Overview

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

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

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

Affiliations
The Institute is a federally-designated University Center for Excellence in Developmental Disabilities (UCEDD). With core funding from the U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities, the Institute is part of a national network of over 60 similar programs in major universities and teaching hospitals across the country. Housed in the College of Education and Human Development at the University of Minnesota, Minneapolis, the Institute and its five affiliated centers are also allied with other large systems of federally-supported programs, including the Rehabilitation Research and Training Centers, Regional Resource Centers for Special Education, and LEND Programs. The Institute carries out its work in close collaboration with the Minnesota Governor’s Council on Developmental Disabilities and the Minnesota Disability Law Center as all three organizations address critical state issues and barriers that limit the independence, self-determination, productivity, and community inclusion of persons with disabilities.

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- Istaahil Maalin, Parent Advocate
- Julie Manworren, Living Well Disability Services
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- Robin Sommer, Olmsted County Developmental Disabilities Unit
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- Jesús Villaseñor, PACER Center, Parent Advocate
- Andrea Zuber, Ramsey County Community Services

Cover Photo: Jeffrey Nurick, Project Specialist in the Institute’s Research and Training Center on Community Living, presenting on the topic of employment and people with disabilities at the 2013 Minnesota Self-Advocacy Conference.
The Year at a Glance

From the Director

Next year will mark the 30th anniversary of the Institute on Community Integration. Since 1985, its founding year, the opportunities and expectations for people with intellectual, developmental, and other disabilities in the U.S. have changed significantly. For instance, in the 1980s, sheltered workshops and just a handful of other types of work were all that was open to many people with disabilities. Today, individuals such as our staff member Jeffrey Nurick (see cover photo and caption) are holding professional positions in business and academic settings, as well as serving as consultants and advocates in shaping policies and services for people with disabilities. The changes of the recent decades also can be seen in the growth of interest in inclusive service learning programs, such as our American Youth Leadership: Learning to Serve, Serving to Learn project. This project empowers high school students with and without disabilities to work as partners in addressing community needs, and it is one of a growing number of such programs nationwide that are placing young people with disabilities in the role of contributors to the improvement of the broader community. The shift in life options for people with disabilities is also reflected in ongoing maturing of our ability to more fully implement the laws of recent decades ensuring equal access to education for all students. That process today includes growing attention to the needs of specific populations such as English language learners with disabilities, increasing the capacity of states to include them in educational accountability systems. That capacity-building is taking place through the work of numerous agencies and organizations, including the Institute’s National Center on Educational Outcomes and its work on assessments and accommodations for English language learners with disabilities. The ongoing changes in life options for people with disabilities are reflected in the data collected by our National Residential Information Systems project, which has entered its 29th year of documenting the increasing numbers of people with disabilities living in homes in neighborhoods, receiving needed supports in the community, rather than in large institutions. And the societal changes are reflected in the growing attention given to providing person-centered services that meet unique needs of particular individuals with disabilities. Among those individuals may be the Somali children with Autism Spectrum Disorder (ASD) diagnoses who were part of the Institute’s study of ASD prevalence in Minneapolis, or youth with disabilities in the juvenile justice system who are part of the Institute’s Making a Map: Finding My Way Back project supporting their transition back into community employment, education, and living.

Yes, much has changed for the better for people with disabilities in our country in recent decades, and the Institute has been privileged to be part of that change process. The activities of this past year, highlighted in this report, testify to the ongoing growth of which we’ve been a part as we’ve continued to build on the foundation of the principles of community inclusion and full citizenship for people with disabilities in this country, and move closer to fully realizing their promise.

David R. Johnson, PhD, Director

ICI Marks 25th Anniversary of Flagship Publication Impact

In 1988, a small group of people working out of the basement of Pattee Hall at the University of Minnesota met to brainstorm strategies for advancing the ideal of full inclusion of people with disabilities in all areas of community life. Those people were the early staff of the Institute on Community Integration, and they decided that the Institute would create a publication that would bring together the best thinking available on the issues that were important to people with disabilities, their families, and those providing services and supports to them around the country. That publication was Impact, and in 2013 the Institute marked the newsletter’s 25th anniversary by publishing, Impact: Feature Issue on Stories of Advocacy, Stories of Change from People with Disabilities, Their Families and Allies (1988-2013). By bringing together personal stories published in its pages since 1988, and pairing them with new stories from those same individuals and families to bring readers up-to-date on their lives today, this issue provides snapshots of how the ongoing disability rights movement has touched individual lives. The 60-plus issues of Impact published over the years have explored the daily realities that many people with disabilities and their families have lived. It has also documented the ongoing efforts by those families and individuals, as well as a host of professionals and other allies, to improve services, supports, policies, and attitudes. And it has reflected the progress toward full citizenship and community inclusion for people with intellectual, developmental, and other disabilities in the U.S., as well as those instances where progress has been far too slow. The stories in the 25th anniversary issue recognize the tenacity, courage, and vision of those working to bring about progress toward full citizenship and community inclusion for people with disabilities in the U.S., and it is to them that the issue is dedicated.
The Institute offers interdisciplinary preservice and continuing education to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. Seven broad strategies are used to provide interdisciplinary training: the Certificate in Disability Policy and Services, the Minnesota LEND Program, specialized curricula developed and delivered at the University with University partners, online and classroom curricula developed and delivered with partners nationwide, Institute-sponsored conferences and other training events, employment of University graduate students at the Institute, and presentations by Institute staff at events sponsored by other organizations. Among the highlights of its training activities this year were these:

- The Check & Connect program provided in-person training to over 1,400 educators and state education agency personnel from across the U.S. on how to implement the Check & Connect model. Check & Connect is a research-based intervention developed at the Institute to increase K-12 student engagement at school and with learning for those at risk of dropping out. Staff also provided ongoing training and assistance in partnership with the Florida Department of Education for implementation of the program throughout the state of Florida.

- Through the Developmental Disabilities Rotation coordinated by the Institute for the University’s Medical School, 48 pediatric and dental residents received specialized instructional experiences acquainting them with community services for, and service and support needs of, children with disabilities and their families. Offered in collaboration with Gillette Children’s Specialty Healthcare, this rotation improves the ability of the residents to serve this population in their future practices.

- The Institute’s National Center on Educational Outcomes launched a set of online learning modules (www.ivared.info/session) designed to help educators look at important issues surrounding students who are English Language learners (ELLs) with disabilities. Developed by the NCEO project, Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED), the modules are free and open to all educators and their content provides information about ELLs with disabilities, participation and accommodation decision-making with this population, and how assessment results should be used.

- Sixteen graduate/postgraduate students and community members were LEND Fellows, participating in the year-long training offered by the Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND) coordinated by the Institute in partnership with other departments in the College of Education and Human Development, College of Liberal Arts, and the Academic Health Center. Among their training activities was participation in 19 seminars on topics including addressing disparities in the Latino community, transitioning from pediatric to adult health care, and managing challenging behavior in children.

- Twenty-seven Graduate Research Assistants were employed by the Institute, receiving training and experience in conducting research and technical assistance associated with K-12 education, transition, and adult life needs of people with disabilities and their families.

