The Institute on Community Integration
Minneapolis University Center for Excellence in Developmental Disabilities • Annual Report 2007/08

National Center on Educational Outcomes • National Center on Secondary Education and Transition
North Central Regional Resource Center • Partnership for Accessible Reading Assessment
Research and Training Center on Community Living • Research Institute on Progress Monitoring

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT
University of Minnesota
Driven to Discover™
Overview

Mission
To improve community services and social supports available to individuals with disabilities and their families across the United States and abroad.

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 U.S. Department of Health and Human Services, Administration on Developmental Disabilities, the Institute is part of a national network of over 60 similar programs in major universities and teaching hospitals across the country. Housed in the College of Education and Human Development, 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 2008, a delegation of nine government officials, missionaries, educators, and advocates from Zambia in southern Africa came to the Twin Cities for an advanced disability leadership learning program sponsored by the Institute in partnership with Arc Greater Twin Cities, Fraser, St. David’s Child Development and Family Services, and Opportunity Partners. The goal of this partnership, titled “Twin Cities and Zambia Disability Connection,” was to support the Zambian delegation to be change-agents in further improving supports and services to meet the needs of people with disabilities and their families in Zambia. Here, the delegation gathers with Katie, Scott, and Zach Thuleen, who welcomed them into their home to see how it’s been made accessible.
2007/08 Highlights

The Institute was established 23 years ago with fewer than 20 staff and students. Today, it is home to more than 80 projects and 6 affiliated centers staffed by over 130 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 collaborating faculty and staff individuals from more than 20 departments and programs at the University of Minnesota.

The Institute conducts collaborative projects with over 170 community partners including 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 nearly 8 million times in this year alone.

Currently, the Institute annually secures over $18 million in external and University funding.

The Year at a Glance

As a university-based center on disability, we do our work in an environment that has at the heart of its mission education in service of the common good. The belief that education has its greatest value in its application to real-life needs and issues is also part of our identity as participants in the international community of individuals and organizations working to bring about societal change and improvement in relation to people with disabilities. During this past year, through an array of new and expanded activities, we have used education – the discovery and sharing of new knowledge and understandings – as one of the means for continuing to work to remove barriers to the full participation of people with disabilities in all areas of community life. These activities have addressed disability issues across the lifespan and even across continents. Some of those activities highlighted in this report include the following:

- The Twin Cities and Zambia Disability Connection, creating a customized and collaborative learning experience for a delegation of change-agents from Zambia who are working to improve supports and services for people with disabilities and their families.

- The College of Direct Support, delivering online, competency-based training to over 95,000 direct support professionals, supervisors and managers nationwide, enhancing the quality of community services to people with disabilities.

- The Check and Connect program, equipping educational and youth organizations to implement a comprehensive student engagement intervention with students at risk of dropping out of school.

- My Voice My Vote, using online resources to educate young adults with disabilities, their teachers and families about voting rights, the voting process, and the importance of civic engagement.

- Minnesota High School/High Tech, connecting youth with disabilities to educational and other resources that will help them successfully meet 21st century workforce demands.

- Diversity, Disability and Access for Health and Welfare Project, conducting data-gathering research to use in educating health and social service providers and policymakers about the needs and experiences of immigrants with disabilities who are trying to access health and social services in Minnesota.

- NASDDDS Emergency Response Preparedness Self-Assessment Instrument, providing state officials nationwide with a Web-based, self-assessment tool that enables them to educate themselves about strengths and needs within their emergency preparedness plans in relation to individuals with disabilities.

In these and our other endeavors we’ve been privileged to have partners in the discovery and sharing of knowledge: schools, service providers, advocacy and self-advocacy organizations, government agencies, academic departments and research centers at this University and elsewhere, and professional associations. Together we’ve committed ourselves to the belief that education is a powerful force for positive change. And we look forward to moving together into the coming year as we continue to seek to use education in service of the real-life issues and needs impacting people with disabilities and their families.

David R. Johnson, Ph.D., Director
The Institute offers interdisciplinary preservice and continuing education 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: (1) the Certificate in Disability Policy and Services, jointly offered through the University of Minnesota’s Department of Educational Policy and Administration; (2) specialized curriculum components developed and delivered in partnership with various University departments; (3) Institute conferences and workshops; (4) collaborative curriculum development and delivery, both classroom and online, with other schools and organizations; and (5) presentations at conferences.

Among Institute training activities in 2007/08 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/Elsevier, Inc.

- **ANCOR Webinars on the Direct Support Workforce**, producing a six-part national Webinar series focused on interventions proven to reduce turnover rates among Direct Support Professionals. It is a collaborative project of the Institute’s Research and Training Center on Community Living and the American Network of Community Options (ANCOR).

- **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 Gillette Children’s Specialty Healthcare.

- **Certificate in Disability Policy and Services**, offering interdisciplinary training for graduate and undergraduate students, as well as community professionals, that focuses on understanding and improving policies and services affecting the lives of individuals with developmental and other disabilities across the lifespan and their families. It is jointly offered by the Institute and the University of Minnesota’s Department of Educational Policy and Administration.

- **National Collaborative on Workforce and Disability for Youth**, engaging in training, technical assistance, and research that support state and local policies to promote full access by youth with disabilities to quality workforce development services. 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.

- **Self-Determination Training Program for Direct Support Professionals**, providing customized training for staff of participating agencies on self-determination and how they can support its exercise by individuals they support.

- **Twin Cities and Zambia Disability Connection**, partnering with four community organizations (Arc Greater Twin Cities, Fraser, St. David’s Child Development and Family Services, and Opportunity Partners) to provide advanced leadership learning in disability advocacy, policy, and services for a delegation of government officials, missionaries, educators, and advocates from Zambia in southern Africa.

### 2007/08 Training Highlights

Through classroom and online courses, as well as workshops and conference presentations, the Institute provided nearly 251,000 clock hours of training experiences in a dozen topical areas to more than 46,300 people around the country.

