The Institute on Community Integration

Minnesota University Center for Excellence in Developmental Disabilities • Annual Report 2009/10

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
Overview

Mission
Through collaborative research, training, and information sharing, the Institute on Community Integration (ICI) improves policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice.

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

Activities
The Institute carries out 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 at the 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: A Direct Support Professional at home with a woman she supports, photographed by the Institute's RTC Media during our making of a realistic job preview video for the New York State Association of Community and Residential Agencies titled We Get it Done: Working as a Direct Support Professional.
The Year at a Glance

From the Director

October 2009 was a busy month at the Institute on Community Integration. I mention that particular month because I think it provides a good snapshot not only of the diversity of activities, collaborators, and community needs with which the Institute engages throughout the year, but more importantly, it is also a reflection of the continued evolution of the work across this country and abroad that seeks to ensure full participation of children, youth and adults with disabilities in all communities. Here are some of the things that went on at the Institute in that month:

- The Research and Training Center on Community Living began its 22nd year as the National Institute on Disability and Rehabilitation Research’s designated national center on community living and persons with intellectual and developmental disabilities. It continued to build on and expand its substantial history of work to improve community support of persons with disabilities in areas including social inclusion, Direct Support workforce training, Medicaid-funded services, employment, and person-centered service delivery.

- Four Institute staff were on the planning committee for the state’s participation in the 10th Annual National Disability Mentoring Day held in October. Three of the Institute staff also made presentations: One spoke to young adults with disabilities about how to exercise their right to vote; one presented strategies young people with learning disabilities can use to succeed in the workplace; and the third spoke to parents about focusing and building on students’ strengths to enhance employability.

- The Institute’s National Center on Educational Outcomes marked its 20th year of operation. Since its founding in 1990 it has become a national leader in helping states implement research-based educational policies and practices that ensure all students, including students with disabilities, can benefit from accountability and standards-based reforms.

- The Institute partnered with a coalition of University and community organizations to present “Changing Landscapes: Symposium on the Arts & Disability” at the University’s Weisman Art Museum. It brought together over 100 artists with disabilities, disability service providers, arts instructors, arts advocates, and others to share ideas for supporting and increasing involvement of individuals with disabilities in the arts. The symposium was co-sponsored by the Weisman and Disability Services at the University, and by four community organizations: Interact Center for the Visual and Performing Arts, VSA Minnesota, Rise Inc., and Partnership Resources Inc.

- Our North Central Regional Resource Center (NCRRC) received renewed funding for five more years of operation as one of six Regional Resource Centers funded by the Office of Special Education Programs (OSEP), U.S. Department of Education. The NCRRC assists State education agencies and lead agencies in the systemic improvement of education programs, practices, and policies that affect infants, toddlers, children and youth with disabilities in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

The range of activities in this one-month snapshot is a reflection of the enduring nature of the changes in services and supports, laws and attitudes, practices and knowledge that have happened across the country since the Institute began 25 years ago. Though much remains to be done, progress is being made. In the remainder of this report are some of the other highlights of our participation in that ongoing change process during all 12 months of the past year.

David R. Johnson, PhD, Director

The Institute at Age 25

The Institute marks its 25th anniversary in 2010. It was established in 1985 as the Minnesota University Affiliated Program on Developmental Disabilities, beginning with a 17-month grant for $212,500 and employing fewer than 20 faculty, staff and students. Today, it is home to more than 70 projects and 6 affiliated centers, employing over 100 faculty, staff and students, with a budget of $11.6 million.

The Institute has always taken an interdisciplinary and collaborative approach to its work, partnering with others to carry out its research, training, service and consultation, and information-sharing activities. In this year it worked with faculty and staff from more than 15 departments and programs at the University of Minnesota, as well as over 100 community partners around the country and abroad including K-12 schools; early childhood programs; universities and colleges; service providers; government agencies; professional associations; and advocacy, parent, and self-advocacy groups. That work reached across the lifespan as represented by the Institute’s four program areas: Early Childhood Services, School-Age Services, Transition Services, and Adult Services and Community Living.

Central to its ability to impact policies, practices, and attitudes is its information-sharing activities. Over the past 25 years it has produced and distributed nearly 2 million newsletters, curricula, reports, resource guides, and other materials in printed form, as well as a growing collection of videos and DVDs, produced by its projects and centers. The rapid expansion of the World Wide Web has also vastly extended the Institute’s reach, and in this year alone its Web pages were accessed over 11 million times by visitors around the world.
Interdisciplinary Training

The Institute offers interdisciplinary preservice and continuing education to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. Six broad strategies are used to provide interdisciplinary training: the Certificate in Disability Policy and Services, specialized curricula developed and delivered at the University with University partners, online and classroom curricula developed and delivered with partners nationwide, Institute-sponsored conferences and other training events, employment of University graduate students at the Institute, and presentations by Institute staff at conferences and meetings sponsored by other organizations. Among the highlights of its training activities during this year were these:

- **Through the Developmental Disabilities Rotation** coordinated by the Institute for the University’s Medical School, 31 pediatric residents and 3 dental residents received specialized instructional experiences acquainting them with community services for, and service and support needs of, children with disabilities and their families, improving their ability to serve this population in their future practices.

- **Fifty-eight University students** representing 18 academic programs were enrolled in the Certificate in Disability Policy and Services, with 14 completing the program this year. The certificate is jointly presented by the Institute and the University’s Department of Organizational Leadership, Policy and Development for University students and community professionals desiring to study policies and services that affect the lives of children, youth, and adults with disabilities and their families.

- **Over 49,500 new learners** enrolled in the College of Direct Support, an online, competency-based training program for Direct Support Professionals and frontline supervisors operated nationwide by the Institute’s Research and Training Center on Community Living and by MC Strategies/Elsevier. This brings the total enrollment since its inception to over 202,500.

- **The Institute employed 43 Graduate Research Assistants** this year, providing them with training and experience in conducting research and technical assistance associated with K-12 education, transition, and adult life needs of individuals with disabilities and their families.

- **Over 900 educators and other personnel** representing 57 school districts nationwide and in Canada participated in training on implementation of the Check & Connect school engagement model. Check & Connect is a model developed at the Institute to help elementary and secondary schools retain students at-risk of disengaging from school and dropping out.

