Sinclair, Sandra Christenson, Martha Thurlow, Darnell Logan, Deborah Westberry**

- Person-Centered Approach to Health Care for Adults with Physical Disabilities. **Brian Abery, Rhonda Cady, Matt Ziegler, Erin Simunds (Courage, Inc.)**
- Person-Centered Service Practices. **Brian Abery, Matt Ziegler**
- Policy, Environmental, and Individual Factors Associated with Full Participation and Integration in a Large Multi-State Sample. **Roger Stancliffe, Charlie Lakin**
- Promoting Universal Access to Outdoor Recreation and Adventure. **Leo McAvoy, John Rynders, Kathleen Scholl, Jim Newman**
- Qualitative Analysis of the Effects of Direct Support Workforce Challenges on Individuals with Mental Retardation and Other Developmental Disabilities and Their Family Members. **Amy Hewitt, Sheryl A. Larson**
- Qualitative Case Study of Best Practices in Direct Support Staff Workforce Development. **Amy Hewitt, Sheryl A. Larson, John Sauer**
- QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities (subcontract from the National Association of State Directors of Developmental Disabilities Services). **Angela Amado, John Smith, Jerry Smith, Charlie Lakin**
- Quantitative and Qualitative Evaluation of a Model Community Quality Assurance System Designed, Managed and Staffed by Community Members. **John Smith, Charlie Lakin, Jerry Smith**
- Refining and Establishing Benchmarks for Workforce Instruments. **Sheryl A. Larson, Amy Hewitt, Robert Doljanac, Soo-yong Byun**
- Relationship-Based Interventions (a project of the College's Center for Early Education and Development). **Scott McConnell, Christopher Watson, Mary Nienow**
- Removing the Revolving Door: National Supervisor Training Project. **Sheryl A. Larson, Amy Hewitt, John Sauer, Traci Laliberte, Nancy McCulloh**
- Review and Synthesis of Research on Self-Determination and Inclusion. **Brian Abery, Roger Stancliffe**
- Research and Training Center on Community Living. **Charlie Lakin, Sheryl A. Larson, Amy Hewitt, Bob Prouty, Mary F. Hayden, Joe Reichle, Susan O'Neil, Brian Abery, Nohoon Kwak, Marijo McBride, Barbara Polister, John Smith, Leo McAvoy, John Sauer, John E. Rynders, Angela Novak Amado, Robert Doljanac, Nancy McCulloh, Pat Salmi, Jerry Smith, John Westerman, Kristen Dean**
- Research Institute on Progress Monitoring. **Chris Espin, Teri Wallace, Stan Deno, Anne Foegen (Iowa State University), Kristen McMaster, Scott McConnell, Sue Rose, Jeff Long, Tom Bartholomay, Anna Kruchowski, Hilda Ives Wiley, Heather Campbell, Renata Ticha, Miya Muira, Alisha Wackerle, Sally Du, Cindy Jiban, Shu-Fen Cheng**
- RRTC on Postsecondary Education Supports (subcontract from University of Hawaii). **David R. Johnson, Maureen Hawes, Michael N. Sharpe**
- RRTC on Rehabilitation Service Systems (subcontract from Institute on Community Inclusion, Boston Children's Hospital). **David R. Johnson, Michael N. Sharpe, Tri Tran**
- Secondary Analysis of Training Needs and Issues for Supervisors and Direct Support Staff from the Minnesota Study of Direct Support Staff. **Sheryl A. Larson, Amy Hewitt, Michelle Trotter**
- Self-Advocacy Online: Research and Development to Bridge the Digital Divide. **Jerry Smith, John Smith, Angela Amado, Charlie Lakin, John Westerman, Cliff Poetz, Pat Salmi**
- SSI Work Incentives. **David R. Johnson, Kris Peterson**
- 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, Jean E. Ness, Dennis Olson, Fond du Lac Tribal and Community College**
- Student Success = School Success. **Teri Wallace, Tom Bartholomay, Saahoon Hong**
- Studies of Persons with Developmental Disabilities in the National Health Interview Survey Supplement on Disability. **Sheryl A. Larson, Charlie Lakin, Robert Doljanac, Soo-yong Byun**
- Supervising and Training Direct Support Professionals: Outcomes, Costs and Benefits. **Sheryl A. Larson, Amy Hewitt**
- Supporting Families with Whole Family "Supported Respite" in an Inclusive Outdoor Recreation Program. **Leo McAvoy, Kathleen Scholl, John Smith, John E. Rynders**
- Systems Approach to Paraprofessional Development and Support. **Jennifer York-Barr, Gail Ghere, Jenny Sommersness**
- 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, Pat Salmi**
- Yes I Can National Outreach and Dissemination Project. **Brian Abery, Matt Ziegler**