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. Sixty-four 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, 30 masters and doctoral students from the disciplines of Educational Psychology, Educational Policy and Administration, Curriculum and Instruction, and other fields received tuition support from the Institute as Graduate Research Assistants.

Thirty-three 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 Gillette Children’s Specialty Healthcare, coordinated 39 information and instruction sessions for the rotation.

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 95,000 learners who've enrolled since its inception in 2004. They have completed over 1.2 million lessons in that period, with approximately 650,000 lessons completed this year alone. The CDS curriculum offerings also continued to grow this year with the addition of the courses “Working with Families and Support Networks” and “Preparing for the Supervisor’s Job.”
The Institute launched a new training program for educators and youth organizations on implementation of Check & Connect, a comprehensive student engagement intervention that promotes engagement at school and with learning by students at risk of dropping out. Check & Connect was developed at the Institute under a federal research grant beginning in 1990, and over the past 18 years has been implemented nationwide. This year over 350 educators and others who work with youth participated in the training, which complements release of an updated implementation manual in late 2008.

Institute staff made numerous presentations to conferences and symposia, including the following:

- National Association of School Psychologists Annual Conference
- 2008 English Language Learners Symposium
- Council for Exceptional Children Annual Conference
- American Educational Research Association Annual Conference
- University of Minnesota Public Engagement Day
- 23rd National Home and Community Based Services Conference
- Developmental Disabilities Nurses Association 2008 Annual Education Conference
- Council of Chief State School Officers National Conference on Student Assessment Resources
- ANCOR Webinar on Workforce Development
- American Association on Intellectual and Developmental Disabilities Annual Conference
- National Direct Support Workforce Symposium

A delegation of nine government officials, missionaries, educators, and advocates from Zambia in southern Africa participated in a two-week advanced disability leadership learning program in the Twin Cities that was developed for them by the Institute and four local disability organizations: Arc Greater Twin Cities, Fraser, St. David’s Child Development and Family Services, and Opportunity Partners. The training was modeled on the Certificate in Disability Policy and Services, and included classroom and community components designed to support the delegation to be change-agents in Zambia.

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

<table>
<thead>
<tr>
<th>Topical Areas</th>
<th>Hours</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (educational)</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Community inclusion</td>
<td>48</td>
<td>387</td>
</tr>
<tr>
<td>Cultural diversity</td>
<td>38</td>
<td>185</td>
</tr>
<tr>
<td>Direct support workforce development</td>
<td>250,211</td>
<td>42,223</td>
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<tr>
<td>Education and early intervention</td>
<td>133</td>
<td>176</td>
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<tr>
<td>Employment</td>
<td>18</td>
<td>115</td>
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<tr>
<td>Health-related services</td>
<td>32</td>
<td>314</td>
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<tr>
<td>Leadership by persons with disabilities</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Person-centered services and planning</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Quality assurance</td>
<td>259</td>
<td>578</td>
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<tr>
<td>Quality of life</td>
<td>8</td>
<td>95</td>
</tr>
<tr>
<td>Self-advocacy</td>
<td>28</td>
<td>2,096</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250,804</strong></td>
<td><strong>46,341</strong></td>
</tr>
</tbody>
</table>

### Participants in Extended Preservice Training

(Certificate Program Enrollees and Research Assistants by Major)

<table>
<thead>
<tr>
<th>Major</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology (Special Education, School Psychology, Counseling Psychology)</td>
<td>32</td>
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<tr>
<td>Nursing</td>
<td>22</td>
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<tr>
<td>Educational Policy and Administration</td>
<td>6</td>
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<tr>
<td>Curriculum and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Work, Community, and Family Education</td>
<td>3</td>
</tr>
<tr>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>American Studies</td>
<td>1</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>1</td>
</tr>
<tr>
<td>Public Administration</td>
<td>1</td>
</tr>
<tr>
<td>Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>Human Resource Development</td>
<td>1</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Other (non-degree students, undecided, unknown)</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>
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 2007/08 service and consultation efforts included:

- **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.

- **National Direct Support Workforce Resource Center**, bringing together in one place the nation’s premier resources on the topic of Direct Support, with the goal of improving the quality, recruitment, and retention of the Direct Service workforce nationwide. The center is a partnership of the Institute’s Research and Training Center on Community Living and The Lewin Group, Paraprosessional Healthcare Institute, The Westchester Consulting Group, the Institute for the Future of Aging Services, and The Annapolis Coalition.

- **My Voice, My Vote**, developing resources for teachers, program leaders, and individuals to use in teaching and supporting young adults with disabilities in relation to civic engagement and voting, and motivating them to be involved in the political process. It is a collaborative project of the Institute, the University of Minnesota’s Center for Democracy and Citizenship at the Humphrey Institute for Public Affairs, Partnership Resources Inc., and the Minneapolis Public Schools, with additional assistance provided by the Minnesota Secretary of State’s office.

- **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 to serve its international clients.

- **Minnesota High School/High Tech**, linking youth with disabilities to a broad range of academic, career development, and experiential resources and that will enable them to successfully meet the workforce demands of the 21st century. The project is part of the national High School/High Tech network of state and local programs designed to provide young people with disabilities the opportunity to explore jobs and further education leading to technology-related careers.

- **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).

2007/08 Service and Consultation Highlights

Institute personnel provided nearly 7,900 hours of service and consultation to over 9,000 individuals representing preK-12 and higher education, government agencies, advocacy and self-advocacy organizations, human service providers, and professional groups in a variety of fields.

In 2007, Institute staff launched Minnesota’s High School/High Tech program, part of a national network of state- and locally-operated programs to provide young people with disabilities the opportunity to explore jobs or further education leading to technology-related careers. The program worked with four Minnesota school districts to develop curricula, support faculty, and strengthen community supports that achieve the High School/High Tech objectives.

Staff of the National Technical Assistance Center on Assessment for Children with Disabilities provided direct technical assistance to 19 states and 7 territories, with the goals of increasing participation of students with disabilities in state and local assessments, and increasing the quality of the assessments themselves. Participation rates have increased to very high levels, and most states have successfully completed peer review of their assessment systems.