- More than 46,300 new learners enrolled in the College of Direct Support (http://directcourseonline.com), an online, competency-based curriculum for Direct Support Professionals and supervisors operated nationwide by the Institute’s Research and Training Center on Community Living and by Elsevier. It is part of DirectCourse, a suite of online curricula that also includes the: College of Employment Services, developed in collaboration with the Institute for Community Inclusion, University of Massachusetts Boston; College of Personal Assistance and Caregiving, developed in collaboration with the Community Living Policy Center, University of California, San Francisco; and College of Recovery and Community Inclusion, developed with the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities.

ICI Disability Certificate Partnership Marks 26th Year

In 1988, the Institute began collaborating with the University’s Department of Educational Psychology to launch an innovative program offering students and community members specialized training in the field of intellectual and related developmental disabilities. Originally named the Interdisciplinary Studies in Developmental Disabilities Certificate Program, today it is called the Certificate in Disability Policy and Services, and through a collaboration of the Institute and the University’s Department of Organizational Leadership, Policy and Development it continues to enhance participants’ abilities to serve people with disabilities in various fields. The 12-credit program helps participants understand the complex network of policies and services that people with disabilities and their families navigate on a daily basis. It examines the spectrum of education, health, policy, and social services impacting individuals with disabilities and families, and surveys the networks of disability services from an interdisciplinary perspective. While the program addresses the needs of people with all types of disabilities, it emphasizes intellectual and developmental disabilities across the lifespan. Participants learn from persons with disabilities and their family members, professionals who work in the field, and faculty from academic programs across the University, and become better equipped to serve individuals with disabilities in a wide range of professions and roles. This year there were 39 participants in the certificate program.
The Institute carries out a broad range of service and consultation activities that enhance the capacity of existing agencies and organizations to serve persons with disabilities, as well as grow the capacity of youth and adults with disabilities and their families to meet their own needs and goals. The primary approaches used are technical assistance at the local, state, and national levels; demonstration projects that test model practices; and contracted evaluation services to education and human service agencies. Some of this year’s activity highlights in the service and consultation area are the following:

- **In partnership with the Centers for Disease Control and Prevention (CDC), the Institute’s Leadership Education in Neurodevelopmental and Related Disabilities Program (MN LEND) promoted the CDC’s Learn the Signs, Act Early campaign and resources to professionals and families statewide. It raised awareness of how the campaign can help parents and professionals address the state’s needs and challenges in early identification of Autism Spectrum Disorder and other childhood disabilities. It gave particular focus to reaching the state’s diverse communities, translating the resources into Somali and beginning the work of translating them into Hmong, Karen, and a Native American language to be determined.

- **Institute staff continued to provide technical assistance to Central Lakes College and Ridgewater College in Minnesota as they participated in developing a postsecondary model for using the Institute’s Check & Connect school engagement program with college students who have intellectual disabilities. The work focuses on academic engagement, social integration, comprehensive systems of student support, interagency collaboration at the state and community level, and successful program completion leading to positive employment and independent living outcomes.

- **The Institute worked to build Minnesota’s capacity for supporting individuals leaving congregate care settings by engaging in technical assistance, training, and research activities carried out by its Research and Training Center on Community Living for the Minnesota Department of Human Services. Strategies in development included use of competency-based training for families and others who are in the circles of support for people leaving institutions, statewide use of person-centered service approaches, and peer support leadership training for self-advocates who are supporting individuals moving into the community from institutional settings.

- **Institute staff worked with Fond du Lac Tribal and Community College (FDLCC) in northern Minnesota to offer the summer Young American Indian Entrepreneur Academy for the sixth year. The academy provided an intensive, six-day residential academic- and activity-based program for 13 American Indian students entering grades 11 and 12 to learn the "ins and outs" of becoming an entrepreneur. Activities were based on the Young American Indian Entrepreneur, a curriculum co-published by the Institute and FDLCC.

- **The Putting Faith to Work project of the Institute’s Research and Training Center on Community Living provided customized technical assistance and training to four Minnesota faith communities, building their capacity to use best practices in employment and career development with their members with disabilities. The project utilizes person-centered employment planning tools within the faith communities to connect participating members with disabilities to quality employment opportunities, and then enhance each community’s ability to provide other appropriate, individualized supports to those individuals. This model supplements, rather than replaces, other service providers and employment agencies. The work in Minnesota is part of the larger Putting Faith to Work project based at the Vanderbilt Kennedy Center at Vanderbilt University, and including the Human Development Institute at the University of Kentucky.

### ICI Partners with Educators in India, U.S. on Response to Intervention Project

Institute staff are collaborating with educators in India and Minnesota on a three-year project titled, A Sustainable “Response to Intervention” Model for Successful Inclusion of Students with Disabilities: An India-U.S. Partnership. Funded by the United States-India Foundation through the Obama-Singh 21st Century Knowledge Initiative, the project brings together ICI, Avinashilingam University and the Coimbatore school district in Tamil Nadu, India, and Minnesota school districts. It aims to foster partnerships, at the university, district, and school levels, between India and the U.S. using the Response to Intervention (RTI) education framework. RTI is a model for a school-wide process that helps teachers ensure that all their students, including students with disabilities, are making adequate academic progress. ICI staff are working with the schools in the Coimbatore district and faculty from Avinashilingam University on delivering training, technical assistance, and mentoring for their faculty in effective implementation of RTI. During the project, Indian faculty will come to Minnesota to see how Minnesota schools have adapted RTI to their needs, and the collaborating Coimbatore schools will serve as model demonstration sites for other schools in Tamil Nadu, building local capacity and allowing for potential scale-up.
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 Institute began a study of the effectiveness of its year-long inclusive service learning project — American Youth Leadership Program: Learning to Serve, Serving to Learn — looking at the outcomes of self-determination, civic responsibility, and leadership for the participating high school students. The project is adapted from the Together We Make a Difference Inclusive Service Learning Program developed at the Institute, and it brings together high school students with and without disabilities from a Minnesota and a Costa Rica high school to learn and serve together while collaborating on a student-designed project addressing climate change. The program is designed to enhance their cultural understanding, global competency, and leadership skills, as well as remove social barriers between students with and without disabilities.**

- **The Institute entered the second year of its Making a Map: Finding My Way Back project, which is developing and implementing a comprehensive, evidence-based model to support juvenile offenders with disabilities transitioning from juvenile justice facilities into secondary and postsecondary education, employment, and community programs. The project is being conducted in Ramsey County, Minnesota, and will result in a tested re-entry and reintegration model that can be adopted nationwide by other schools, juvenile justice programs, and communities. It is a partnership with Ramsey County Community Corrections, Amicus Inc., St. Paul Public Schools, area postsecondary programs, and the Minnesota Department of Employment and Economic Development.**

- **In collaboration with colleagues from Krasnoyarsk State Pedagogical University, Russian Federation, the Institute began development of a technology-based General Outcome Measures system for use by educators to assess basic skills of students with the most significant intellectual disabilities. When complete, the system will be software-based, in English and Russian, and will be used for assessment and feedback to teachers.**

- **In collaboration with a consortium of states, the IVARED (Improving the Validity of Assessment Results for English Language Learners with Disabilities) project of the Institute’s National Center on Educational Outcomes (NCEO) studied the validity of assessment results of English language learners (ELLs) with disabilities in statewide accountability assessments. The consortium, led by the Minnesota Department of Education and NCEO, included staff from the Maine, Michigan, Minnesota, Arizona and Washington state departments of education. The IVARED team examined state data, policies, and practices for ELLs with disabilities to generate findings that the five states will be able to use to enhance the quality of assessment systems for measuring the achievement of ELLs with disabilities. Among the resources generated by the project this year was an online training module on large-scale assessment of ELLs with disabilities that can be customized to each state’s requirements.**