- **Institute staff presented at over 40 state, regional and national conferences**, including the Council of Chief State School Officers National Conference on Student Assessment, the Arc of Mississippi annual conference, the Self-Advocacy Association of New York annual conference, the American Association on Intellectual and Developmental Disabilities annual meeting, and the National Indian Education Association annual conference.

- **A delegation of 10 Zambian human rights leaders** traveled to the Twin Cities for five days of advanced leadership training in improving their nation’s policies and supports for Zambians with disabilities and other marginalized groups. The training, sponsored by the Institute and Arc Greater Twin Cities, focused on issues and best practices in policies and services that affect individuals with disabilities, children, refugees, women, victims of human trafficking and torture, trauma survivors, and others. Their visit builds on the earlier work of the Twin Cities-Zambia Disability Connection, a partnership of the Institute and four community organizations that provided leadership training focused on disability policy and services for a similar delegation in 2008.

- **New Training Program on Autism and Other Neurodevelopmental Disabilities Launched**

  On July 1 the University became home to the state's first-ever federally-funded Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) program, coordinated by the Department of Pediatrics and the Institute on Community Integration. Funded by a grant to the Department of Pediatrics from the U.S. Department of Health and Human Services, Maternal and Child Health Bureau, the Minnesota LEND is an interdisciplinary training program preparing future leaders who will serve children with Autism Spectrum Disorders, other neurodevelopmental and related disabilities, and their families in health care, education, human services, and policy settings. During this first year it provided interdisciplinary training for 12 graduate students at the University, and also presented a public symposium on Autism Spectrum Disorders from a global, cross-cultural perspective attended by 138 participants from the University and community. Collaborating with Pediatrics and the Institute on these activities were the University’s Center for Leadership Education in Maternal and Child Health, Center for Neurobehavioral Development, Center for Advanced Studies in Child Welfare, College of Education and Human Development, and College of Liberal Arts; Minnesota Children and Youth with Special Health Care Needs at the Minnesota Department of Health; and Arc Minnesota.
The Institute carries out a broad range of service and consultation activities that enhance the capacity of existing agencies and organizations to serve persons with disabilities. The primary approaches used in service and consultation are technical assistance at the local, state and national levels; demonstration projects that test model practices; and contracted evaluation services to education and human service agencies. Some of this year’s activity highlights in the service and consultation area are the following:

- **The Institute partnered with** the Minnesota Governor’s Council on Developmental Disabilities and the Minnesota Disability Law Center (the state’s Protection and Advocacy Agency) to provide support to Self-Advocacy Minnesota (SAM), the recently-formed statewide network and coalition of self-advocacy groups promoting the human and civil rights of people with disabilities. The support included training, technical assistance, information sharing, and staff support to manage SAM’s organizational needs as it continued to expand its reach.

- **The Institute’s North Central Regional Resource Center** (NCRRC) continued to support the use and expansion of its **Connecting the Dots** Web-based training to help early childhood transition services coordinators, school district personnel, and service providers deliver quality special education transition services for infants and toddlers with disabilities and their families. NCRRC provided technical support to three states in further modifying their use of the program, hosted a Webinar for staff from two additional states to demonstrate **Connecting the Dots**, and met with them about implementation; and worked with Part C staff from a sixth state to develop and finalize content for their use of the training.

- **The Institute’s National Center on Educational Outcomes** shared its expertise on assessment and accountability systems with all 50 states and the U.S. territories through hosting of teleconferences on related topics; direct technical assistance to states; membership in national advisory committees and work groups; and data collection, analyses, and publication.

- **Institute staff created the curriculum** and provided technical assistance for the E-Connect e-mentoring program in Minnesota. The program connects transition-age students in high schools with employees of local businesses in an e-mail mentoring relationship, opening doors for other opportunities and employment of youth with disabilities. Eighteen schools and 25 businesses throughout the state were involved in the program during this year, representing over 200 students and mentors.

- **The Institute engaged in** curriculum development, research, and testing with teachers in grades 1-7 from the Cloquet, Minnesota public schools and the Ojibwe School on the Fond du Lac reservation in northern Minnesota, with the goal of integrating Ojibwe art and culture into their social studies, math, and science curricula and improving student performance.

- **The Institute’s Research and Training Center on Community Living** presented training for the Association of Residential Resources in Minnesota, an association of 150 community service providers, on the use of technology in training DSPs and on effectively training adult learners. It also provided technical assistance on Direct Support workforce development to 11 service provider agencies, as well as to several state Medicaid agencies.

- **Institute Staff Help Shape National Education Policy**

Martha Thurlow, Director of the Institute’s National Center on Educational Outcomes, delivered testimony before the U.S. Senate’s Health, Education, Labor and Pensions Committee April 2010 hearing on the reauthorization of the Elementary and Secondary Education Act (No Child Left Behind). Her area of focus was on how standards and assessments can be improved to raise outcomes for students with disabilities, and the special challenges that the educational system faces in developing assessments that provide meaningful information about all students. This was one of many activities through which Institute staff provided service and consultation related to education of students with disabilities. In addition to this Congressional testimony, staff served as members of the Validation Committee for the Common Core State Standards Initiative, an initiative of the National Governors Association for Best Practices and the Council of Chief State School Officers. The committee is tasked with reviewing and verifying the standards development process and resulting evidence-based college and career-readiness standards for states in English-language arts and mathematics for grades K-12. And, Institute staff were also involved as experts during the Race to the Top Public Expert Input meeting on Special Education Students.
Research

The Institute generates a wide array of research findings to improve policies and services related to individuals with disabilities, those at risk, and their families. Research activities are conducted in collaboration with major teaching and research centers across the country and at the University of Minnesota, as well as with local, state, and national organizations and agencies. Among the highlights of Institute research activities in this year were the following:

- **The National Residential information Systems Project** of the Institute’s Research and Training Center on Community Living entered its 25th year of national data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities. The project gathers national and state-by-state data on residential services and Medicaid-financed services for persons with developmental disabilities, and operates a database that forms a valued information resource for research, policy development, and legislative action at state and federal levels. The data gathered for FY2009 will be published in the project’s annual report of findings — *Residential Services for Persons with Developmental Disabilities: Status and Trends Through 2009* — in autumn 2010. In addition, during 2009/10 the project began development of an interactive, online database accessible to the public for customized analyses of the data, and began data population. The first round of public features are expected to be available in late 2010.