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University and Community Collaborators

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- Applied Research and Educational Improvement, Center for
- Architecture, Department of
- Child Development, Institute of
- Children, Youth and Family Consortium
- Communication Disorders, Department of
- Curriculum and Instruction, Department of
- Disability Services
- Early Education and Development, Center for
- Educational Policy and Administration, Department of
- Educational Psychology, Department of
- Epidemiology, Division of
- Family Social Science, Department of
- Irving B. Harris Training Center for Infant and Toddler Development
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- Occupational Therapy Program
- Pediatrics, Department of
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- Physical Therapy Program
- Psychiatry, Department of
- Psychology, Department of
- Public Affairs, Humphrey Institute of
- Public Health, School of
- Social Work, School of
- U Special Kids Program
- Work, Community and Family Education, Department of

• 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)
- City University of New York Consortium for the Study of Disabilities
- Colorado State University (Fort Collins)
- 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)
- Indiana University (Indianapolis, IN)
- Institute for Educational Leadership (Washington, DC)
- Iowa State University (Ames)
- Kansas University Center on Developmental Disabilities (Lawrence)
- Lake Superior College (Duluth, MN)
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- Ohio State University (Columbus)
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 - University of Illinois at Champaign – Urbana
 - University of Illinois at Chicago
 - University of Kansas (Lawrence)
 - University of Kentucky (Lexington)
 - University of Massachusetts – Boston
 - University of Minnesota – Duluth
 - University of North Carolina – Greensboro
 - University of Oregon (Eugene)
 - University of Pittsburgh
 - University of St. Thomas (St. Paul, MN)
 - University of South Carolina (Columbia)
 - University of South Dakota (Sioux Falls)
 - University of Vermont (Burlington)
 - University of Wisconsin – Madison
 - Utah State University (Logan)
 - White Earth Tribal and Community College (Mahnomon, MN)
- ### • PreK-12 Schools and Districts
- Airport Senior High School (West Columbia, SC)
 - Apollo Senior High School (St. Cloud, MN)
 - Battle Creek Middle School (St. Paul, MN)
 - Bemidji Public Schools (Bemidji, MN)
 - Bloomington Public Schools (Bloomington, MN)
 - Brainerd Public Schools (Brainerd, MN)
 - Brookland Cayce High School (Cayce, SC)

Collaborators

- Burnsville Public Schools (Burnsville, MN)
- Busbee Middle School (Cayce, SC)
- Cambridge Public Schools (Cambridge, MN)
- Cloquet Public Schools (Cloquet, MN)
- Como High School (St. Paul, MN)
- District 287 (Bloomington, MN)
- Dowling Elementary School (Minneapolis, MN)
- Duluth Public Schools (Duluth, MN)
- East Valley Public Schools (East Valley, WA)
- Eci' Nompa Woonspe' Charter School (Morton, MN)
- Eden Prairie Public School (Eden Prairie, MN)
- Farmington Public Schools (Farmington, MN)
- Foley Public Schools (Foley, MN)
- Fond du Lac Ojibwe School (Cloquet, MN)
- Forest Lake Public Schools (Forest Lake, MN)
- Fraser Child and Family Center (Minneapolis, MN)
- Glyndon/Felton Public Schools (Glyndon/Felton, MN)
- Goodhue County Education District (Cannon Falls, MN)
- Harmony Community Education Center (St. Paul, MN)
- Hastings Public Schools (Hastings, MN)
- Hidden Oaks Middle School (Prior Lake, MN)
- Highland Senior High School (St. Paul, MN)
- Hopkins Public Schools (Hopkins, MN)
- Humboldt Senior High School (St. Paul, MN)
- Independent School District 197 (St. Paul, MN)
- Inver Grove Heights Public Schools (Inver Grove Heights, MN)
- Irmo High School (Columbia, SC)
- Isanti Public Schools (Isanti, MN)
- Johnson Senior High School (St. Paul, MN)
- La Mesa Junior High School (Santa Clarita, CA)
- Lakeview Education Center (West Columbia, SC)
- Lakeville Public Schools (Lakeville, MN)
- Lexington-Richland Public Schools (Lexington-Richland, SC)
- Livonia Public Schools (Livonia, MI)
- Mason City Public Schools (Mason City, IA)
- Metro Service Cooperative (Roseville, MN)
- Milaca Public Schools (Milaca, MN)
- Minneapolis Public Schools (Minneapolis, MN)
- Montevideo Special Education Cooperative (Montevideo, MN)
- Moorhead Public Schools (Moorhead, MN)
- Mora Public Schools (Mora, MN)
- Mound-Westonka High School (Mound-Westonka, MN)
- Mt. View Middle School (Newman Lake, WA)
- New Prague Education Center (New Prague, MN)
- New Ulm Education Cooperative (New Ulm, MN)
- Normandale Hills Elementary School (Bloomington, MN)
- North High School (Fargo, ND)
- North St. Paul Public Schools (North St. Paul, MN)
- Northfield Public Schools (Northfield, MN)
- Onamia Public Schools (Onamia, MN)
- Osseo Public Schools (Osseo, MN)
- Owatonna Public Schools (Owatonna, MN)
- Parkway Central School (St. Louis, MO)
- Perham Public Schools (Perham, MN)
- Pine Ridge Middle School (Naples, FL)
- Pipestone Special Education Cooperative (Pipestone, MN)
- Prior Lake High School (Prior Lake, MN)
- Red Wing Public Schools (Red Wing, MN)
- Rondo Early Childhood (St. Paul, MN)
- Rosemount/Apple Valley/Eagan Public Schools (Minnesota)
- Roseville Public Schools (Roseville, MN)
- Ruth Benner Head Start (St. Paul, MN)
- Saeger Middle School (St. Charles, MO)
- Santa Barbara Public Schools (Santa Barbara, CA)
- Shakopee Junior High School (Shakopee, MN)
- Slayton Public Schools (Slayton, MN)
- South St. Paul Public Schools (South St. Paul, MN)
- Southeast Middle School (Hopkins, SC)
- Spring Valley Public Schools (Spring Valley, MN)
- St. Cloud Community Schools (St. Cloud, MN)
- St. Joseph's Catholic School (West St. Paul, MN)
- St. Paul Public Schools (St. Paul, MN)
- Transition Plus (St. Paul, MN)
- Unity High School (Tolono, IL)
- Waverly Shellrock High School (Waverly, IA)
- West St. Paul Public Schools (West St. Paul, MN)
- William Hart School District (Santa Clarita, CA)
- Worthington Public Schools (Worthington, MN)
- Yellow Medicine East High School (Granite Falls, MN)