- **The National Residential Information Systems Project of the Institute’s Research and Training Center on Community Living entered its 29th year of national and state-by-state data collection and policy studies on residential services, long-term care, and related supports for persons with developmental disabilities. In addition to continuing to operate a database that forms a valued information resource for research, policy, and legislative action at state and federal levels, this year it also began development of new online tools that will allow users to engage with the data in new ways, including generating customized reports by a number of user-chosen variables, such as state, and presenting data in a visual, graphic-rich format as well as text.**

- **ICI Conducts Landmark Study of ASD Among Somali Children**

  About 1 in 32 Somali children in Minneapolis, ages 7-9 in 2010, was identified as having Autism Spectrum Disorder (ASD), according to data released in December, 2013, by the Minneapolis Somali ASD Prevalence Project at the Institute. This is the largest project to date to look at the number and characteristics of Somali children with ASD in any U.S. community. Funded by the CDC, the NIH, and Autism Speaks, and managed by the Association of University Centers on Disability, the project reviewed more than 5,000 clinical and educational records of children ages 7-9 in Minneapolis during the 2010 calendar year. The research found that Minneapolis Somali and White children were about equally likely to be identified with ASD, and at rates higher than most other communities where the CDC tracks ASD. The project also found that Somali and White children were more likely to be identified with ASD than Hispanic and non-Somali Black children in the city. The project was not designed to determine why these differences exist, but its findings support the need for more research on why and how ASD affects Somali and non-Somali children and families differently. Further research must also be done to understand why Minneapolis children with ASD, especially those who also have an intellectual disability, are not getting diagnosed earlier (average age of diagnosis was around 5). In 2008, the Minnesota Department of Health, responding to the concerns of Somali parents, conducted a study to find out if Somali children were participating in special education programs for autism in Minneapolis Public Schools at a higher rate. The ICI project was a next step to that study.
Dissemination

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

- The Institute, and its projects and centers, operated 31 Web sites that received over 2.3 million page views this year. They provided information and resources on topics ranging from the history of the developmental disabilities movement, to how to embed American Indian culture and art into K-8 standards-based curricula, to tips for parents and educators involved in transition planning with youth.

- The Institute's Research and Training Center on Community Living (RTC) created a series of videos on Autism awareness for the Somali community and posted them on YouTube and on the Web site for the RTC's Minneapolis Somali Autism Spectrum Disorder Prevalence Project (rtc.umn.edu/autism). They featured Somali parents sharing experiences with, and information about, ASD for other parents.

- The Institute's North Central Regional Resource Center (NCRRC) developed a three-part Webinar series for state directors of special education in the North Central Region. These specialized Webinars were designed to assist the states with analysis and presentation of state data on assessment and accountability policies and practices in relation to educational performance of students with disabilities.

- Just under 10,000 print copies of Institute publications were disseminated to service providers, K-12 educators, advocates, policymakers, individuals with disabilities, families, and others across the U.S. and abroad this year. The top-selling print publications during the year were the student engagement manual Check & Connect: Implementing with Fidelity, the curriculum Expanding the Circle: A Transition Curriculum for American Indian Youth, and the DVD Direct Support: A Realistic Job Preview.


- Through its Web site, the Institute's National Center on Educational Outcomes (NCEO) made available over 350 NCEO reports, briefs, and other resources about large-scale assessments and accountability systems in relation to students with disabilities. The site (http://nceo.info) had more than 193,400 page views this year. In addition, NCEO launched a channel on YouTube that carries videos from its curriculum, Online Training to Improve Accommodations Decision Making. The videos from the training are offered as stand-alone YouTube clips so that educators and others can view and use them independent of the training.

- Four new courses for self-advocates were added to the Self-Advocacy Online Web site (www.selfadvocacyonline.org) this year in the area of health and well-being. They were developed in partnership with The Arc of the U.S. In addition, eight new knowledge translation documents were added, presenting Institute research findings in video, graphics, and other formats accessible and useful to self-advocates.

- The Quality Mall Web site (www.qualitymall.org) of the RTC added over 360 resources, passing the 3,300 mark. It showcases resources from around the country that promote person-centered support for people with intellectual, developmental, and other disabilities.

ICI Tells History of Transition Planning for Minnesota Youth

Before 1980, an estimated 70% of adults with disabilities in the U.S. were unemployed. The employment opportunities that were available were usually related to arts, crafts, and cleaning. They also were usually gender based, that is, women could cook and clean and men could make bird houses, stools, and other wooden crafts to be sold for funding to continue future programs, not for individual income. This began changing in Minnesota in 1980 when the Minnesota Department of Children, Families, and Learning, and the Minnesota Department of Economic Security, began addressing transition issues — those issues related to the movement of students with disabilities from high school into the workplace and postsecondary education. Those changes, and the stories of some of the key people involved with them, are the subject of a new oral history project at the Institute titled, Transition from School to Work for Minnesota's Youth with Disabilities. It documents how transition-related policy initiatives implemented in Minnesota in 1984-87 led to increased employment of young adults with disabilities in the state, surpassing the national average, and expansion of the type of employment options. The project, funded by the Minnesota Historical Society, will create an oral history sharing the experiences of leaders in special education, vocational education, and vocational rehabilitation who were instrumental in bringing about transition initiatives that not only changed expectations and opportunities in Minnesota, they influenced policy and practice nationwide.
**Affiliated Centers**

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

- **The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities Program** (MN LEND) offers interdisciplinary training to future leaders who will serve children with Autism Spectrum Disorder (ASD), other neurodevelopmental and related disabilities, and their families in healthcare, education, human services, and policy settings. Its interdisciplinary training program brings together faculty, staff, and students from a dozen disciplines across the University of Minnesota, as well as community members, and is coordinated by the Institute in partnership with other departments in the College of Education and Human Development, College of Liberal Arts, and the Academic Health Center. Among this year’s highlights was participation of MN LEND Fellows in outreach related to the Minneapolis Somali Autism Spectrum Disorder Prevalence Project conducted at the Institute. The research project was developed to answer the question, “Is there a higher prevalence of ASD in Somali children who live in Minneapolis versus non-Somali children?” and it is the largest study to date in any U.S. community to look at the number and characteristics of local Somali children with ASD. MN LEND Fellows were involved in development of culturally-relevant and Somali-language materials about the project, ASD, and early intervention, and played a critical role in sharing that information with the local Somali community in meetings, mosques, and Somali-run media.

- **The National Center on Secondary Education and Transition** (NCSET) focuses on improved access and success for students with disabilities in secondary and postsecondary education, as well as in employment, independent living, and community participation. Through its extensive Web resources the center shares research and information on best practices in transition planning and services for youth with disabilities. This year, through its Web site (www.ncset.org) NCSET disseminated over 161,100 downloads of 200 different transition-related parent, issue, research-to-practice, and policy briefs; resource guides for professionals and families; and other materials.

