



Indiana Institute on Disability and Community ANNUAL REPORT 2015



Indiana Institute at a Glance



7
Centers

leading the transfer of
research and new
knowledge in the
disability community



625
Events

in training and
technical assistance
held annually



48,810
Individuals

touched by Indiana
Institute outreach



5,000 +
Holdings

in the most
comprehensive library
collection of disability
information in Indiana

Since 1970, the Indiana Institute has been a leader in the transfer of knowledge in disability from the university setting to the field in Indiana and nationally.



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OUR MISSION

The Indiana Institute works with communities to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.

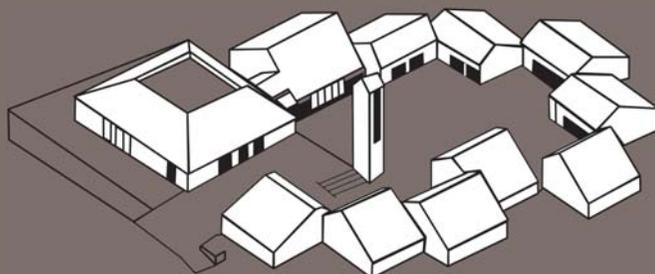
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David Mark



FROM THE DESK OF THE DIRECTOR

Thank you for taking a few minutes to review our 2015 Annual Report. We are pleased to highlight some of our work in the Report. And, we are pleased to work in collaboration with so many of you as we pursue our mission to welcome, value, and support the meaningful participation of people of all ages and abilities through research, education, and service.

A FOUNDATION OF EXCELLENCE

The Indiana Institute on Disability and Community, Indiana's University Center for Excellence in Disabilities, has fostered a foundation of excellence for community investment in developmental disabilities since 1970. Our work encompasses broader community issues as we seek to increase partnerships and relationships beyond disability, in the interest of full inclusion. To accomplish this, our work addresses lifespan and major life issues around four broad goals.

Linking research and practice to advance the field of early education...

Advancing early education practices that bring about successful school readiness for all children is embedded in the work of the Institute's early intervention focus. Our work links research and practice in advancing the field of early education by providing leadership and assistance to agencies, organizations, and communities serving all young children (birth through five years), including children with disabilities and their families.

Supporting work in education that is interdependent between schools and community...

The Institute's work in education is interdependent between schools and community. We see a responsibility to collaborate and connect with community partners in an effort to build school and communities that welcome, educate, and support all learners.

Implementing innovative ideas, approaches to transition...

Successful transition planning across the lifespan includes an interdisciplinary and interagency approach. The Institute's work in transition and related services includes best practices around policy implementation, research, and the promotion of new networks and relationships.

Tapping into a powerful labor and customer base...

Indiana is reaching out to large corporations and smaller businesses, helping them directly tap into the Indiana disability community as a powerful labor (and customer) base. The Indiana Institute and its partners, along with Vocational Rehabilitation Services, are providing resources, training, and other services to Indiana businesses as they discover the benefits of hiring employees with disabilities.

Working on behalf of individuals across the autism spectrum...

Recognizing that the prevalence rate of autism spectrum disorders is increasing (1 in 68 as of March 2014 - CDC data), the Institute engages in work that leads to improved quality of life for individuals on the spectrum and their families. Specifically, work is focused on early detection and diagnosis, effective early childhood and school-age programs that utilize evidence-based practices, transition across grade levels and stages of life, post-secondary opportunities, community employment, and family support.

Since 1970, the Indiana Institute has been a leader in the transfer of knowledge in disability from the university setting to the field in Indiana and nationally.

Improving access to information and choice...

The Indiana Institute seeks to increase the full participation of individuals with disabilities and their family members in their local communities. Our work is designed to ensure that persons with disabilities and families have access to information and choice. This is achieved through training and dissemination activities promoting the use of person-centered planning, self-directed funding, and self-advocacy.

Supporting age- and ability-friendly communities...

The vast majority of aging adults in Indiana want to be able to age in place, maintaining their independence, contributing to their community, and enjoying their family and friends. Supporting age- and ability-friendly communities statewide is another focus area of the Indiana Institute.

SEVEN CENTERS



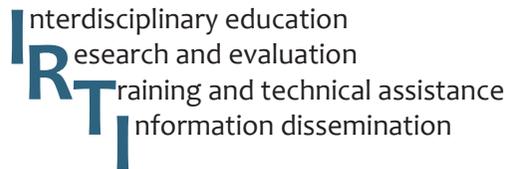
The Indiana Institute's seven Centers advance policies and best practices for, and with, individuals with disabilities, their families, and communities. Collaborative efforts with local and statewide partners assist us to identify needs and opportunities for organizational investment in the context of the

broader community. Our seven Centers include:

- Early Childhood Center
- Center on Education and Lifelong Learning
- Center on Community Living and Careers
- Center on Aging and Community
- Indiana Resource Center for Autism
- Center for Disability Information and Referral
- Center for Planning and Policy Studies

CORE FUNCTIONS

The Indiana Institute is a member of a network of 67 university-based centers advancing policy and practice for, and with, individuals with developmental and other disabilities, their families, and communities. Known as the Association of University Centers on Disabilities (AUCD), this association designates the Institute as Indiana's University Center for Excellence in Developmental Disabilities (UCEDD) and defines a set of core functions that influences the scope of our work. They include:



Interdisciplinary Education: Facts and Figures

The Indiana Institute's Interdisciplinary Training Program provides learning experiences for short or long-term university students in undergraduate, graduate, or post-doctoral programs. Our goal is to provide interdisciplinary pre-service preparation and continuing education for students to develop as leaders and advocates who will work in settings that promote full inclusion. In 2014-2015, Centers at the Institute provided support to nine students representing five disciplines.