• **Advocacy/Self-Advocacy Organizations**

- Access to Employment (Minneapolis, MN)
- Advocating Change Together, Inc. (St. Paul, MN)
- American Association on DeafBlindness
- Arc Hennepin-Carver (St. Louis Park, MN)
- Arc of Anoka and Ramsey Counties (Blaine, MN)
- Arc of the Midlands (Columbia, SC)
- Arc Minnesota
- Arc – U.S.
- Citizen Advocacy (Ottawa, Canada)
- Consortium for Citizens with Disability (Washington, DC)
- DeafBlind International
- Disability Institute (Hopkins, MN)
- Joseph P. Kennedy Jr. Foundation
- Mental Disability Rights International
- Minnesota Association for Children’s Mental Health
- Minnesota Association for Persons with Severe Handicaps
- Minnesota Governor’s Council on Developmental Disabilities
- National Center for Educational Restructuring and Inclusion
- National Family Association on Deafblindness
- National Parent Network on Disability
- Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Minneapolis, MN)
- People First of Minnesota
- President’s Committee on Mental Retardation
- Reaching Up, Inc. (New York, NY)
- Self-Advocates Becoming Empowered
- United Way of Minneapolis Area (Minneapolis, MN)
- TASH

• **Service Providers/Government**

- ACR Homes (Roseville, MN)
- ADD (Columbus, OH)
- American Indian Center (Minneapolis, MN)
- Ann Grady Corporation (Holland, OH)
- Arrowhead West (Dodge City, KS)
- Averyon Homes (Hutchinson, MN)
- AXIS Healthcare (St. Paul, MN)
- Bethphage (Kansas City, KS)
- Bloomington Parks and Recreation (Bloomington, MN)
- Brainerd Medical Center (Brainerd, MN)
- Children’s Hospitals and Clinics (Minneapolis and St. Paul, MN)
- Choices in Community Living (Dayton, OH)
- CLASS LTD (Columbus, KS)
- CMR (Cleveland, OH)
- Courage Inc. (Minneapolis, MN)
- Community Involvement Programs (Minneapolis, MN)
- Creative Community Living (Winfield, KS)
- Dakota County Community Services (St. Paul, MN)
- DeafBlind Services of Minnesota
- Division of Individual Work (Minneapolis, MN)
- DSNWK (Hays, KS)
- Eastern Minnesota State-Operated Community Services
- Elm Homes (Waseca, MN)
- Extended Employment Programs Rehabilitation Services (St. Paul, MN)
- Facilities Interaction Group (Rochester, MN)
- Florida Association of Rehabilitation Facilities, Inc.
- Florida Developmental Services Program Office, Department of Children and Families
- Fond du Lac Reservation Business Committee (Cloquet, MN)