- **The North Central Regional Resource Center** (NCRRC) seeks to improve education services and results for children and youth with disabilities, from birth through age 21, by addressing state-level systems change in response to the requirements of the Individuals with Disabilities Education Act (IDEA). It provides assistance to state education and health agencies in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin as they engage in systems-change efforts that improve educational results and accountability for children with disabilities and their families. Toward this goal, in 2013-2014 NCRRC provided technical assistance to state education agencies in its region, as well as elsewhere in the country, with a particular focus on developing the new State Systemic Improvement Plans (SSIP) for improving the education results of students with disabilities in areas including performance on tests, high school graduation rates, and post-school outcomes. The SSIP is the result of efforts by the federal government to improve the way States are asked to report on the education of students with disabilities in fulfillment of the IDEA, and NCRRC provided customized assistance as they developed the plans. NCRRC also provided technical assistance to States on enhancing their systems used to meet data collection requirements under IDEA, supporting general and special education collaboration, and addressing fiscal issues related to IDEA.

- **The Research and Training Center on Community Living** (RTC) engages in research, training, and technical assistance related to community living, self-determination, and full citizenship for persons with intellectual and developmental disabilities. It maintains national databases on services to people with disabilities and individual outcomes; conducts national and state evaluations of policy and services; and is a national leader in Direct Support workforce development. It is the designated center on community living and participation for persons with intellectual and developmental disabilities. It engages in research, training, technical assistance, and dissemination activities with a strong emphasis on engaging individuals with intellectual and developmental disabilities, and their family members, as active partners in all RTC activities.
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 2013/14, the Institute’s budget was just over $25 million, with 77% of the funding from federal sources; 12% from state and local sources; 4% from the University of Minnesota; 6% from external sales of products, services, and training; and just under 1% from foundations. Funders of the Institute were the following:

- U.S. Department of Education: Office of Special Education Programs, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research, Institute of Education Sciences, Office of Vocational and Adult Education
- U.S. Department of State: Bureau of Education and Current Affairs
- University of Minnesota: College of Education and Human Development; Graduate School; Department of Pediatrics; School of Public Health, Division of Health Policy and Management; Institute of Technology; Department of Speech-Language-Hearing Sciences
- Minnesota Department of Education
- Minnesota Department of Human Services
- Minnesota Department of Employment and Economic Development
- Idaho Department of Education
- Georgia Department of Education
- Alabama Department of Education
- Arizona Department of Education
- Iowa Department of Education
- Florida Department of Education
- Wisconsin Department of Public Instruction
- Illinois Council on Developmental Disabilities
- National Association of State Directors of Developmental Disabilities Services
- Council of Chief State School Officers
- Association of University Centers on Disabilities
- Association of Maternal and Child Health Programs
- Fond du Lac Tribal and Community College (MN)
- Minnesota State Colleges and Universities (MNSCU)
- Minnesota State College – Southeast Technical
- University of Chicago, National Opinion Research Center
- Northwestern University (Chicago)
- Central Lakes College (MN)
- University of Missouri – Kansas City
- University of Massachusetts Boston
- Louisiana State University
- Brookdale Community College (NJ)
- Florida Gulf Coast University
- Arc Minnesota
- Boys & Girls Clubs of America
- PACER Center
- Parent Support Network
- VOA (Volunteers of America)
- UNICEF Oman
- Wilderness Inquiry
- Minnesota Organization on Fetal Alcohol Syndrome
- ISD 94 (Cloquet, MN)
- ISD 287 (west suburban Minneapolis)
- West 40 Intermediate Service Center (Bellwood, IL)
- Institute for Educational Leadership
- Mathematica Policy Research
- Lewin Group
- Elsevier
- The Study Group, Inc.
- Human Resources Research Organization (HumRRO)
- American Institutes for Research (AIR)
- SRI International
- WestEd
- U.S.– India Educational Foundation
- The MENTOR Network Charitable Foundation, Inc.
- The Minneapolis Foundation
- Kessler Foundation
- Minnesota Historical Society

ICI Enters 28th Year with Renewed Five-Year Funding

In July 2013, the Institute on Community Integration began its 28th year of operation with the award of renewed five-year funding from the Administration on Intellectual and Developmental Disabilities, U.S. Department of Health and Human Services. The grant continues the Institute’s federal designation as a University Center for Excellence in Developmental Disabilities (UCEDD). The first year’s funding from the award is $535,216 in federal funds, with a $200,000 match from the University of Minnesota’s College of Education and Human Development.

These funds help support ICI’s infrastructure and its core mission: “Through collaborative research, training, and information sharing, the Institute on Community Integration (ICI) improves policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice.” Over the next five years, this renewed core funding will help continue ICI’s long history of activities that increase local, state, national, and international capacity to meet the needs of individuals with disabilities across the lifespan, and directly respond to identified needs of those individuals and their families.

In pursuing those priorities, ICI will continue to collaborate with over 200 partnering organizations and agencies around the world in work guided by the core values of integration and inclusion, self-determination and informed choice, on the part of all individuals with disabilities.
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  - Beth Nelson, Assistant to the Director for Administration and Human Resources
  - Lucy Evans, Senior Accountant

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  - Amy Hewitt, Research and Dissemination
  - Vicki Gaylord, Publications
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  - Libby Hallas-Muchow, NIRS Data Collection

- Program Area Coordinators
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  - Brian Abery and Martha Thurlow, School-Age Services
  - Jean E. Ness and Michael N. Sharpe, Transition Services
  - Sheryl A. Larson and Derek Nord, Adult Services/Community Living

- Centers and Center Staff
  - Minnesota LEND (Leadership Education in Neurodevelopmental and Related Disabilities) Program: Joe Reichle (Project and Research Director; University of Minnesota, Department of Speech-Language-Hearing Sciences), Michael Reiff (Medical Director; University of Minnesota, Department of Pediatric Neurology), Amy Hewitt (Training Director), Kelly Nye-Lengerman, Beth Fondell, Brooke Nelson, Robin Rumsey (University of Minnesota, Department of Pediatrics), Amy Esler (University of Minnesota, Department of Pediatrics), Linda Lindeke (University of Minnesota, School of Nursing), Aida Miles (University of Minnesota, School of Public Health), Frank Symons (University of Minnesota, Department of Educational Psychology), Lizbeth Finestack (University of Minnesota, Department of Speech-Language-Hearing Sciences), Mark DeRuiter (University of Minnesota, Department of Speech-Language-Hearing Sciences), Isaaahil Maalin, Carol Ely, Barbara Kleist, Peter Scal (University of Minnesota, Department of Pediatrics), Peggy Martin (University of Minnesota, Center for Allied Health Programs), Soraya Beiraghi (University of Minnesota, School of Dentistry), James Begun (University of Minnesota, School of Public Health), Jamie Israel (University of Minnesota Medical Center, Fairview), John Westerman, Connie Burkhart, Lucy Evans, Vicki Gaylord
  - National Center on Educational Outcomes: Martha Thurlow (Director), Sheryl Lazarus, Rachel Quenemoen, Kristin Kline Liu, Laurene Christenson, Ross Moen, Christopher Rogers, Debra Albus, Jane Krentz, Rebekah Rieke, Linda Goldstone, Vitaliy Shyyan, Yi-Chen Wu, Manuel Barrera III, Jim Hatten, Christopher Johnstone, Michael Moore, Melissa Crichtley, Debbie Hansen, Mai Vang, Elizabeth Christian, Lynn Edwards, Jenna Larson, Jennifer Hodgson
  - National Center on Secondary Education and Transition: David R. Johnson (Director), Ann Mavis, Christen Opsal, Joe Timmons, Christine Bremer, Megan Dushin, Gretchen Hatch
  - North Central Regional Resource Center: Michael N. Sharpe (Director), Maureen Hawes, Arlene Russell, Carrie Coslin, Mohamed Elmeski, Kent Hamre, Sandy Schmitz, Tri Tran, Norena Hale (Consultant), Mark Wolak (Consultant), Holly Rodin (Consultant), Michael Molenaar, Anne Scharenbroich, Brooke Nelson
  - Research and Training Center on Community Living: Amy Hewitt (Director), Sheryl A. Larson, Lori Sedlizkzy, Derek Nord, Angela Novak Amado, Kristin Dean, Susan O’Nell, Lynda L. Anderson, Brian Abery, John Smith, Nancy McCulloh, Mark Olson, Pam Stenhiem, Kelly Nye-Lengerman, Barbara Kleist, Renáta Tichá, Sandy Pettingell, Johannah Carney, Merrie Haskins, Roger Standcliffe (University of Sydney), Jennifer Hall-Lande, Jerry Smith, Beth Fondell, Anne Roehl, Annie Johnson, Amanda Ryan, Matthew Hall, Jeffrey Nurch, Nathan Perry, Brooke Nelson, Jennifer Reinke, Carol Ely, Paul Thorson, Jenna Conley, John Westerman, Shawn Lawler, Jonathon Walz, Cliff Poetz, Kurt Rutzen, Sarah Berlin, Kate Welshons, Phoua Yang, Mary Hendrick, Xueqin (Shirley) Qian, Emily Wesely, Renee Heppelen, Kathleen O'Donnell, Rosanne Gates, Jian-Ming Hou, Josette Jollief, Beth Jones, Shelley Kreibich, Bahjo Mahamud, Justin Larson, Jenny Pearson, Youngsoo Kang, Karen Sheahan, Connie Burkhart, Vicki Gaylord
  - UCEDD Core Grant: David R. Johnson (Director), Beth Nelson, Lucy Evans, David Welter, Amy Hewitt, Vicki Gaylord, Amy Kurowski, Rachel Halvorson, Tom Donaghy, Jon Goldman, Beth Fondell, Roxanne Klemm, Libby Hallas-Muchow, Connie Burkhart, Chase Olbrich, Carol Ely