The Institute’s Research and Training Center on Community Living partnered with the National Association of State Directors of Developmental Disabilities Services (NASDDDS) to create the Web-based NASDDDS Emergency Response Preparedness Self-Assessment Instrument, which went live online during this year. Following its launch in December they conducted three teleconference trainings for state officials from over 35 states, describing the instrument and how to use it. By the end of the year representatives from 19 states had registered for ongoing access to the password-protected instrument.
Staff of the Institute’s National Center on Educational Outcomes (NCEO) presented research-based information on assessment of English language learners (ELLs) with disabilities for 300 participants at a symposium titled “The Language Acquisition and Educational Achievement of English Language Learners” sponsored by Educational Testing Service. The presentation focused on what is known about ELLs with disabilities, how they are included in policies, how their assessment results are publicly reported, and instructional strategies.

The Institute’s North Central Regional Resource Center (NCRRC) developed “Thinking Through Improvement” to help state and local agencies with data utilization and improvement efforts related to IDEA 2004. Emphasis is placed on using data to guide the improvement planning process. The “Thinking Through Improvement” materials provide information and activities on prioritizing areas for improvement, setting targets, selecting improvement activities, evaluating process and impact, and reporting progress. “Thinking Through Improvement” is intended to be used by a wide range of audiences, including state agencies, local education agencies, and early childhood service providers. Facilitation sessions have been completed for all states within the North Central region, the Office of Special Education Programs, and members of the national TA & D Network, as well as with seven additional states and territories outside the North Central region. Facilitation sessions and implementation support are planned for Spring 2009 for an additional seven states.

Staff of the National Technical Assistance Center on Assessment for Children with Disabilities presented a national Webinar to parent centers on the topic of alternate assessments based on modified achievement standards. It was co-hosted by the Advocacy Institute, and its goal was to build capacity among the parent centers to support parents as they make individual student decisions about participation in state testing programs. In addition, the center published a parent guide about alternate assessments based on modified standards, and distributed it in print and online to parents and others nationwide.
Research

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 2007/08 were the following:

• **Diversity, Disability and Access for Health and Wellness Project**, interviewing immigrants with disabilities (or their guardians) from the Hmong, Hispanic, and Somali communities in the Twin Cities to gather data on their experiences in accessing health and social services, especially focusing on how they found their care providers and difficulties that disability and culture posed in choosing providers with whom they felt comfortable. A project of the Institute’s Research and Training Center on Community Living in collaboration with Arc Greater Twin Cities.

• **Bubel/Aiken K-12 Inclusive Service Learning Program**, developing a sustainable, long-term inclusive service learning program that brings together K-12 students with a wide range of abilities to participate in service learning, and bridge the gap between young people with and without disabilities and the world around them.

• **Technology Assisted Reading Assessment**, focusing on a program of research and development to improve reading assessments for students with visual impairments or blindness, examining the properties of existing assessments for these students, and developing an assessment of reading with a particular focus on independent technology-assisted reading. It is a collaborative project of the Institute’s National Center on Educational Outcomes and the Educational Testing Service, with support from the Center for Applied Special Technology.

• **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 23-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.

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2007/08 Research Highlights

Staff of the Research and Training Center on Community Living (RTC) authored a national white paper on Direct Support workforce challenges across health and human services. Major sectors discussed in the paper included intellectual and developmental disabilities, behavioral health, and aging. Additionally, RTC staff co-planned and facilitated a national symposium on Direct Support workforce issues that brought together these various sectors and the federal agencies that develop policy related to workforce issues. Both activities were the first of their kind and will have significant influence on state and federal activities regarding the Direct Support workforce.

The Institute’s Partnership for Accessible Reading Assessment completed its two-year Student Characteristics Study, which sought to identify students whose reading skills are less accurately measured in typical large-scale reading tests. One goal of the study was to determine the extent to which teachers can identify such students and distinguish reasons why they believe the students are inaccurately measured. A second goal was to learn more about the factors that hinder accessibility for these students and about possible solutions to these obstacles. The findings will be made available to the public in late 2008.

Institute researchers launched the Diversity, Disability and Access for Health and Wellness Project, a project to gather data about the barriers that impede immigrants with disabilities from accessing health and social services in the Twin Cities. The project completed its data collection and presented its findings to county disability service providers in the Twin Cities, as well as to service providers and researchers nationwide through conference presentations.
2007/08 Institute Research Projects (listed alphabetically)

- A State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards: A Longitudinal Study
- Agency Factors and Structures that Increase Successful Outcomes in Community Participation and Socially-Valued Roles
- Bubel-Aiken Inclusive Service Learning Curriculum Project
- Consumer-Directed Community Supports: Trends and Workforce Outcomes
- Demonstrating Progress Monitoring for Early Identification, Accountability, and Success
- Develop and Field-Test Participant Experience Survey Instrument
- Developing Exemplary Practices to Support Self-Determination
- Development Techniques for Universally-Designed Assessments
- Diversity, Disability and Access for Health and Wellness Project
- 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
- 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 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
- Minnesota State Profile
- 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 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
- 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
- RRTC on Postsecondary Education Supports
- Self-Advocacy Online: Research and Development to Bridge the Digital Divide
- 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 major Institute print and electronic resources released in 2007/08 were the following:

- **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.

- **Learning Opportunities for Your Child Through Alternate Assessments: Alternate Assessments Based on Modified Academic Achievement Standards**, a guide to help parents of students with disabilities understand a new state alternate assessment allowable under No Child Left Behind. Published by the Institute’s National Center on Educational Outcomes (NCEO).

- **Residential Services for Persons with Developmental Disabilities: Status and Trends Through 2007**, 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, 2007. 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.

- **English Language Learners with Disabilities in State English Language Proficiency Assessments: A Review of State Accommodation Policies**, a report documenting states’ participation and accommodations policies, and suggesting a number of promising practices and issues to be addressed. Published by the Institute’s National Center on Educational Outcomes.