- **A nine-year longitudinal study** conducted by a Consortium consisting of the Institute’s North Central Regional Resource Center and the States of Michigan, Pennsylvania, and Wisconsin, entered its second year of work to ascertain the consequential evidence and validity of the alternate assessments based on alternate achievement standards (AA-AAS) used within these states to include students with the most significant cognitive disabilities in large-scale accountability testing.

- **Building on the Check and Connect school engagement model** developed at the Institute, the new Making the Connection project began testing and evaluating the potential effectiveness of the model in improving retention of adult learners in two community colleges: Minneapolis Community and Technical College, and Jefferson College in Louisville, Kentucky. Project staff developed and implemented a pilot test model and strategies in January 2010.

- **Staff of the Multi-State Study of Service Outcomes and Their Predictors** continued analysis of 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, conducted by the Research and Training Center on Community Living, also evaluated and refined measures and methods of the National Core Indicators Program, the most widely used program of outcomes assessment and service evaluation in the U.S. During 2009/10 the study’s researchers conducted initial data analysis, developed additional data analysis, and developed initial reports, submitting six papers for publication/conferences and laying the foundation for additional data analysis and publication in 2010/11.

- **Recruitment of agencies to participate in a study** of the effects of competency-based training for Direct Support Professionals on organizations, learners, and services was carried out by staff of the Research and Training Center on Community Living. This five-year project measures the results of training and technical assistance built around the College of Direct Support, a nationwide, online curriculum offered by the center in partnership with MC Strategies/Elsevier. A total of 15-17 agencies will be involved in this study.

- **Ground-Breaking Curriculum Developed by the Institute and National Inclusion Project**

  On January 22, 2010, *Together We Make a Difference: An Inclusive Service Learning Curriculum for Elementary Learners With and Without Disabilities* was released by the Institute on Community Integration and the National Inclusion Project. This innovative resource provides educators and youth workers with a new tool for engaging all elementary students in service learning, meeting education standards in a variety of academic areas, and helping to dispel stereotypes about young people with disabilities. The curriculum supports the participation of all young people in a growing national emphasis on youth serving their communities, and provides a research-based set of activities that educators and youth organizations can use to help children with and without disabilities become partners in that task. It is one of the few service learning resources that guides instructors in bridging that too-common social gap between students with and without disabilities, helping all students participate as valued members of the service learning project team. *Together We Make a Difference* was developed through research conducted at the Institute as part of a three-year, $190,400 grant from the National Inclusion Project funded by the Office of Special Education Programs, U.S. Department of Education. The National Inclusion Project, based in North Carolina, is an organization working to bridge the gap that exists between young people with disabilities and the world around them, and create awareness about the possibilities that inclusion can bring.
Dissemination

The Institute produces and shares a wide array of information resources to improve services and policies related to individuals with disabilities and their families. Dissemination efforts include publication in scholarly journals and books; Institute publication of newsletters, curricula, resource guides, reports, and manuals in print and on the Web; development and hosting of multiple Web sites; and production of videos. Among the major Institute dissemination highlights in this year were the following:

- Across all 34 Institute Web sites an estimated 11.2 million page views occurred during this year. Institute reports, briefs, newsletters, resources guides, and other publications were downloaded 221,702 times from Institute Web sites, including over 55,081 downloads in the adult services area, over 17,030 from the National Center on Educational Outcomes, nearly 5,000 from the Research Institute on Progress Monitoring, and over 119,500 downloads of 27 “Impact” issues on topics ranging from inclusive early childhood education, to aging, to employment and women with disabilities.

- The Institute disseminated over 26,100 print copies Institute-produced publications and DVDs through sales, mass mailings, and complimentary copies to families, service providers, educators, advocates, policymakers, individuals with disabilities, and interested others across the U.S. and abroad.

- Videos produced and released by the Institute through its RTC Media arm in 2009/10 included, Response to Intervention: Ensuring Achievement for All produced for the Institute’s Research Institute on Progress Monitoring; We Have Choices, a video on residential options produced for the Self-Advocacy Association of New York State; and a dropout prevention documentary for the Minnesota Department of Education titled Journey to Completion. Production began on a documentary about Dr. Wolf Wolfensberger’s work titled The Normalization Principle.

- Four Adult Services and Community Living staff were consulting or contributing editors for the journal Intellectual and Developmental Disabilities, for the newsletter ANCOR Links, and for the Journal of Intellectual and Developmental Disabilities.

- The Best Paper of 2009 Award from the National Association of Rehabilitation Research Training Centers (NARRTC) was given for the journal article titled, “Satisfaction and Sense of Well-Being Among ICF/MR and HCBS Recipients in Six States,” co-authored by staff of the Research and Training Center on Community Living and the Human Service Research Institute in Oregon. It was published in the journal, Intellectual and Developmental Disabilities.

- Impact: Feature Issue on Early Childhood Education and Children with Disabilities was published in December 2010, and in its first six months generated over 60,200 downloads from the Institute Web site, and over 4,200 print copies were sent out. Impact: Feature Issue on Aging and People with Intellectual and Developmental Disabilities, was published in March 2010, and in its first three months it was downloaded 12,800 times from the Institute Web site, and over 5,000 print copies were disseminated.

- A national Web-based teleconference with participants from all 50 states and some territories was hosted by the Institute’s National Center on Educational Outcomes about its free, online NCEO Data Viewer, an interactive Web site where users can access data compiled by the center’s researchers on students with disabilities in the U.S. educational system. It includes state policies on assessment participation and accommodations for students with disabilities, and annual performance reports from states and other education entities receiving Part B funding under the Individuals with Disabilities Education Act, allowing users to create customized data reports from the data.

- The Institute continued development of Self Advocacy Online, an educational and networking Web site for teens and adults with intellectual and related cognitive disabilities who are in self-advocacy groups.