- Projects and Project Staff
  - A Sustainable “Response to Intervention” Model for Successful Inclusion of Students with Disabilities: An India-U.S. Partnership (subcontract from the U.S.-India Educational Foundation). Brian Abery, Renáta Tichá, Kristen McMaster (University of Minnesota, Department of Educational Psychology – Special Education), Amy Mahlke (Hiawatha Valley Education District, MN), Sheila Ramachandran (Avinashilingam University of Women, Coimbatore, India), P. Santhanakrishnan (Avinashilingam University of Women), Premavathy Vijayan (Avinashilingam University of Women), G. Victoria Naomi (Avinashilingam University of Women), R. Shanthi (Avinashilingam University of Women), R. Nagomi Ruth (Avinashilingam University of Women), M. Revathi (Avinashilingam University of Women), D. Revathi (Avinashilingam University of Women)
  - Act Early State Team: Amy Hewitt, Jennifer Hall-Lande, Kelly Nye-Lengerman
  - Active Support Interventions and Their Effect on Increased Participation of Persons with Disabilities: Sheryl A. Larson, Susan O’Nell, Mark Olson, Renáta Tichá, Roger Standcliffe (University of Sydney, Australia), Xueqin (Shirley) Qian, Jerry Smith, John Westerman, Amy Hewitt
  - American Youth Leadership Program: Learning to Serve, Serving to Learn. Brian Abery, Renáta Tichá, Jane Tunseth (School of Environmental Studies, Apple Valley, MN), Dan Bodette (School of Environmental Studies), Seidy Jiménez
Fonseca (Liceo de Poas High School, Alajuela, Costa Rica), Adrian Mena Alemán (Liceo de Poas High School), Jorge Araya Fonseca (Liceo de Poas High School), David Barquero Jiménez (Liceo de Poas High School), Michaela Bans, Taryn Zaeska, Felicia Vevea

- An Anthology of the 1957 Minnesota Law Requiring Special Education. David R. Johnson, Norena Hale (Consultant)
- Annual National and State-by-State Data Collection on Status and Trends in Medicaid Policy. Sheryl A. Larson, Drew Smith (HSRI), Charles Moseley (National Association of State Directors of Developmental Disabilities Services)
- Certificate in Disability Policy and Services. Amy Hewitt, Beth Fondell, Kristin Hamre
- Changing Landscapes: An Ongoing Exhibit of Artists with Disabilities at SCI. Megan Dushin, Melissa Critchley, Cliff Poetz, Amanda Ryan, Rebekah Rieke
- Check & Connect: A Comprehensive Student Engagement Intervention. Sandra L. Christenson, David R. Johnson, Christen Opsal, Jean E. Ness, Angie Pohl, Sharon Mulé, Eileen Klemm, Gretchen Hatch, Megan Dushin, Jana Hallas
- Connecting the Dots: Early Transition Training. Michael N. Sharpe, Michael Molenaar, Tri Tran, Carrie Coslin
- Connecting Through Service (subcontract from Fond du Lac Reservation). Jean E. Ness, Sharon Mulé, Megan Dushin
- Consequential Validity Related to the AZELLA Kindergarten Placement Test. Laurene Christensen, Kristin Kline Liu, Vitaliy Shyyan, Christopher Rogers, Martha Thurlow, Yi-Chen Wu, Elizabeth Christian, Jenna Ward
- Consortium for Postsecondary Education for Individuals with Developmental Disabilities (Think College) (subcontract from Institute for Community Inclusion, University of Massachusetts Boston). David R. Johnson, Joe Timmons, Mary McEathron, Christen Opsal
- Culture-Based Arts Integration: A New Space for Access, Equity and Excellence in K-8 Education (subcontract from Cloquet Public Schools, MN). Jean E. Ness, James Bequette (University of Minnesota, Department of Curriculum and Instruction), Mary McEathron, Megan Dushin
- Developmental Disabilities Rotation for Pediatricians. Amy Hewitt, Beth Fondell, Kristin Hamre, Alhana Hayes
- DirectCourse. Amy Hewitt, Kristin Dean, Nancy McCulloh, Derek Nord, Lori Sedlezky, Susan O’Neill, Pam Stenhjem, Shawn Lawler, Amanda Ryan
- Direct Support Workforce Resource Center Project. Amy Hewitt, Lori Sedlezky, Sheryl A. Larson
- DSP Workforce Development Program. Amy Hewitt, Sheryl A. Larson, Nancy McCulloh, Derek Nord, Mark Olson, Susan O’Neill, Lori Sedlezky, Jerry Smith, Renáta Tichá
- Effects of a Validated, Field-Tested, Self-Determination Training Program in a Randomized Control Trial Design. Brian Abery, Renáta Tichá, Sarah Berlin, Kate Welschon, Phoua Yang, Michelle Platt
- Effects of Competency-Based Training for Direct Support Professionals on Organizations, Learners, and Service Recipients. Amy Hewitt, Derek Nord, Kelly Nye-Lengerman, Renee Hepperlen
- Efficacy Study of Check & Connect to Improve Student Outcomes (SRI). Karen Storm, Sandra L. Christenson, Carl Sumi (SRI), Nicole Fabricant (SRI), Darcy Cabral (SRI), Gretchen Hatch
- English Language Proficiency Assessments for the 21st Century (ELPA21) (subcontract from the Council of Chief State School Officers [CCSSO], and Oregon Department of Education). Martha Thurlow, Laurene Christensen, Vitaliy Shyyan, Debra Albus, Linda Goldstone, Fen Chou (CCSSO), Cat Still (CCSSO), Doug Kosty (Oregon Department of Education)
- Evaluating the Effects of Check & Connect on High School Graduation (American Institutes for Research – AIR). Sandra L. Christenson, Angie Pohl, Becky Phillipott (San Diego School District), Mindee O’Cummings (AIR), Lindsay Poland (AIR), Gretchen Hatch, Ruth Berman
- Evaluation Group. David R. Johnson, Mary McEathron, Ann Mavis, Trisha Beuhring, Amelia Maynard, Hanife Cakici
- Expanding the Circle. Jean E. Ness, Ruth Berman
- Feedback and Revision on AA-MAS in Mathematics. Christopher Johnstone
- General Supervision Enhancement Grant on Behalf of the Alabama State Department of Education. Sheryl Lazarus, Martha Thurlow, Rebekah Rieke, Michael Moore, Mai Yang, Melissa Critchley, Jennifer Hodgson, Jenna Larson
- Global Resource Center for Inclusive Education. Christopher Johnstone, Christopher Rogers
- Guidelines for Accessible Assessments Project. Laurene Christensen, Vitality Shyyan, Christopher Rogers, Christopher Johnstone
- Health Care Coordination for Individuals with Physical Disabilities. Brian Abery, Sheryl A. Larson, Lynda L. Anderson, Sandy Pettingell, Beth Jones, Phoua Yang, Shawn Lawler
- Identifying the Critical Elements Associated with High Fidelity Adoption of Programs that Support and Enhance the Quality of Life for Persons with Intellectual and Developmental Disabilities. Brian Abery, Renáta Tichá, Lynda L. Anderson
- IEP Quality Project. Martha Thurlow, Linda Goldstone, Yi-Chen Wu
- Improving the Validity of Assessment Results for ELLs with Disabilities (IVARED) (subcontract from Minnesota Department of Education). Martha Thurlow, Kristin Kline Liu, Laurene Christensen, Debra Albus, Vitality Shyyan, Manuel Barrera III, Linda Goldstone, Yi-Chen Wu, Jim Hatten, Michael Moore, Anica Bowe, Jenna Larson
- Increasing Friendships, Social Inclusion, and Community Participation of Persons with Intellectual or Developmental Disabilities. Angela Novak Amado, Emily Wesely
Amy Hewitt, Joe Reichle (University of Minnesota, Department of Organizational Leadership, Policy and Development), Anastasia Mamaeva (Krasnoyarsk State Pedagogical University, Russian Federation)