- **Policy Research Brief**, a newsletter summarizing research on policy issues affecting persons with developmental disabilities. This year’s issues were Innovative Models and Best Practices in Case Management and Service Coordination, and A Qualitative Study of the Experiences of Transition-Age Youth with Disabilities in Relation to SSI Redetermination. Published by the Institute’s Research and Training Center on Community Living.

- **NCEO Technical 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 Revisiting Graduation Requirements and Diploma Options for Youth with Disabilities – A National Study; Student Think-Aloud Reflections on Comprehensible and Readable Assessment Items; Perspectives on What Does and Does Not Make an Item Readable; and A Summary of the Research on the Effects of Test Accommodations – 2005-06.

2007/08 Dissemination Highlights

The Institute disseminated over 33,500 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 270 NCEO reports and briefs on its Web site, including 10 that were newly published during this year. The Web site’s pages were accessed over 722,000 times during the year. The Institute’s National Center on Secondary Education and Transition (NCSET), which also disseminates primarily on the Web, made available over 80 NCSET reports, resource guides, briefs, topical papers, and teleconference transcripts on its Web site, which was visited over 2.3 million times during the year.

During this year there were over 43,000 downloads of the 70+ online Direct Support workforce newsletters, reports, and workforce development tools published by the Institute’s Research and Training Center on Community Living.

Readers of Institute publications maintained an extensive secondary dissemination network, reprinting Institute materials in their publications and Web sites, and distributing Institute publications through training workshops, meetings, and academic classes. Among them were the Special Education Service Agency, Anchorage, Alaska; People First of Canada; Positive Behavior Support of Georgia; Down Syndrome Association of Minnesota; Dominican College; National Down Syndrome Congress; Pennsylvania Ventilator Assisted Children’s Home Program; Robbinsdale (Minnesota) Area Schools; and the Connecticut Department of Children and Families.
The Institute's Web site (http://ici.umn.edu) was accessed nearly 8 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.
- 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.

2007/08 Institute Scholarly Publications

The following is a partial list of the journal articles, books, and book chapters authored by Institute staff during 2007-08, listed by title and publisher:

Journal Articles

- Instructional strategies for improving achievement in reading, mathematics, and science for English Language Learners with disabilities. Assessment for Effective Intervention
- The Direct Support Workforce in community supports to individuals with developmental disabilities: Issues, implications and promising practices. Mental Retardation and Developmental Disabilities Research Reviews
- Twenty-five years of Medicaid Home and Community Based Services: Major milestones reached in 2007. Intellectual and Developmental Disabilities
- An analysis of the relationship between high school exit exams and diploma options. Journal of Disability Policy Studies
- Universal Design considerations for improving the achievement of English Language Learners on English proficiency assessments. Assessment for Effective Intervention
- Adults with dual diagnoses of intellectual and psychiatric disability receiving Medicaid Home and Community-Based Services (HCBS) and ICF/MR recipients in six states. Mental Health Aspects of Developmental Disabilities
- Choice-making among Medicaid Home and Community-Based Services recipients and ICF/MR residents in six states. American Journal on Mental Retardation
- Item-level effects of the read-aloud accommodation for students with reading disabilities. Assessment for Effective Intervention
- A longitudinal analysis of state accommodations policies: Twelve years of change 1993-2005. Journal of Special Education
- Factors associated with expenditures for Medicaid Home and Community-Based services and ICF/MR services for persons with intellectual and developmental disabilities. Intellectual and Developmental Disabilities
- Residential supports for persons with intellectual and developmental disabilities. Mental Retardation and Developmental Disability Research Review

Books and Book Chapters

- Youth with disabilities in the juvenile justice system: Prevention and intervention strategies. Amicus Books
- Universal design of assessment. Harvard Education Press
- Classification of children with disabilities in the context of performance-based educational reform – An unintended classification system. Corwin Press
- Evaluation practices for transition planning. Pearson Publishing
- State policies and accommodations: Issues and implications. Council for Exceptional Children
- Policy, legal, and implementation issues surrounding assessment accommodations for students with disabilities. Sage 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.

2007/08 Center Highlights

The National Center on Educational Outcomes (NCEO) continued to provide leadership for a cutting edge, research-based understanding of issues of inclusive assessment. This past year, NCEO released a best-practice guide for state education leaders based on two decades of research and partnership with the states. Titled “A Principled Approach to Accountability Assessments for Students with Disabilities,” the guide is intended to help states enhance the positive consequences of assessments used for system accountability with students with disabilities, and reduce their negative consequences through systematic attention to assumptions in the design, implementation, and continuous improvement of assessments and related accountability systems.

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 3,500 stakeholders through its bi-monthly electronic newsletter focused on improving outcomes for transition-age youth. And during this year over 1,500 youth, teachers, parents, and mentors were registered for and participated in Youthhood.org, NCSET’s interactive, online, transition-planning curriculum.

The North Central Regional Resource Center received a $1.37 million grant from the U.S. Department of Education to create the project, “A State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards (AA-AAS): A Longitudinal Study.” This is a nine-year study in Wisconsin, Pennsylvania, and Michigan to investigate, ascertain, and inform them of the consequential evidence characteristics of their AA-AAS.
Researchers from the Partnership for Accessible Reading Assessment (PARA) presented their work and that of the National Association of Reading Assessment Projects (of which PARA is a member) at seven national conferences, including those of the Learning Disabilities Association, Association of Test Publishers, Council for Exceptional Children, National Council on Measurement in Education, International Reading Association, and Council of Chief State School Officers.

The Research and Training Center on Community Living launched a three-year project funded by the National Institute on Disability Rehabilitation and Research to analyze data from a representative sample of 15 states, and 10,300 randomly sampled individuals with developmental disabilities, to examine lifestyles and service outcomes, and individual program and service factors that predict them. The study will also evaluate and refine measures and methods of the National Core Indicators Program, the most widely used program of outcomes assessment and service evaluation in the U.S. The project is a collaboration with the National Association of State Directors of Developmental Disabilities Services and the Human Services Research Institute.