New Wiki-Based History Project Bridges Past, Present, and Future

As the 2009/10 year started, the Institute’s Research and Training Center on Community Living and The MENTOR Network Charitable Foundation launched an innovative project that uses today’s technology to preserve and share the history of leadership in the developmental disabilities field with new generations of leaders. The project — The History of Leadership in Developmental Disabilities: A Wiki Project — will create a history of the role of leadership and leaders in generating the ideas, movements, and programs that have been foundational to the developmental disabilities field over the past 150 years. The project grew out of a two-hour multi-media history lesson created for the National Leadership Consortium on Developmental Disabilities at the University of Delaware. The lesson, which is the core of the online repository, profiles the experiences of key leaders over the past 150 years, and the key ideas and lessons from their leadership, as well as other events, places, and individuals that contributed in both positive and negative ways to current knowledge, beliefs, and responses to disability. Adding to that core lesson will be information submitted by people around the world through a moderated Wiki approach in which contributors can submit text, photos, video and audio recordings electronically, enriching the foundational materials and making the site a valuable multi-media repository. During this first year of the project, the initial history lesson was reworked for Web presentation, and development began on a database and authoring template for submissions.
Affiliated Centers

In addition to the activities of the Institute as a University Center for Excellence in Developmental Disabilities (UCEDD), its six affiliated centers engage in areas of specialized activity. And the Institute works in close collaboration with two partner centers within the University in their areas of focus: the Center for Early Education and Development (CEED) and the Minnesota LEND. The six affiliated centers and highlights of their activities this year are as follows:

- **The National Center on Educational Outcomes** provides leadership in the participation of students with disabilities in national, state, and district assessments, standards-setting efforts, and graduation requirements, and addresses related topics such as accommodations, alternate assessments, reporting and accountability. During this year it provided ongoing assistance to all 50 states and to U.S. territories to improve the participation of students with disabilities in state and local assessments and accountability systems. In addition, it collected, analyzed, and published data from states on assessments, accommodations, and the new initiatives and emerging issues in special education.

- **The National Center on Secondary Education and Transition** 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. Activities include training, technical assistance to organizations and agencies, and application and dissemination of research conducted elsewhere. Through its extensive Web resources the center shares information on transition, with nearly 5.8 million visits to its Web site during this year.

- **The North Central Regional Resource Center** seeks to improve education services and 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, and Wisconsin as they engage in systems change efforts that improve educational results and accountability for young people with disabilities and their families. In 2009/10 much of the work of the NCRRC focused on ensuring that young people with disabilities receive quality educational services by assisting States to meet their State Performance Plan (SPP) targets for special education and early childhood services as required by the Individuals with Disabilities Education Act. A second major focus was sharing information to facilitate the development and implementation of State activities that address the State Fiscal Stabilization Fund goals outlined in the American Recovery and Reinvestment Act in relation to special education issues.

- **The Partnership for Accessible Reading Assessment** 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. In 2009/10 the Partnership participated with NCEO in providing training to six doctoral students in cutting edge research and technical assistance activities in the area of inclusion of students with disabilities in large-scale assessments used for accountability purposes.

- **The Research and Training Center on Community Living** engages in research, training, and technical assistance related to community living, self-determination, and full citizenship for persons with intellectual and developmental disabilities. It maintains national databases on services to people with disabilities and individual outcomes; conducts national and state evaluations of policy and services; and is a national leader in Direct Support workforce development. It is the designated center on community living for persons with intellectual and developmental disabilities of the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. Among its activities in 2009/10 was initial development of a state-of-the-science conference about the most influential theories, principles, and concepts (“big ideas”) that have shaped policy and practices in community supports for persons with intellectual and developmental disabilities. Experts and a comprehensive literature review will identify and rank the eight most important ideas in recent decades, and conference participants will debate the findings and reach consensus priorities for continuing research on them.

- **The Research Institute on Progress Monitoring** 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. A collaborative effort with the University of Minnesota’s Department of Educational Psychology, its research activities were completed in late 2009, and into 2010 it published eight technical reports based on its work as well as a DVD titled Response to Intervention: Ensuring Achievement for All. Through its Web site it shared its reports and other information, with over 50,000 visits made to the site this year and over 11,000 reports and other resources downloaded.
Institute Funding

The Institute’s activities are funded largely through external grants, contracts, and cooperative agreements from federal, state, and local government agencies, as well as private sources, and through revenue from external sales activities. Matching support is provided primarily by the University of Minnesota’s College of Education and Human Development and Graduate School. In 2009/10, the Institute’s budget was just over $11.6 million, with 78% of the funding from federal sources, 3% from state government, 3% from the University of Minnesota, and the remaining 15% from foundations, service organizations, local government, and external sale of products, services, and training. Funders of the Institute were the following:

- U.S. Department of Health and Human Services: Administration on Developmental Disabilities, Centers for Medicare and Medicaid Services, and the Maternal and Child Health Bureau of the Health Resources and Services Administration
- U.S. Department of Education: Office of Special Education Programs, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, Institute of Education Sciences, and Office of Vocational and Adult Education
- Minnesota Department of Education
- Minnesota Department of Human Services
- Minnesota Department of Employment and Economic Development
- Idaho Department of Education
- Georgia Department of Education
- Alabama Department of Education
- Iowa Department of Education
- Illinois Council on Developmental Disabilities
- National Association of State Directors of Developmental Disabilities Services
- Association of University Centers on Disabilities
- University of Minnesota: College of Education and Human Development; Graduate School; Department of Pediatrics; School of Public Health, Health Policy and Management Development; Institute of Technology; Department of Geology and Geophysics
- University of Kentucky (Lexington)
- Fond du Lac Tribal and Community College
- University of Oklahoma (Norman)
- Ball State University
- Minnesota State Colleges and Universities (MNSCU)
- Minnesota State College – Southeast Technical
- University of Louisville
- University of Missouri
- University of Massachusetts, Boston
- Louisiana State University
- Arc Minnesota
- Hennepin County Children, Youth and Family Services
- Ramsey County Human Services
- Mt. Olivet Rolling Acres/Partner Choice Network
- Boys & Girls Clubs of America
- PACER Center
- Parent Support Network
- Wilderness Inquiry
- Minnesota Organization on Fetal Alcohol Syndrome
- ISD 94 (Cloquet, MN)
- Intermediate School District 287 (west suburban Minneapolis)
- Cass Lake Bena High Schools
- Wisconsin Department of Public Instruction
- Nimble Assessment System
- Institute for Educational Leadership
- Lewin Group
- MC Strategies/Elsevier
- The Study Group, Inc.
- Human Resources Research Organization (HumPRO)
- American Institute of Research
- Thomson Reuters Healthcare, Inc.
- SRI International
- Educational Testing Service
- NEC Foundation of America
- National Inclusion Project
- The MENTOR Network Charitable Foundation, Inc.
- The Minneapolis Foundation