- **IT Kit: Thinking Through Improvement.** Michael N. Sharpe, Maureen Hawes, Arlene Russell

- **Making a Map: Finding My Way Back.** Jean E. Ness, David R. Johnson, Eileen Kлемm, Mary McEathron, Megan Dushin

- **Minneapolis Somali ASD Prevalence Project.** Amy Hewitt, Joe Reichle (University of Minnesota, Department of Speech-Language-Hearing Sciences), Michael Reiff (University of Minnesota, Department of Pediatric Neurology), Amy Esher (University of Minnesota, Department of Pediatrics), Amira Adawe, Kristin Hamre, Anab Gulaid

- **Minnesota DHS Systems Change and Capacity Building Through Research, Training, and Technical Assistance Projects.** Amy Hewitt, Lori Sedlezyk, Angela Novak Amado, Anab Gulaid, Barbara Kleist, Nancy McCulloh, Derek Nord, Susan O’Neill, Anne Roehl, Joe Timmons, Quannah Parker-McGowan, Merrie Haskins, Kathleen O’Donnell

- **Minnesota Para eLink.** David R. Johnson, Megan Dushin

- **Multi-Site Study of Employment Interventions.** Derek Nord, Kelly Nye-Lengerman

- **Multi-State GSEG Consortium Toward a Defensible Alternate Assessment Based on Modified Achievement Standards.** Martha Thurlow, Sheryl Lazarus, Debra Albus, Christopher Johnstone, Ross Moen, Rachel Quenemoen, Christopher Rogers, Rebekah Rieke, Yi-Chen Wu, Michael Moore, Melissa Critchley, Mai Yang, Elizabeth Christian, Lynn Edwards, Jennifer Hodgson

- **Multi-State Study of Service Outcomes and Their Predictors.** Sheryl A. Larson, Roger Standcliffe (University of Sydney, Australia), Renáta Tichá, Charles Moseley (National Association of State Directors of Developmental Disabilities Services (NASDDDS)), Valerie Bradley (HSRI), Sarah Taub (HSRI), Nancy Thaler (NASDDDS), Joshua Engler (HSRI), Julie Bershadsky (HSRI)

- **National Assessment Center.** Martha Thurlow, Sheryl Lazarus, Laurene Christensen, Vitalya Shyvan, Rachel Quenemoen, Debra Albus, Manuel Barrera III, Christopher Johnstone, Jane Krentz, Kristin Kline Liu, Ross Moen, Christopher Rogers, Yi-Chen Wu, Melissa Critchley, Michael Moore, Debbie Hansen, Mai Yang, Lauren Dominguez, Alexis Kincaid

- **National Center and State Collaborative General Supervision Enhancement Grant (GSEG).** Rachel Quenemoen, Martha Thurlow, Sheryl Lazarus, Debra Albus, Christopher Johnstone

- **National Collaborative on Workforce and Disability for Youth** (subcontract from the Institute for Educational Leadership). Joe Timmons, David R. Johnson, Christen Opsal

- **National Direct Support Workforce Resource Center** (subcontract from the Lewin Group). Amy Hewitt, Sheryl A. Larson, Lori Sedlezyk, Annie Johnson

- **National Frontline Supervisor Competency Set.** Lori Sedlezyk, Annie Johnson

- **National Gateway on Self-Determination for Persons with Developmental Disabilities** (subcontract from the Institute for Human Development, University of Missouri – Kansas City; Kansas University Center for Excellence in Developmental Disabilities, University of Kansas, Lawrence). Brian Abey


- **National Residential Information Systems Project and Policy Studies.** Sheryl A. Larson, Libby Hallas-Muchow, Sandy Pettingell, Drew Smith (HSRI), Angela Novak Amado, John Smith, John Westerner, Charles Moseley (National Association of State Directors of Developmental Disabilities Services (NASDDDS)), Valerie Bradley (HSRI), Nancy Thaler (NASDDDS), Joshua Engler (HSRI), Julie Bershadsky (HSRI), Amanda Ryan, Brooke Nelson, Connie Burkhart, Kristin Dean, Jonathon Walz

- **Ohio Developmental Disability Policy and Research Grant.** Sheryl A. Larson

- **Partnership in Wellness: A Training Curriculum for Adults with Intellectual and Developmental Disabilities.** Sheryl A. Larson, Lynda L. Anderson, Renáta Tichá, Nancy McCulloh, Meredith Salmi-Bydakel, Donald Dengel (University of Minnesota, School of Kinesiology), Toben Nelson (University of Minnesota, Division of Epidemiology and Community Health), Jamie Stang (University of Minnesota, Division of Epidemiology and Community Health), James Mahoney, James Flowers

- **Positive Behavior Support.** Amy Hewitt, Joe Reichle (University of Minnesota, Department of Speech-Language-Hearing Sciences), John Westerman