In 2007/2008, researchers and graduate students at the Research Institute on Progress Monitoring (RIPM) focused on developing a better understanding of teachers’ knowledge and use of progress monitoring data using curriculum-based measures developed and studied during the first four years of the project. In addition, RIPM expanded its study to include examining the development and use of measures to be used with students with low-incidence disabilities, particularly related to students who are deaf or hard of hearing and students with cognitive disabilities. This work is being used as districts begin implementation of response-to-intervention (RTI) models across the country since curriculum-based measurement can be used for universal screening and ongoing progress monitoring, two essential components of RTI.

### Affiliated Centers: Primary Areas of Activity and Focus

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<tr>
<th>Type of Activity</th>
<th>National Center on Educational Outcomes</th>
<th>National Center on Secondary Education and Transition</th>
<th>Partnership for Accessible Reading Assessment</th>
<th>Research and Training Center on Community Living</th>
<th>Research Institute on Progress Monitoring</th>
<th>Center for Early Education and Development</th>
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**Lifespan Area of Focus**

- Early childhood services
  - X
- School-age services
  - X
  - X
  - X
- Transition services
  - X
  - X
- Adult services and community living
  - X

**Geographic Focus of Activities**

- Local communities
  - X
  - X
  - X
  - X
  - X
  - X
  - X
- Statewide
  - X
  - X
  - X
  - X
  - X
- Regionwide
  - X
- Nationwide
  - X
  - X
- International
  - 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 private sources, and through revenue from sales. When the Institute began in 1985, the total external funding was approximately $400,000; today it’s over $17 million. Matching support is provided primarily by the University of Minnesota’s College of Education and Human Development and Graduate School. In 2007/08, the Institute generated nearly $21 in external funding for every dollar of University support. Funders of Institute operations, projects, and activities were 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**
- **Alabama Department of Education**
- **Iowa 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 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**
- **University of California – Irvine**
- **Minnesota State College – Southeast Technical**
- **University of Louisville**
- **Association of University Centers on Disabilities (AUCD)**
- **Arc Minnesota**
- **Hennepin County Children, Youth and Family Services**
- **UCare**
- **Mt. Olivet Rolling Acres/Partner Choice Network**
- **Parent Support Network**
- **ISD 94 (Cloquet, MN)**
- **Intermediate School District 287**
- **Cass Lake Bena High Schools**
- **Institute for Educational Leadership**
- **Lewin Group**
- **MC Strategies/Elsevier**
- **The Study Group, Inc.**
- **Human Resources Research Organization (HumPRO)**
- **American Institute of Research**
- **SRI International**
- **Educational Testing Service**
- **Policy Research Associates, Inc.**
- **NEC Foundation of America**
- **Bubel/Aiken Foundation**
- **The Minneapolis Foundation**
- **University of California – Irvine**
- **Minnesota State Colleges and Universities (MNSCU)**
- **University of Virginia**
- **University of California – Irvine**
- **Minnesota State College – Southeast Technical**
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- **Association of University Centers on Disabilities (AUCD)**
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- **SRI International**
- **Educational Testing Service**
- **Policy Research Associates, Inc.**
- **NEC Foundation of America**
- **Bubel/Aiken Foundation**
- **The Minneapolis Foundation**

2007/08 Funding Highlights

In this year, the Institute had a budget of $18,175,694. Of this total, $15,820,030 was obtained through external grants and contracts, and $840,317 from the University’s College of Education and Human Development and Graduate School. In addition, the Institute leveraged $323,333 of in-kind project support, and generated $1,192,014 in sales revenue.

The external funding of the Institute through grants, contracts, and cooperative agreements was provided by 51 different sources.

Through its centers, projects, and other activities, the Institute financially supported the work of over 130 affiliated faculty, academic staff, support personnel, and research assistants.
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
  • Vicki Gaylord
    Publications
  • Megan Dushin
    Web Services
  • Jon Goldman
    Computing Services

• Program Area Coordinators
  • Christopher Watson
    Early Childhood Services (Center for Early Education and Development – CEED)
  • 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, Manuel Barrera III, Christopher Johnstone, Kristi Kline Liu, Debra Albus, Chris Brener, Jason Altman, Kentaro Kato, Kathryn Lail, Marjorie Cuthbert, Laurene Christensen, Christopher Rogers, Sheryl Lazarus, Haesook Koo, Stephanie Evelo, Melissa Critchley-Rodriguez, Vitaliy Shyyan, Debbie Hansen, Connie Burkhart

• National Center on Secondary Education and Transition. David R. Johnson (Director), Donna Johnson, Chris Bremer, Ann Mavis, Karen Stout, Joe Timmons, Megan Dushin, Chris Opsal

• 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, Donna Johnson, Martha Thurlow, Teri Wallace, Joelle Tegwen, Shawn Lawler

• Partnership for Accessible Reading Assessment. Martha Thurlow (Director), Deborah Dillion (Director; University of Minnesota Department of Curriculum and Instruction), Ross Moen, Kristi Kline Liu, Christopher Johnstone, Michael Moore, Rachel Quenemoen, Kristin Eisenbraun, 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’Neill, Brian Abery, John Smith, John Sauer, Angela Novak Amado, Marijo McBride, Nancy McCulloh, Patricia Salmi, Kristen Dean, Traci LaLiberte, Michelle Trotter, Roger Stanciliffe (University of Sydney), Matt Ziegler, Jerry Smith, John Westerman, Kathryn Alba, Derek Nord, Soo-yong Byun, Christina Boice, David Hallis, Jennifer Hall-Lande, Pam Stenjhem, Keith McVilly (RMIT, Australia), Matthew Bogenschutz, Anick Tolbize, Nathan Perry, Cliff Poetz, Meredith Salmi, Kurt Rutzen, Amanda Webster, Shawn Lawler, Kathryn Heht, Naomi Scott, Brooke Nelson, Jenna Carlson, Liz Sauer

• 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, Lauren Barkmeier, Amy Mahlke, Rebecca Pierce, Beth Zukowski, Elizabeth Mizerek Whitehouse
• Projects and Project Staff