Online Training for the Direct Support Workforce Continues to Grow

In 2009/10, the Institute received $1 million in revenue from enrollment fees for the College of Direct Support (CDS) and College of Frontline Supervision and Management (CFSM), which deliver online training to Direct Support Professionals and supervisors around the country. Operated by the Institute’s Research and Training Center on Community Living in partnership with MC Strategies/Elsevier, CDS offered over 32 courses based on the competencies needed by Direct Support Professionals working with people who have intellectual, developmental and other disabilities. This year, five courses were offered by CFSM specifically to improve the skills of supervisors who direct and oversee the work of DSPs. Among the CDS and CFSM courses offered were:

- Direct Support Professionalism
- Civil Rights and Advocacy
- Cultural Competence
- Documentation
- Employment Supports
- Functional Assessment
- Everyone Can Communicate
- Individualizing Personal Care
- Introduction to Developmental Disabilities
- Cerebral Palsy
- Medication Support
- Person-Centered Planning and Supports
- Positive Behavior Support
- Preparing for the Supervisor Job in Human Services
- Your First Few Weeks and Months as a Supervisor
Institute Staff, Projects, and Centers

• Administration
  • David R. Johnson, Director
  • Charlie Lakin, Associate Director for Research and Dissemination
  • Beth Nelson, Assistant to the Director for Administration and Human Resources
  • Lucy Luu Evans, Senior Accountant

• Core Activity Coordinators
  • Amy Hewitt, Preservice Training and Continuing Education
  • Brian Aber and Jean E. Ness, Service and Consultation
  • Charlie Lakin, Research and Dissemination
  • Vicki Gaylord, Publications
  • Megan Dushin, Web Services
  • Jon Goldman, Computing Services
  • Libby Hallas-Muchow, NIRS Data Collection

• Program Area Coordinators
  • Christopher Watson, Early Childhood Services (College’s Center for Early Education and Development – CEED)
  • Brian Aber and Teri Wallace, School-Age Services
  • Jean E. Ness and Michael N. Sharpe, Transition Services
  • Charlie Lakin and Sheryl A. Larson, Adult Services/Community Living

• Centers and Center Staff
  • National Center on Secondary Education and Transition. David R. Johnson (Director), Ann Mavis, Karen Stout, Christen Opsal, Joe Timmons, Kay Augustine, Sharon Mulé, Christine Bremer, Megan Dushin, Carrie Coslin
  • North Central Regional Resource Center. Michael N. Sharpe (Director), Maureen Hawes, Ann Bailey, Rebekah Rieke, Tri Tran, Brian Abery, Christopher Watson, Halpin, Michael Luseni, Amanda Morse, Lynn Albee, Kent Hamre, Michael Molenaar, Meghann Schmidt, Matthew Fricke, Whitney Sharpe

  • 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 Johnston, Rachel Quenemoen, Michael Moore, Melissa Critchley-Rodriguez, David O’Brien (University of Minnesota Department of Curriculum and Instruction), Kate Kelly, Ryan Meyers, 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, Susan O’Neill, Brian Abery, John Smith, John Sauer, Angela Novak Amado, Nancy McCulloh, Patricia Salmi, Kristin Gately, Roger Stancliffe (University of Sydney), Kelly Nye, Mark Olson, Lori Sedlezky, Jerry Smith, Renata Tichá, Derek Nord, Jennifer Hall-Lande, Pam Stenjhim, Keith McVilly (RMIT, Australia), Matthew Bogenschutz, Carol Ely, Anick Tolbize, Nathan Perry, Cliff Poetz, Kurt Rutzen, Amanda Webster, Megan DeGrande, Matthew Hall, Rachel Sarto, Nicole Lindquist, Brooke Nelson, Jenna Conley, John Westerman, Shawn Lawler, Connie Burkhardt

  • Research Institute on Progress Monitoring. Teri Wallace (Director), Chris Espin (Director; University of Minnesota Department of Educational Psychology), Scott McConnell (University of Minnesota Department of Educational Psychology), Jeffrey Long (University of Minnesota Department of Educational Psychology), Renata Tichá, Carrie Coslin, Shu-Fen Cheng, Xueqin Qian, Megan Dushin, Joelle Tegwen

• Projects and Project Staff
  • Active Support Interventions and Their Effect on Increased Participation of Persons with Severe Impairments. Sheryl A. Larson, Susan O’Nell, Amy Hewitt, Charlie Lakin, Mark Olson, John Sauer, Renata Tichá, Roger Stancliffe (University of Sydney), Jerry Smith, Erica Hegelberg, Megan DeGrande, Anick Tolbize, John Westerman

  • Annual National and State-by-State Data Collection on Status and Trends in Medicaid Policy. Charlie Lakin, Sheryl A. Larson, Patricia Salmi, Amanda Webster, Naomi Scott

  • Autism Medical Home Video Project. Jerry Smith

  • Certificate in Disability Policy and Services. Amy Hewitt, Beth Fondell, Kristen Hamre

  • Changing Landscapes: A Symposium on the Arts and Disability. Megan Dushin, Melissa Critchley-Rodriguez, Patricia Salmi, Kelly Hrenko, Cliff Poetz, Amanda Webster

  • Changing Landscapes: An Ongoing Exhibit of Artists with Disabilities at ICI. Megan Dushin, Melissa Critchley-Rodriguez, Patricia Salmi, Cliff Poetz, Amanda Webster

  • Check & Connect: A Comprehensive Student Engagement Intervention. Sandra L. Christenson, David R. Johnson, Ann Mavis, Kay Augustine, Christen Opsal, Karen Stout, Jean E. Ness