- **Preventing Truancy in Urban Schools: A Goal 3 Randomized Efficacy Trial.** Sandra L. Christenson, Angie Pohl, Jon Guryan (Northwestern University, Evanston, IL), Jens Ludwig (University of Chicago), Elana Dean (National Opinion Research Center, University of Chicago), Daveed Moskowitz (Chicago Public Schools), Ruth Berman

- **Profiles of Transformation Case Studies.** Sheryl A. Larson, Lori Sedlezyk, Amy Hewitt, Steve Taylor (Syracuse University, Center on Human Policy), Pam Walker (Syracuse University, Center on Human Policy), Valerie Bradley (HSRI), Lisa Burck (National Alliance of Direct Support Professionals), Renee Pietrangelo (ANCOR), Nancy Thaler (National Association of State Directors of Developmental Disabilities Services), Nancy Weiss (University of Delaware, National Leadership Consortium on Developmental Disabilities)

- **Project ACCESS: Providing Accessible Outreach Programs in Small Business/Entrepreneurship for Tribal Members** (subcontract from Fond du Lac Tribal and Community College). Jean E. Ness, Mary McEathron

- **Putting Faith to Work.** Derek Nord, Joe Timmons, Angela Novak Amado

- **QualityMall.Org Web Site on Person-Centered Services for Persons with Developmental Disabilities.** Angela Novak Amado, John Smith, John Westerner, Matthew Hall, Carol Ely, Jerry Smith, Amy Hewitt, Kurt Rutzen, Beth Fondell, Sheryl A. Larson, Roger Standcliffe (University of Sydney, Australia)

- **Reinventing Quality: Biennial Conference on Person-Centered Supports.** Angela Novak Amado, Amy Hewitt, Sheryl A. Larson, Jerry Smith, John Smith, John Westerner, Lori Sedlezyk

- **Review of Effective Measures, Instruments and Programs for Research on Inclusion, Self-Determination and Well-Being of Persons with Intellectual or Developmental Disabilities.** Amy Hewitt, Derek Nord

- **Self-Advocacy Online: Research and Development to Bridge the Digital Divide.** Jerry Smith, John Smith, Amy Hewitt, Lori Sedlezyk, Mark Olson, John Westerman, Cliff Poetz, Shawn Lawler
• **State of the Science: Theories, Concepts, and Evidence Guiding Knowledge and Practice in Inclusion, Employment, and Self-Determination.** Amy Hewitt, Angela Novak Amado, Sheryl A. Larson, Roger Standiffe (University of Sydney, Australia), Derek Nord, Kristen Dean, Jerry Smith, Renáta Tichá

• **Strengthening the Capacity of Minnesota State College-Southeast Technical** (subcontract from Minnesota State College-Southeast Technical, Winona and Red Wing, MN). Jean E. Ness, Mary McEathron

• **Supporting Individuals and Families Information Systems Project (FISP).** Sheryl A. Larson, Lynda L. Anderson, Sandy Pettingell, Drew Smith (HSRI), Faythe Aiken (HSRI), John Agosta (HSRI), Valerie Bradley (HSRI), Charles Moseley (National Association of State Directors of Developmental Disabilities Services), Yoshi Kardell (HSRI), Amy Hewitt, Brooke Nelson, John Westerman, Connie Burkhart, Kristin Dean

• **Supporting the Self-Determination of Adults and Transition-Age Youth Within the Family Context.** Brian Abery, Renáta Tichá

• **The Normalization Principle and Wolf Wolfensberger Video Project.** Jerry Smith, Guy Caruso (Temple University, Institute on Disabilities, Philadelphia)

• **Together We Make a Difference: Inclusive Service Learning as Part of 4-H Youth Development Programs.** Brian Abery, Renáta Tichá, Anna Gilbertson (University of Minnesota Extension, Urban 4-H Youth Development), Jessica Russo (University of Minnesota Extension, Urban 4-H Youth Development), Kaitlin Hass, Alison Kullback, Courtney Mason

• **Transition from School to Work for Minnesota Youth with Disabilities: An Oral History.** David R. Johnson, Norena Hale (Consultant)

• **Wisconsin Parent Survey Data Analysis Project.** Michael N. Sharpe, Arlene Russell, Tri Tran, Mike Molenaar
University and Community Collaborators