• A State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards: A Longitudinal Study. Michael N. Sharpe, Brian Abery, Erin Faasumalie

• Addressing the Needs of Young Children Who Engage in Challenging Behavior (a project of the College’s Center for Early Education and Development). Joe Reilchle (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

• Alabama GSEG Subcontract. Martha Thurlow, Sheryl Lazarus, Debra Albus, Melissa Critchley-Rodriguez, Christopher Johnstone, Ross Moen, Michael Moore, Rachel Quenemoen, Christopher Rogers

• ANCOR Webinars on the Direct Support Workforce. Sheryl A. Larson, Amy Hewitt, Nancy McCulloh, John Sauer

• Bubel-Aiken Inclusive Service Learning Curriculum Project. Brian Abery, Diane Halpin, Matt Ziegler, Meghan Kluver

• CCSSO accommodations Monitoring Project. Martha Thurlow, Laurene Christensen, Michael Moore

• Certificate in Disability Policy and Services. Amy Hewitt, Marijo McBride, Maggie Brockel

• 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 Reilchle (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

• Collaborating to Accommodate Students in Standards-Based Reform. Michael N. Sharpe, Maureen Hawes, Tri Tran


• Connecting Youth to Communities and Careers. David R. Johnson, Mary McEathron


• Cost Analysis of Designing, Validating and Implementing an Alternate Assessment Based on Modified Achievement Standards (AA-MAS). Sheryl Lazarus

• 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, Sarah Scholin

• 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, Maggie Brockel

• Disability and Diversity Project. Michael N. Sharpe, Maureen Hawes, Amy Grack Nelson

• Diversity, Disability and Access for Health and Wellness Project. Charlie Lakin, Matthew Bogenschutz, Matt Ziegler

• Effective Interventions to Improve Direct Support Professional Recruitment, Retention and Training Outcomes. Sheryl A. Larson, Amy Hewitt, John Sauer, Michelle Trotter, Nancy McCulloh, Patricia Salmi, Anick 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, Sarah Scholin

• 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

• Evaluation of Wilderness Inquiry’s Gateway and Youth Leadership Programs. Charlie Lakin, Matthew Bogenschutz
• Expanding the Circle Curriculum Training. Jean E. Ness, Dennis Olson, Jennifer Fair, Brenda Blackhawks

• Experiences of Direct Support Professionals During Hurricanes Katrina and Rita, and Aftermath. Sheryl A. Larson, Amy Hewitt, Traci LaLiberte, Jennifer Hall-Lande, Jerry Smith

• Five Hundred Under 5 (a project of the College’s Center for Early Education and Development). Scott McConnell (University of Minnesota Department of Educational Psychology), Lauren Martin, Brooke Rafdal, Allyson Candee, Anna Shkolnik

• Formative and Summative Evaluation of the College of Direct Support. Charlie Lakin, Amy Hewitt, Sheryl A. Larson, Susan O’Nell, Derek Nord

• Georgia Enhanced Assessment Initiative. Martha Thurlow, Rachel Quenemoen, Marjorie Cuthbert, Ross Moen, Christopher Rogers

• 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


• 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 Strategies Project. Martha Thurlow, Samuel Barrera III, Kristi Kline Liu, Michael Moore, Marjorie Cuthbert, Hae Sook 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, Shari Leighton, Mona Dougherty, Jennifer Fair, Donna Johnson

• MacArthur Foundation Mental Health Court Study (subcontract from Policy Research Associates). 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 Accommodations 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 High School/High Tech. Joe Timmons, Ann Mavis, Donna Johnson

• Minnesota Paraprofessional Training Project. Teri Wallace, Carrie Coslin


• Minnesota State Profile. Charlie Lakin, Sheryl A. Larson, Amy Hewitt

• MnSIC Training and Outreach Project. 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

• Multi-State GSEG Consortium Towards a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS). Martha Thurlow, Sheryl Lazarus, Debra Albus, Damien Cormier, Melissa Critchley-Rodriguez, Christopher Johnstone, Ross Moen, Michael Moore, Rachel Quenemoen, Christopher Rogers

• NASDDDS Emergency Planning for Developmental Disabilities Services Self-Assessment Instrument. Patricia Salmi, 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 Study of Alternate Assessments (subcontract from SRI). Martha Thurlow, Rachel Quenemoen

• National Study of State Vocational Rehabilitation Agencies and Transition-Age Youth. David R. Johnson, Joe Timmons
Personnel

- **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, Mary McEathron

- **National Technical Assistance Center on Assessment for Children with Disabilities.** Martha Thurlow, Rachel Quenemoen, Ross Moen, Dorene Scott, Jane Krentz, Michael Moore, Manuel Barrera III, Christopher Johnstone, Kristi Kline Liu, Debra Albus, Chris Bremer, Jason Altman, Kentaro Kato, Kathryn Lail, Marjorie Cuthbert, Lauren Keirstensen, Christopher Rogers, Sheryl Lazarus, Haesook Koo, Stephanie Evelo, Melissa Critchley-Rodriguez, Vitaliy Shyyan, Debbie Hansen, Joelle Tegwen, Shawn Lawler, Connie Burkhart

- **National Training Institute for Frontline Supervisors (NTIFFS).** Sheryl A. Larson, Amy Hewitt, John Sauer, Traci LaLiberte, Nancy McCulloh

- **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

- **Person-Centered Approach to Health Care for Adults with Physical Disabilities.** Brian Abery, Erin Simunds (Courage, Inc.)