- 4-H of Ramsey County (St. Paul, MN)
- Freemont Community Clinic (Minneapolis, MN)
- Gillette Children’s Specialty Health Care (St. Paul, MN)
- Hartford, Inc. (Hartford, KS)
- Healthy & Ready to Work (St. Paul, MN)
- Helen Keller National Center
- Hennepin County Adult Services (Minneapolis, MN)
- Hennepin County Early Intervention (Minneapolis, MN)
- Hennepin County Home Health (Minneapolis, MN)
- Hope Haven (Rock Valley, IA)
- Individual Support Systems (Topeka, KS)
- Institute for Minority Development (Minneapolis, MN)
- Interact Center for Visual and Performing Arts (Minneapolis, MN)
- International Special Olympics
- Jewish Community Center of Greater St. Paul (St. Paul, MN)
- Johnson County Developmental Services (Lenexa, KS)
- Kansas Council on Developmental Disabilities
- Kaposia (St. Paul, MN)
- KETCH (Wichita, KS)
- Koinonia Homes (Cuyahoga Hts, OH)
- LADD, Inc. (Cincinnati, OH)
- Lakemary Center (Paola, KS)
- Lifeworks (Mendota Heights, MN)
- Lutheran Social Services (Minnesota)
- MBW, Inc. (New Ulm, MN)
- Metropolitan Center for Independent Living (St. Paul, MN)
- Minneapolis Parks and Recreation (Minneapolis, MN)
- Minneapolis Public Housing Authority (Minneapolis, MN)
- Minnesota American Indian Chamber of Commerce

Collaborators

- Minnesota Childcare Resource and Referral Network
- Minnesota Chippewa Tribes Education Talent Search
- Minnesota Deafblind Technical Assistance Project
- Minnesota Department of Education
- Minnesota Department of Human Services
- Minnesota Department of Jobs and Training
- Minnesota Disabilities Health Options Project
- Minnesota Division of Rehabilitation Services
- Minnesota State-Operated Community Services
- Minnesota Indian Women's Resource Center
- Ministry of Community Social Services, Province of Ontario (Canada)
- Monticello Workforce Center (Monticello, MN)
- Mt. Olivet Rolling Acres (Victoria, MN)
- National Rehabilitation Hospital (Washington, DC)
- National Technical Assistance Consortium on Deafblindness
- Nebraska Department of Health and Human Services
- New York State DeafBlind Technical Assistance Project
- Ohio Developmental Disabilities Council
- Opportunity Works (Minneapolis, MN)
- Outlooks (Cincinnati, OH)
- Partners in Community Services (Hennepin County, MN)
- Perspectives Advocacy (Minneapolis, MN)
- PHASE (Sandstone, MN)
- PICA Head Start (Minneapolis, MN)
- 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)
- Regions Hospital (St. Paul, MN)
- REM Inc. (Minnesota)
- Resources for Child Caring (St. Paul, MN)
- RISE, Inc. (Spring Lake Park, MN)
- Sertoma Center (Knoxville, TN)
- Services Enterprise, Inc. (Redwood Falls, MN)
- Sheltered Living, Inc. (Topeka, KS)
- Shriners Hospital for Children (Minneapolis/St. Paul, MN)
- South Carolina Department of Disabilities and Special Needs
- Starkey, Inc. (Wichita, KS)
- St. Paul Jewish Community Center (St. Paul, MN)
- Sunflower Supports Company (Topeka, KS)
- TARC, Inc. (Topeka, KS)
- Texas Deafblind Technical Assistance Project
- TRANCEN Inc. (Rockville, MD)
- Trillium, Inc. (Duluth, MN)
- UCARE (Minneapolis, MN)
- United Cerebral Palsy of America
- We Can Ride (Minnetonka, MN)
- Welcome House, Inc. (Rocky River, OH)
- West Hennepin Community Services (Hopkins, MN)
- Wilderness Inquiry (Minneapolis, MN)
- **Professional Organizations**
- American Association on Mental Retardation
- American Federation of Teachers
- American Network of Community Options and Resources
- Association for Persons in Supported Employment
- 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
- Education Minnesota
- International Association of Psychosocial Rehabilitation Services
- Minnesota Direct Support Initiative
- Minnesota Habilitation Coalition
- National Alliance for Direct Support Professionals
- 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
- Ocean State Association of Residential Resources (Rhode Island)
- Ohio Provider Resources Association
- Oregon Rehabilitation Association
- **Research, Evaluation, and Communications Companies**
- Center on Outcome Analysis
- Lewin Group
- MEDSTAT Group
- M+C Strategies
- Human Services Research Institute

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- **Katie Villaseñor**
Minneapolis Public Schools, Parent
- **Victoria Weinberg**
Learning Disabilities Association of Minnesota

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This publication was supported in part by grant #90DD0579 from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. This publication is available in alternative formats upon request from the address above. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.