- **University of Minnesota**
  - Center for Early Education and Development
  - Center for Neurobehavioral Development
  - College of Education and Human Development
  - Department of Curriculum and Instruction, Art Education Program
  - Department of Educational Psychology
  - Department of Organizational Leadership, Policy and Development
  - Department of Speech-Language-Hearing Sciences
  - Disability Services
  - Extension, Urban 4-H Youth Development
  - Medical School, Department of Pediatrics
  - School of Public Health
  - School of Social Work
- **Universities, Colleges, and Research Institutes**
  - Aalborg University (Denmark)
  - Association of University Centers on Disabilities
  - Boggs Center on Developmental Disabilities, Rutgers University
  - Center for Disability Resources, University of South Carolina
  - Center for Disability Studies, University of Delaware
  - Center for Excellence in Developmental Disabilities Education, Research and Service, University of Guam
  - Center on Disability Studies, University of Hawaii
  - Center on Human Policy, Syracuse University
  - Central Lakes College (Brainerd, MN)
  - Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, Temple University
  - Community Living Policy Center, University of California San Francisco
  - Department of Special Education and Child Development, University of North Carolina (Charlotte)
  - Department of Special Education, University of Illinois at Urbana-Champaign
  - Dynamic Learning Maps Alternate Assessment System Consortium, University of Kansas (Lawrence)
  - Fond du Lac Tribal and Community College (MN)
  - Government Resource Center, Ohio Colleges of Medicine
  - Great Lakes LEND Collaborative
  - Human Development Institute, University of Kentucky
  - Institute for Community Inclusion, University of Massachusetts Boston
  - Institute for Policy Research, Northwestern University (Chicago)
  - Krasnoyarsk State Pedagogical University (Russian Federation)
  - Leadership Institute, University of Delaware
  - Mid-South Regional Resource Center, Human Development Institute, University of Kentucky
  - Minnesota State College – Southeast Technical (Winona and Red Wing)
  - National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA
  - National Center for the Improvement of Educational Assessment, Inc.
  - National Opinion Research Center, University of Chicago
  - Nisonger Center, The Ohio State University
  - Pacific Assessment Consortia
  - Ridgewater Community and Technical College (Willmar, MN)
  - Special Education Department, Aavinashilingam University (India)
  - Tarjan Center, UCLA
  - Texas Center for Disability Studies, University of Texas
  - University of Sydney (Australia)
  - Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University
- **PreK-12 Schools and Districts**
  - Apple Valley Schools: School of Environmental Studies (MN)
  - Chicago Public Schools
  - Cloquet Public Schools — ISD 94 (MN)
  - Coimbatore School District (India)
  - Fond du Lac Ojibwe School (Cloquet, MN)
  - ISD #1 Rosemont-Apple Valley Schools (MN)
  - Liceo de Poas High School (Costa Rica)
  - Lionsgate Academy (Minneapolis)
  - Metro ECSU: Region 11 Help Me Grow IEIC Project (Minneapolis/St. Paul, MN)
  - Minneapolis Public Schools (MN)
  - San Diego Unified School District (CA)
  - San Jose Unified School District (CA)
  - St. Louis County Schools (MN)
  - St. Paul Public Schools (MN)
  - West 40 ISC (IL)
- **Advocacy/Self-Advocacy Organizations**
  - Achieve, Inc.
  - Advocating Change Together, Inc. (St. Paul, MN)
  - Amicus (Ramsey County, Minnesota)
  - Arc Greater Twin Cities
  - Arc of the U.S.
  - Arc Minnesota
  - Autism Society of Minnesota
  - CARE International
  - Corporation for National and Community Service
  - Epilepsy Foundation of Minnesota
  - Metropolitan Center for Independent Living (St. Paul, MN)
  - Minnesota Consortium for Citizens with Disabilities
  - Minnesota Disability Law Center
  - National Center for Learning Disabilities
  - National Youth Leadership Council
  - Parent Advocacy Coalition for Educational Rights, Inc. (PACER) (Bloomington, MN)
  - People First of Minnesota
  - Self-Advocacy Association of New York State
  - Self-Advocates Becoming Empowered
  - Self-Advocates of Minnesota
  - Somali Disability Resource Network (MN)
  - The Big Net/Dayton Avenue Presbyterian Church (St. Paul, MN)
  - UNICEF Oman
- **Service Providers/Government**
  - Alabama Department of Education
  - Alabama State Assessment Office
  - Alaska Department of Education
  - AMAS Inc. (Brooklyn Park, MN)
  - American Samoa Department of Education
  - Arizona Department of Education
  - Arkansas Department of Education
  - Arizona Department of Education
  - Autism and Developmental Disabilities Monitoring Network
  - AXIS Healthcare (St. Paul, MN)
  - Basilica of St. Mary (Minneapolis, MN)
  - Behavioral Dimensions (St. Louis Park, MN)
  - California Department of Education
  - Centers for Disease Control and Prevention
  - Centers for Medicare and Medicaid Services, and state Medicaid offices in the 50 states
- Commonwealth of the Northern Mariana Islands Department of Education
- Community Involvement Programs (Minneapolis)
- Community Options and Resources (Sherburne, MN)
- Connecticut Department of Education
- Courage Center (Golden Valley, MN)
- Dakota Communities Inc. (West St. Paul, MN)
- Dakota County Community Services (MN)
- District of Columbia Public Schools
- Easter Lutheran Church (Eagan, MN)
- Enrich (St. Paul, MN)
- Federated States of Micronesia Department of Education
- Florida Department of Education
- Fond du Lac Reservation (Cloquet, MN)
- 4-H (Ramsey and Anoka counties, MN)
- Fraser (Minneapolis, MN)
- Georgia Department of Education
- Gillette Children's Specialty Health Care (St. Paul)
- Guam Department of Education
- Hawaii Department of Education
- Hennepin County Human Services and Public Health Department (Minneapolis)
- Homeward Bound, Inc. (Plymouth, MN)
- Idaho Department of Education
- Indiana Department of Education
- Institute of Education Sciences, U.S. Department of Education
- Iowa Department of Education
- Kansas Department of Education
- Kentucky Department of Human Services, Developmental Disabilities Division
- Leadership Education in Adolescent Health, U.S. Department of Health and Human Services
- Louisiana Department of Education
- Lutheran Social Services (MN)
- Maine Department of Education
- Mains’l (Brooklyn Park, MN)
- Maryland Department of Education
- Massachusetts Department of Education
- Medica (MN)
- Metropolitan Health Plan (MN)
- Michigan Department of Education
- Minnesota Children’s Special Health Care Needs
- Minnesota Department of Education
- Minnesota Department of Employment and Economic Development
- Minnesota Department of Health
- Minnesota Department of Human Services
- Minnesota Department of Transportation
- Minnesota Early Autism Project (Maple Grove, MN)
- Minnesota Governor’s Council on Developmental Disabilities
- Minnesota Special Needs Basic Care Program
- Minnesota State Operated Community Services
- Missouri Department of Elementary and Secondary Education
- Montana Office of Public Instruction
- National Direct Service Workforce Resource Center, Centers for Medicare and Medicaid Services
- Nebraska Department of Education
- Nevada Department of Education
- New Hampshire Department of Education
- New York State Education Department
- North Dakota Department of Public Instruction
- Office of Innovation and Implementation, U.S. Department of Education
- Office of Special Education Programs, U.S. Department of Education
- Ohio Department of Education
- Olu’s Homes, Inc. (Minneapolis)
- Opportunity Partners (Minnetonka, MN)
- Oregon Department of Education
- Outcomes, Inc. (St. Paul, MN)
- Pacific Assessment Consortium
- Pennsylvania Department of Education
- PrimeWest Health System (MN)
- Republic of Palau Department of Education
- Republic of the Marshall Islands Department of Education
- Rhode Island Department of Elementary and Secondary Education
- Rise, Inc. (Spring Lake Park, MN)
- Siza (Netherlands)
- Social Security Administration: St. Paul Office
- South Carolina Department of Education
- South Country Health Alliance (MN)
- South Dakota Department of Education
- State Developmental Disabilities Agencies in the 50 states and DC
- St. Joseph’s Home for Children (Minneapolis, MN)
- St. Odilia Church (Shoreview, MN)
- Tennessee Department of Education
- Thomas J. Apartments (Apple Valley, MN)
- TransCen Inc. (San Francisco)
- Trinidad and Tobago Ministry of Education
- UCal (MN)
- Unity Church Unitarian (St. Paul, MN)
- Upstream Arts (Minneapolis, MN)
- Volunteers of America/AMICUS (MN)
- Vail Place (Minneapolis, MN)
- Vermont Department of Education
- VOA Minnesota
- VSA Minnesota
- Washington State Office of the Superintendent of Public Instruction
- West Virginia Department of Education
- Wisconsin Department of Public Instruction
- Wyoming Department of Education

- Professional Organizations
  - American Association on Intellectual and Developmental Disabilities
  - American Indian Business Leaders Organization
  - American Network of Community Options and Resources (ANCOR)
  - ARRM (MN)
  - Association of Maternal and Child Health Programs
  - Association of People Supporting EmploymentFirst
  - Council of Chief State School Officers
  - Direct Support Professional Association of Minnesota
  - Minnesota Association of People Supporting EmploymentFirst
  - National Alliance for Direct Support Professionals
  - National Association of State Directors of Developmental Disabilities Services
  - National Association of State Directors of Special Education

- Research, Evaluation, and Communications Organizations
  - American Institutes for Research (AIR)
  - Annapolis Coalition on the Behavioral Health Workforce
  - Decision Information Resources Inc.
  - edCount
  - Educational Testing Service
  - Elsevier
  - Human Services Research Institute (HSRI)
  - IMPAQ International
  - Institute for Educational Leadership
  - International Association for the Scientific Study of Intellectual and Developmental Disabilities
  - Levin Group
  - Mathematica Policy Research Inc.
  - Minnesota Public Radio
  - National Center for the Improvement of Educational Assessment Inc.
  - National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership
  - Smarter Balanced Assessment Consortium
  - SRI International
  - Westat

- Foundations and Businesses
  - Carnegie Corporation of New York
  - CTB McGraw-Hill Publishing
  - John D. and Catherine T. MacArthur Foundation/HASTAC Initiative
  - MENTOR Foundation
  - Ruta Verde Tours (Bolivia)
  - The MasterCard Foundation
  - Wilderness Inquiry (Minneapolis, MN)
  - World Saavy (Minneapolis, MN)