- **Personal Choice Network Evaluation Study.** Brian Abery, Matt Ziegler, Sarah Scholin

- **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

- **Qualitative Case Study of Best Practices in Direct Support Staff Workforce Development.** Amy Hewitt, Sheryl A. Larson, John Sauer, Traci LaLiberte, Jennifer Hall-Lande

- **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, 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.** Mary McEathron

- **Reinventing Quality: An Annual Conference on Person-Centered Supports.** Angela Novak Amado, Charlie Lakin

- **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, Shawn Lawler

- **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, Bryan Jon Maciowski (Fond du Lac Tribal and Community College), Sara Montgomery (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, Christina Boice, Partners in Community Supports
• **Support Personnel**

  • **Karen Anderson**  
  Executive Office and Administrative Specialist (CEED)

  • **Linda Bernin**  
  Principal Office and Administrative Specialist (CEED)

  • **Ruth Berman**  
  Office Support Assistant

  • **Brenda Blackhawk**  
  Student Secretary

  • **Connie Burkhart**  
  Graphic Designer

  • **Jenna Conley**  
  Principal Office Administrative Specialist

  • **Carrie Coslin**  
  Principal Office and Administrative Specialist

  • **Thomas Donaghy**  
  Associate Editor

  • **Amy Dupont**  
  Executive Office and Administrative Specialist

  • **Stephanie Evelo**  
  Office Assistant

  • **Libby Hallas-Muchow**  
  Principal Office and Administrative Specialist

  • **Rachel Halvorson**  
  Principal Office and Administrative Specialist

  • **Debbie Hansen**  
  Executive Office and Administrative Specialist

  • **Kathryn Heht**  
  Student Secretary

  • **Karissa Holschback**  
  Student Secretary

  • **Rebecca Johnston**  
  Associate Administrator (CEED)

  • **Amy Kurowski**  
  Executive Office and Administrative Specialist

  • **Shawn Lawler**  
  Information Technology Specialist

  • **Lucy Luu**  
  Senior Accountant

  • **Sue McColley**  
  Executive Office and Administrative Specialist

  • **Michael Molenaar**  
  Student Information Technology Support

  • **Brooke Nelson**  
  Student Secretary

  • **Chris Opsal**  
  Informational Representative

  • **Amanda Pendergast**  
  Student Secretary

  • **Naomi Scott**  
  Student Secretary

  • **Ryan Sharpe**  
  Student Information Technology Support

  • **Mai Vang**  
  Office Support Assistant

  • **Amanda Webster**  
  Principal Office and Administrative Specialist

  • **Sara Zettervall**  
  Executive Office and Administrative Specialist (CEED)
Collaborators

University and Community Collaborators

- University of Minnesota
  - Center for Applied Research and Educational Improvement (CAREI)
  - Center for Early Education and Development (CEED)
  - 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 Pediatrics, University Medical School
  - Department of Psychiatry
  - Department of Speech-Language-Hearing Sciences
  - Department of Work, Community and Family Education
  - Disability Services
  - Humphrey Institute of Public Affairs
  - Institute of Child Development
  - Maternal and Child Health Program
  - Occupational 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)
  - Boggs Center on Developmental Disabilities, University of Medicine and Dentistry of New Jersey (New Brunswick)
  - Center for Disability Studies, University of Delaware (Newark)
  - Center for Labor Research and Education, University of California, Berkeley
  - Center on Capacity Building for Minorities with Disabilities Research, University of Illinois (Chicago)
  - Center on Disability Studies, University of Hawai’i at Manoa
  - Center on Human Policy, Syracuse University (Syracuse, NY)
  - Coleman Institute on Cognitive Disabilities, University of Colorado
  - Fond du Lac Tribal and Community College (Cloquet, MN)
  - George Washington University (Washington, DC)
  - Harstad University College (Harstad, Norway)
  - Institute for Community Inclusion, University of Massachusetts – Boston
  - Institute for Educational Leadership (Washington, DC)
  - Institute on Disability and Human Development, University of Illinois – Chicago
  - Kansas University Center on Developmental Disabilities (Lawrence)
  - Minnesota State College – Southeast Technical (Winona and Red Wing)
  - National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California – Los Angeles
  - Ridgewater College (Hutchinson, MN)
  - RMIT University (Australia)
  - University of California, Davis
  - University of Guam UCEDD
  - University of Louisville (Kentucky)
  - University of Oregon (Eugene)
  - University of South Carolina (Columbia)
  - University of St. Thomas (St. Paul, MN)
  - University of Sydney (Sydney, Australia)
  - Utah State University (Logan)
  - Shakopee Public Schools (Minnesota)
  - St. Paul Public Schools (Minnesota)
  - William Hart School District (Santa Clarita, CA)

- Advocacy/Self-Advocacy Organizations
  - Access Press (Minnesota)
  - Advocating Change Together, Inc. (St. Paul, MN)
  - Arc Greater Twin Cities
  - Arc Minnesota
  - Arc of the United States
  - Consortium for Citizens with Disability (Washington, DC)
  - Minnesota Association for Children’s Mental Health
  - Minnesota Association for Infant and Early Childhood Mental Health
  - Minnesota Disability Law Center
  - Minnesota Governor’s Council on Developmental Disabilities
  - National Parent Network on Disability
  - 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