- Connecting the Dots: Early Transition Training. Michael N. Sharpe, Ann Bailey, Michael Molenaar, Tri Tran, Ryan Sharpe, Matthew Fricke
- Consortium for Postsecondary Education for Individuals with Developmental Disabilities (Think College). David R. Johnson, Joe Timmons, Kay Augustine, Christen Opsal
- Consumer-Directed Services Network. Amy Hewitt, Matthew Bogenschutz, Sheryl A. Larson, Jennifer Hall-Lande, John Sauer
- 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, Doug Marston (Minneapolis Public Schools), Carrie Coslin
- Develop and Field-Test Participant Experience Survey Instruments. Charlie Lakin, Sheryl A. Larson, Allison Pipal, Erica Hegelberg
- Developmental Disabilities Rotation for Pediatricians. Amy Hewitt, Beth Fondell
- Effects of a Validated, Field-Tested, Self-Determination Training Program in a Randomized Control Trial Design. Brian Abery, Lindsey Hugstad-Vaa, Kelly Meir
- Effects of Competency-Based Training for Direct Support Professionals on Organizations, Learners, and Service Recipients. Amy Hewitt, Matthew Bogenschutz, Derek Nord, Kelly Nye
- Evaluation of Wilderness Inquiry’s Gateway and Youth Leadership Programs. Matthew Bogenschutz, Charlie Lakin
- Expanding the Circle. Jean E. Ness, Ruth Berman
- 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
- 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), Tracy Bradfield, Alisha Wackerle-Hollman
- Global Resource Center for Inclusive Education. Christopher Johnstone, Christopher Rogers
- Health Care Coordination for Individuals with Physical Disabilities. Brian Abery, Sheryl A. Larson, Nicole Brys, Meghan Mason, Aolin Xie, Kara Bailey, Shawn Lawler
- Human Capital Research Collaborative (a project of the College’s Center for Early Education and Development). Amy Sussman-Stillman, Arthur Reynolds (University of Minnesota Institute of Child Development), Michelle Englund (University of Minnesota Institute of Child Development), Barry White (University of Minnesota Institute of Child Development), Suh-Ruu Ou (University of Minnesota Institute of Child Development), Sara Zettervall, Karen Anderson
- Inclusive Service Learning Curriculum Project. Brian Abery, Diane Halpin, Tom Donahgy
- Increasing Friendships, Social Inclusion, and Community Participation of Persons with Intellectual or Developmental Disabilities. Angela Amado, Megan DeGrande
- Infant and Early Childhood Mental Health Certificate Program (a project of the College’s Center for Early Education and Development). Elizabeth Carlson, Christopher Watson, Sara Zettervall, Anne Garity, Scott Harman, Susan Schultz, Carol Siegel, Karen Anderson
- Intersecting Cultures: Where Anishinaabe Arts Overlap with Standards-Based Curriculum. Jean E. Ness, Jim Bequette (University of Minnesota Department of Curriculum and Instruction), Joelle Tegwen, Connie Burkhart, Shawn Lawler, Ruth Berman
- Iowa Alternate Assessment Web Project. Michael N. Sharpe, Ann Bailey, Rebekah Rieke, Tri Tran, Michael Molenaar, Whitney Sharpe
- Making the Connection: Engaging and Retaining Young Adults in Postsecondary Education. Sandra L. Christenson, David R. Johnson, Jean E. Ness, Karen Stout, Mary McEathron, Christen Opsal
- MENTOR Foundation Video Project. Jerry Smith
- Minnesota Para ELink. David R. Johnson, Teri Wallace, Megan Dushin
- Minnesota State Profile. Charlie Lakin, Sheryl A. Larson
- Moving Beyond the GED: Low-Skilled Adult Transition to Career Pathways at Community Colleges Leading to Family-Supporting Careers. Christine Bremer, Ann Mavis
- Moving Mountains Case Study Synthesis. Matthew Bogenschutz, Amy Hewitt
- Multi-Site Study of Employment Interventions. Derek Nord, Kelly Nye
- Multi-State GSEG Consortium Towards a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS). Martha Thurlow, Sheryl Lazarus, Debra Albus, Christopher Johnstone, Ross Moen, Rachel Quenemoen, Christopher Rogers, Jason Altman, Yi-Chen Wu
- Multi-State Study of Service Outcomes and Their Predictors. Charlie Lakin, Sheryl A. Larson, Roger Stancliffe (University of Sydney), Renata Ticha
- My Voice, My Vote. Christine Bremer
- National Alternate Assessment Center. Martha Thurlow, Rachel Quenemoen, Laurene Christensen, Jason Altman, Michael Moore
- National Collaborative on Workforce and Disability for Youth (subcontract from the Institute for Educational Leadership). Joe Timmons, David R. Johnson, Christen Opsal, Ann Mavis

- National Gateway on Self-Determination for Persons with Developmental Disabilities. Brian Abery


- National Study of Alternate Assessments (subcontract from SRI). Martha Thurlow, Rachel Quenemoen

- National Technical Assistance Center on Assessment for Children with Disabilities. Martha Thurlow, Rachel Quenemoen, Ross Moen, Jane Krentz, Manuel Barrera III, Michael Moore, Christopher Johnstone, Kristi Kline Liu, Debra Albus, Christine Bremer, Jason Altman, Laurene Christensen, Christopher Rogers, Sheryl Lazarus, Dorene Scott, Melissa Critchley-Rodriguez, Debbie Hansen, Mai Vang, Stephanie Evelo

- New York State Association of Community and Residential Agencies Video Project. Jerry Smith

- Profiles of Transformation Case Studies. Sheryl A. Larson, Amy Hewitt, John Sauer, Lori Sedlezky, Matthew Bogenschutz

- Promoting Physical Activity and Nutrition Among Adults with Intellectual and Developmental Disabilities: Hennepin County. Sheryl A. Larson, Patricia Salmi, Cara Bailey, Erica Hegelberg, Megan DeGrande


- Ramsey County [Minnesota] Health Promotion Training. Patricia Salmi, Sheryl A. Larson, Matthew Bogenschutz

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


- Self-Advocacy Association of New York State Video Project. Jerry Smith

- Self-Advocacy Online: Research and Development to Bridge the Digital Divide. Jerry Smith, John Smith, Charlie Lakin, John Westerman, Cliff Poetz, Shawn Lawler

- State Consortium to Examine the Consequential Validity of Alternate Assessments Based on Alternate Achievement Standards: A Longitudinal Study. Brian Abery, Michael N. Sharpe, Diane Halpin, Erin Faasuamalie, Becky Lim

- Strengthening the Capacity of American Indian Students in Financial Services Programs at Fond du Lac Tribal and Community College in Rural Minnesota. Jean E. Ness

- Strengthening the Capacity of Minnesota State College-Southeast Technical. Jean E. Ness, Mary McEathron

- Successful Transition to and Academic Rigor of Postsecondary Education (STAR). Jean E. Ness, Mary McEathron, Ruth Berman

- Technology Assisted Reading Assessment. Martha Thurlow, Christopher Johnstone, Joe Timmons, Michael Moore, Jason Altman

- The Normalization Principle and Wolf Wolfensberger Video Project. Jerry Smith


- Twin Cities and Zambia Disability Connection. Amy Hewitt, Matthew Bogenschutz, Beth Fondell, Elizabeth Lightfoot (University of Minnesota School of Social Work), Kelly Nye