- Service Providers/Government
  - ACR Homes (Roseville, MN)
  - Alabama Department of Education
  - Clearbrook (Arlington Heights, IL)
  - Community Involvement Programs (Minneapolis, MN)
  - Courage Inc. (Golden Valley, MN)
  - Fond du Lac Reservation Business Committee (Cloquet, MN)
  - Gillette Children’s Specialty Health Care (St. Paul, MN)
  - Hawaii Department of Education
  - 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 Human Services and Public Health Department (Minneapolis, MN)
• Hennepin County Office of Multicultural Services (Minneapolis, MN)
• Homeward Bound, Inc. (Plymouth, MN)
• Illinois Council on Developmental Disabilities
• Illinois Department of Human Services
• Interact Center for Visual and Performing Arts (Minneapolis, MN)
• Lifeworks (Mendota Heights, MN)
• Little City Foundation (Palatine, IL)
• Little Friends, Inc. (Naperville, IL)
• Lutheran Social Services (Minnesota)
• Metropolitan Center for Independent Living (St. Paul, MN)
• Minnesota Department of Education
• Minnesota Department of Employment and Economic Development
• Minnesota Department of Human Services
• Minnesota Disabilities Health Options Project
• Minnesota Division of Rehabilitation Services
• Minnesota State Council on Disability
• Mt. Olivet Rolling Acres (Victoria, MN)
• New Hope Center, Inc. (Dolton, MN)
• New Horizons Resources, Inc. (Poughkeepsie, NY)
• New York State Office of Mental Retardation and Developmental Disabilities
• North Carolina Council on Developmental Disabilities
• North Carolina Department of Health and Human Services
• Oak/Leyden Developmental Services, Inc. (Oak Park, IL)
• Office of the Minnesota Secretary of State
• Ohio Department of Mental Retardation and Developmental Disabilities
• Opportunity Partners (Minnetonka, MN)
• Partners in Community Supports (Hennepin County, MN)
• Partnership Resources, Inc. (St. Louis Park, MN)
• Pathways to Employment (Minnesota)
• Ramsey County Human Services Department (St. Paul, MN)
• Ray Graham Association for People with Disabilities (Downers Grove, IL)
• REM Inc. (Minnesota)
• Resources for Child Caring (St. Paul, MN)
• Seguin Services, Inc. (Cicero, IL)
• Sertoma Center (Knoxville, TN)
• South Dakota Department of Education
• Sparc, Inc. (Springfield, IL)
• State Developmental Disabilities Agencies in the 50 States and DC
• Tennessee Department of Education
• TransCen Inc. (Rockville, MD)
• UCARE (Minneapolis, MN)
• U.S. Department of Labor, Office of Disability Employment Policy
• Welcome House, Inc. (Rocky River, OH)
• Wilderness Inquiry (Minneapolis, MN)
• Wisconsin Department of Public Instruction

• Professional Organizations
• American Association on Intellectual and Developmental Disabilities
• 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 Public Developmental Disabilities Administrators
• Association of Residential Resources in Minnesota
• Commission on the Accreditation of Rehabilitation Facilities
• Council for Exceptional Children
• Council of Chief State School Officers
• Council on Quality and Leadership
• Direct Support Professional Association of Minnesota
• Illinois Association of Rehabilitation Facilities
• International Reading Association
• Minnesota Habilitation Coalition
• National Alliance for Direct Support Professionals
• National Alliance for Secondary Education and Transition
• National Association of State Directors of Special Education
• National Association of State Directors of Vocational Technical Education
• National Education Association
• National Resource Center for Paraprofessionals
• New York State Association of Community and Residential Resources
• Ohio Association of Direct Support Professionals
• Ohio Private Resource Association
• SEIU Local 880 (Chicago, IL)
• TASH

• Research, Evaluation, and Communications Organizations
• Annapolis Coalition on the Behavioral Health Workforce
• Center for Applied Special Technology
• Educational Testing Service
• Human Services Research Institute
• IMPAQ, Inc.
• Institute for the Future of Aging Seniors
• Lewin Group
• Mathematica Policy Research
• MC Strategies/Elsevier
• National Center for the Improvement of Educational Assessment
• Paraprofessional Health Care Organization
• Policy Research Associates
• Thomson Reuters Healthcare
• Westat
• Westchester Consulting Group

• Foundations
• Bubel/Aiken Foundation
• John D. and Catherine T. MacArthur Foundation
• Minneapolis Foundation
• NEC Foundation
Advisory Councils

- **University Advisory Council**
  - **James Brown**
    Department of Work, Community and Family Education
  - **Nancy Eustis**
    Humphrey Institute of Public Affairs
  - **Susan Hupp**
    Department of Educational Psychology (Special Education)
  - **Roger Johnson**
    Department of Curriculum and Instruction
  - **Carol Leitschuh**
    School of Kinesiology (Motor Development)
  - **Barbara Leonard**
    Maternal and Child Health Program
  - **Elizabeth Lightfoot**
    School of Social Work
  - **Ann Masten**
    Institute of Child Development
  - **Joan Patterson**
    Maternal and Child Health Program
  - **Joe Reichle**
    Department of Speech-Language-Hearing Sciences
  - **Julia Robinson**
    Department of Architecture
  - **Jennifer York-Barr**
    Department of Educational Policy and Administration
  - **James Ysseldyke**
    Department of Educational Psychology

- **Community Advisory Council**
  - **Carolyn Allshouse**
    Minnesota Department of Health
  - **Heather Barber**
    Consumer
  - **Nancy Barber**
    Parent
  - **Echo Brank**
    Fraser Residential Services
  - **Carolyn Cherry**
    Minneapolis Public Schools
  - **Annis Lorenzo Clark**
    Parent, Consultant, Advocate
  - **Mike Cohn**
    Consumer, Promote Awareness
  - **Diane Cross**
    Fraser Community Services
  - **Aimee Dalton**
    Opportunity Partners, Inc.
  - **Pattianne Demaray**
    Parent
  - **Carol Ely**
    ICI Staff Consultant
  - **Beth Fondell**
    Arc Greater Twin Cities
  - **Marge Goldberg**
    Consultant, Parent
  - **Ella Gross**
    Institute for Minority Development
  - **David Hancox**
    Metropolitan Center for Independent Living
  - **Diane Hovey**
    Family Institute for Creative Well-Being, Parent
  - **Roberta Juarez**
    University of Minnesota Disability Services, Consumer

- **Alyssa Klein**
  Pathways to Employment
- **Juli Leerssen**
  Minnesota Governor’s Council on Developmental Disabilities, Parent
- **E. Jaynie Leung**
  Minnesota Disability Law Center
- **Maggie Marx**
  Transition Plus Services, Minneapolis Public Schools
- **Nathan Perry**
  ICI Staff Consultant
- **Cliff Poetz**
  ICI Staff Consultant
- **Hunter Sargent**
  Consumer
- **Linda Seifried**
  Options South
- **Ceci Shapland**
  PACER Center
- **Barb Sorum**
  Minnesota Association for Children’s Mental Health, Parent
- **Jayne Spain**
  Minnesota Department of Education
- **John Thompson**
  Epilepsy Foundation of Minnesota, Consumer
- **Jesús Villaseñor**
  PACER Center, Parent
- **Katie Villaseñor**
  Minneapolis Public Schools, Parent