- Wisconsin Parent Survey Data Analysis Project. Michael N. Sharpe, Ann Bailey, Rebekah Rieke, Maureen Hawes, Tri Tran, Mike Molenaar, Kara Johnson, Lynn Albee, Whitney Sharpe
University and Community Collaborators

- **University of Minnesota**
  - Department of Curriculum and Instruction
  - Department of Educational Policy and Administration
  - Department of Educational Psychology
  - Department of Pediatrics, University Medical School
  - Department of Speech-Language-Hearing Sciences
  - Disability Services
  - Humphrey Institute of Public Affairs
  - Institute of Child Development
  - Weisman Art Museum

- **Universities, Colleges, and Research Institutes**
  - Association of University Centers on Disabilities
  - Center for Democracy and Citizenship, Augsburg College (Minneapolis)
  - Center for Disability Resources, University of South Carolina
  - Center for Disability Studies, University of Delaware
  - Center for Labor Research and Education, University of California, Berkeley
  - Center on Aging and Community, Indiana Institute on Disability and Community, Indiana University – Bloomington
  - Center on Community Accessibility, Oregon Institute on Disability and Development, Oregon Health Sciences University
  - Center on Disability Studies, University of Hawaii
  - Center on Human Policy, Syracuse University
  - Coleman Institute on Cognitive Disabilities, University of Colorado
  - Department of Curriculum and Instruction, Iowa State University for Science and Technology
  - Department of Special Education, University of Missouri
  - Fond du Lac Tribal and Community College (Cloquet, MN)
  - Institute for Community Inclusion, University of Massachusetts – Boston
  - Institute for Human Development, University of Missouri – Kansas City
  - Jefferson Community and Technical College (Louisville, KY)
  - Leech Lake Tribal and Community College (Cass Lake, MN)
  - Mid-South Regional Resource Center, Human Development Institute, University of Kentucky
  - Minneapolis Community and Technical College
  - Minnesota State College – Southeast Technical (Winona and Red Wing)
  - Mountain Plains Regional Resource Center, School of Education, Auburn University
  - National Alternate Assessment Center, University of Kentucky
  - National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA
  - National Early Childhood Technical Assistance Center, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill
  - Nisonger Center, The Ohio State University
  - RMIT University (Australia)
  - RRTC on Aging with Developmental Disabilities, Department of Disabilities and Human Development, University of Illinois – Chicago
  - Southeast Regional Resource Center, Center for Persons with Disabilities, Utah State University
  - Special Education and Child Development Department, University of North Carolina – Charlotte
  - Tarjan Center, UCLA
  - University of California – Davis
  - University of Sydney (Australia)
  - Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University
  - Western Regional Resource Center, Technical Assistance and Consulting Services, University of Oregon
  - PreK-12 Schools and Districts
    - Carlton Public Schools (MN)
    - Cass Lake – Bena High School (Cass Lake, MN)
    - Cloquet Public Schools – ISD 94 (MN)
    - Duluth Public Schools (MN): Denfeld High School, Central High School, East High School
    - Fond du Lac Ojibwe School (Cloquet, MN)
    - Fridley Public Schools (MN): Transition Program, Fridley High School
    - Minneapolis Public Schools
    - Minneapolis Public Schools: Transition Plus
    - Moose Lake Public Schools (MN)
    - Mounds View Public Schools (MN): Irondale High School Transition Program
    - West St. Paul Public Schools (MN): Branch Out Program
    - Willow River Schools (MN)

- **Advocacy/Self-Advocacy Organizations**
  - Advocating Change Together, Inc. (St. Paul, MN)
  - Arc Alameda County (California)
  - Arc Greater Twin Cities
  - Arc Minnesota
  - Arc of the United States
  - CARE International
  - Minnesota Disability Law Center
  - Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomingon, MN)
  - People First of Minnesota
  - Self-Advocacy Association of New York State
  - Self-Advocates of Minnesota

- **Service Providers/Government Agencies**
  - Alabama Department of Education
  - AMAS Inc. (Brooklyn Park, MN)
  - ArtShop (St. Paul, MN)
  - BluePlus (MN)
  - Centers for Medicare and Medicaid Services
  - Colorado Department of Education
| Connecticut Department of Education         | Educational Testing Service          |
| Consumer Directed Services Network         | Human Services Research Institute    |
| (Berkeley, CA)                             | Institute for the Future of Aging Services |
| Cooperative Community Programs             | Lewin Group                           |
| (St. Paul, MN)                             | MC Strategies/Elsevier                |
| East Bay Innovations (San Leandro, CA)     | Northeast Regional Resource Center, Learning Innovations/WestEd |
| Enrich (St. Paul, MN)                      | Policy Research Associates            |
| Federal Reserve Bank of Minneapolis        | SRI International                     |
| Fond du Lac Reservation (Cloquet, MN)      | Thomson Reuters Healthcare            |
| Fraser (Minneapolis)                       | Westat                                 |
| Georgia Division of Public Health          | Westchester Consulting Group          |
| Gillette Children’s Specialty Health Care  |                                       |
| (St. Paul, MN)                             |                                       |
| Hawaii Department of Education             |                                       |
| Hennepin County Human Services and Public Health Department (Minneapolis) |   |
| Homeward Bound, Inc. (Plymouth, MN)        |                                       |
| Interact Center for Visual and Performing Arts (Minneapolis) |   |
| Iowa Department of Education               |                                       |
| Kansas Department of Education             |                                       |
| Kentucky Department of Education           |                                       |
| Lutheran Social Services (Minnesota)       |                                       |
| Mains’l (Brooklyn Park, MN)                |                                       |
| Maryland Department of Education           |                                       |
| Massachusetts Department of Education      |                                       |
| Medica (MN)                                |                                       |
| Metropolitan Center for Independent Living (St. Paul, MN) |   |
| Metropolitan Health Plan (MN)              |                                       |
| Michigan Department of Education           |                                       |
| Minnesota Department of Education          |                                       |
| Minnesota Department of Employment and Economic Development |   |
| Minnesota Department of Human Services     |                                       |
| Minnesota Department of Public Health      |                                       |
| Minnesota Governor’s Council on Developmental Disabilities |   |
| Minnesota Special Needs Basic Care Program |                                       |
| Minnesota State Operated Community Services (MSOCS) |   |
| National Early Childhood Technical Assistance Center |   |
| New Hampshire Department of Education      |                                       |
| New Mexico Department of Education         |                                       |
| North Carolina Department of Education     |                                       |
| Office of the Minnesota Secretary of State |                                       |
| Olu’s Homes, Inc. (Minneapolis)            |                                       |
| Opportunity Partners (Minnetonka, MN)      |                                       |
| Orion Residential Services (St. Paul, MN)  |                                       |
| Outcomes, Inc. (St. Paul, MN)              |                                       |
| Partnership Resources, Inc. (St. Louis Park, MN) |   |
| Pennsylvania Department of Education       |                                       |
| Paraprofessional Healthcare Institute (PHI) (Bronx, NY) |   |
| PrimeWest Health (MN)                      |                                       |
| Ramsey County Human Services Department (St. Paul, MN) |   |
| REM Inc. (Minnesota)                       |                                       |
| Rise, Inc. (Spring Lake Park, MN)          |                                       |
| South Carolina Department of Education     |                                       |
| South Country Health Alliance (MN)         |                                       |
| South Dakota Department of Education       |                                       |
| State Developmental Disabilities Agencies in the 50 States and DC |   |
| St. David’s Center for Child and Family Development (Minnetonka, MN) |   |
| Tennessee Department of Education          |                                       |
| Thomas J. Apartments (Apple Valley, MN)     |                                       |
| Trillium (Duluth, MN)                      |                                       |
| Trinidad and Tobago Ministry of Education  |                                       |
| UCare (MN)                                 |                                       |
| Volunteers of America (MN)                 |                                       |
| VSA Minnesota                              |                                       |
| Wisconsin Department of Public Instruction |                                       |
|                                       |                                       |
| Professional Organizations                |                                       |
| American Association on Intellectual and Developmental Disabilities |   |
| APSE: The Employment Network               |                                       |
| Council of Chief State School Officers     |                                       |
| Direct Support Professional Association of Minnesota |   |
| Minnesota APSE: The Employment Network     |                                       |
| National Alliance for Direct Support Professionals |   |
| National Association of State Directors of Special Education |   |
| National Association of State Directors of Developmental Disabilities Services |   |
| New York State Association of Community and Residential Agencies |   |
|                                       |                                       |
| Research, Evaluation, and Communications Organizations |   |
| Annapolis Coalition on the Behavioral Health Workforce |   |
| Center for Applied Special Technology      |                                       |
| Data Accountability Center                |                                       |
|                                       |                                       |
| Foundations                               |                                       |
| Blue Cross/Blue Shield Foundation         |                                       |
| John D. and Catherine T. MacArthur Foundation/HASTAC Initiative |   |
| MENTOR Foundation                         |                                       |
|                                       |                                       |
| Businesses                                |                                       |
| Accelerata (St. Paul, MN)                 |                                       |
| Allete—Minnesota Power Company (Duluth, MN) |   |
| Arrowhead Economic Opportunity Agency (Cloquet, MN) |   |
| Carlton County Human Services (Cloquet, MN) |   |
| Clean and Press (West St. Paul, MN)        |                                       |
| Community Memorial Hospital (Cloquet, MN)   |                                       |
| Cummins Power Generation (Minneapolis)     |                                       |
| Dasco (Minneapolis)                        |                                       |
| Duluth Workforce Center Rehabilitation Services (Duluth, MN) |   |
| Gateway Family Health Clinic (Moose Lake, MN) |   |
| General Mills (Fridley, MN)                |                                       |
| Medtronic, Inc. (Minneapolis)              |                                       |
| Mercy Hospital (Moose Lake, MN)            |                                       |
| Minnesota Employment Policy Initiative     |                                       |
| Minnesota Workforce Center (Cloquet, MN)   |                                       |
| Minnesota Workforce Center (Duluth, MN)    |                                       |
| Moose Lake Police Department (Moose Lake, MN) |   |
| Navy Island Plywood (West St. Paul, MN)    |                                       |
| New Page Corporation (Duluth, MN)          |                                       |
| SNDC – St. Mary’s Hospital (Duluth, MN)    |                                       |
| Social Security Administration (Duluth, MN) |   |
| U.S. Bank (Cloquet, MN)                    |                                       |
|                                       |                                       |
Advisory Councils

• University Advisory Council
  - James Brown, Organizational Leadership, Policy and Development
  - Nancy Eustis, Humphrey Institute of Public Affairs
  - Susan Hupp, Department of Educational Psychology (Special Education)
  - Roger Johnson, Department of Curriculum and Instruction
  - Barbara Leonard, Maternal and Child Health Program, School of Nursing
  - Elizabeth Lightfoot, School of Social Work
  - Ann Masten, Institute of Child Development
  - 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
  - Deen Ajibola, AMAS Inc.
  - Barbara Case, Minnesota Department of Education
  - Shelly Christensen, Jewish Family and Children’s Services
  - Annis Lorenzo Clark, Parent, Consultant, Advocate
  - Pattianne Demaray, Parent
  - Carol Ely, ICI Staff Consultant
  - Beth Fondell, ICI Staff Consultant
  - Antoinetta Giovanni, Parent Advocate
  - Marge Goldberg, Consultant, Parent
  - Brenda Goral, Opportunity Partners
  - Sherry Gray, Humphrey Institute of Public Affairs, University of Minnesota
  - Richard Grimm III, Self-Advocate
  - Heidi Hamilton, Minnesota Department of Human Services, Disability Services Division
  - David Hancox, Metropolitan Center for Independent Living
  - Donna Johnson, Disability Services, University of Minnesota Disability Services
  - Kim Keprios, Arc Greater Twin Cities
  - Darren Kermes, Minnesota River Valley Special Education Cooperative
  - Juli Leerssen, Minnesota Governor’s Council on Developmental Disabilities, Parent
  - Todd Monson, Hennepin County Human Services
  - Robert Niemiec, Minnesota Association on Supported Employment
  - Nathan Perry, ICI Staff Consultant
  - Cliff Poetz, ICI Staff Consultant
  - Bud Rosenfield, Minnesota Disability Law Center
  - Anni Simmons, Arc of Minnesota
  - Robin Sommer, Olmstead County Developmental Disabilities Unit
  - Barb Sorum, Minnesota Association for Children’s Mental Health, Parent
  - Jesús Villaseñor, PACER Center, Parent
  - Katie Villaseñor, Minneapolis Public Schools, Parent
  - Andrea Zuber, Ramsey County Human Services