- Educational Psychology
- School Leadership
- Public Health
- Social and Behavioral Sciences
- Social Work

In addition to supporting university students in multiple disciplines at the undergraduate, graduate, and post-doctoral levels, Institute faculty and staff teach courses at Indiana University in areas such as special education, educational leadership, and public administration. Additional courses are taught at Ivy Tech Community College and Walden University. Last year, 338 students received academic course instruction across 15 courses generating 1,093 credit hours. In addition to course instruction, Indiana Institute faculty and staff provided mentoring and advisement to 19 masters and doctoral level students.

“In the fall of 2014, I started my graduate work at Indiana University, Bloomington with the goal of attaining my doctorate degree in School Psychology. During my undergraduate career at Central Michigan University, I spent my time working with, and researching CHARGE Syndrome, the leading cause of deaf blindness in the world. To continue perusing my passion of working with, and serving children with disabilities, I knew I wanted to continue my research while at IU. After learning more about the Indiana Institute on Disability and Community and meeting with David Mank, the Indiana Institute Director, I knew this was a great opportunity.



**IN
PERSPECTIVE:**

**TRAINEE
KIRSTEN
BONIFACIO**

During my time at the Institute’s Early Childhood Center (ECC), I have worked closely with state policy makers on the Early Education Matching Grant (Pre-K Pilot), completed preschool classroom observations using standardized measures, monitored attendance of preschool children throughout Indiana, and developed a better understanding of several data collection, storage, and analyses procedures. ECC staff are extremely knowledgeable about early education in Indiana, and to have the chance to learn from, and work alongside, these professionals is unparalleled. This opportunity has opened my eyes to the need for early intervention for children with and without disabilities alike. Working at the Center has confirmed that I am in the right field and has empowered me to do my part in ensuring quality education for all students throughout Indiana and across the country.”

Kirsten Bonifacio, Graduate Student in School Psychology at IU

Courses Taught in 2014-2015

Curriculum and Instruction/IU School of Education

- *Instruction in the Context of Curriculum* (spring 2015)

Educational Leadership/IU School of Education

- *Educational Evaluation* (spring 2015)
- *Issues in Special Education Leadership* (spring 2015)
- *Unified Systems* (summer 2015)

Special Education/IU School of Education

- *Assistive Technology in the Classroom* (summer 2014)
- *Transition Across the Lifespan* (spring 2015)
- *Transition Across the Lifespan* (spring 2015)

Public Administration/IU School of Public and Environmental Affairs

- *Performance Measurement and Program Evaluation* (fall 2014)
- *Performance Measurement and Program Evaluation* (spring 2015)

Courses Taught in 2014-2015 (cont.)

- Human Services/Ivy Tech Community College
 - *Ethics* (fall 2014)
 - *Ethics* (spring 2015)
- Research/Walden University
 - *Research Theory* (summer 2014)
- Education/Walden University
 - *Learners Across the Lifespan* (fall 2014)
 - *Learners Across the Lifespan* (winter 2014)
 - *Social Change in Education* (summer 2014)

Research and Evaluation: Facts and Figures

An important part of the work of the Indiana Institute is to put research into practice in schools and community settings where people and systems benefit from evidence-based practices. Additionally, our work recognizes the need to not only create demonstrations of best practices in real settings, but to scale up implementation to all who will benefit. Last year, our work supported 28 research and evaluation projects across our five areas of emphasis (early intervention and education, employment, self-advocacy/families and livable communities).

Research and Evaluation Activities for 2014-2015

Emphasis Areas by Center

Early Intervention

Early Childhood Center

Education

Center on Education and Lifelong Learning

Projects

- *Creating a Strategic Plan for Family Engagement Practices in Early Education*
- *Early Education Matching Grant Program Evaluation*
- *Evaluation of First Steps Outcomes*
- *First Steps Quality Review*
- *Using the ISTAR-KR to Evaluate Program Impact and Kindergarten Readiness*
- *College Mentors for Kids: Evaluation Services 2013-2014*
- *Crawfordsville Program Review*
- *Exploring the Impact of Improv Classes for Teens on the Autism Spectrum*
- *Indiana Department of Education: 21st Century Literacy Support and Evaluation*
- *INTASS (Indiana Teacher Appraisal and Support System) Teacher Evaluation Study*
- *IPS Instructional Review Process*

Research and Evaluation Activities for 2014-2015 (cont.)

Emphasis Areas by Center

Education

Center on Education and Lifelong Learning (cont.)

Education

Center on Community Living and Careers

Education

Indiana Resource Center for Autism

Employment

Center on Community Living and Careers

Livable Communities

Center on Aging and Community

Livable Communities

Center for Planning and Policy Studies

Support of Self-Advocates and Families

Center on Aging and Community

Support of Self-Advocates and Families

Center for Planning and Policy Studies

Projects

- MCCSC Evaluation Surveys
- MSD of Warren Township: 21st Century After School Program Evaluation
- OSEP: University of North Carolina, State Implementation and Scaling Up of Evidence-based Practices Evaluation
- Welborn Baptist Foundation: Evaluation of the Community Transformation Grant
- Evaluation of the Impact of Self-Determination Skills for Youth
- Evaluation of Transition IEPs
- Impact of Indiana Project SEARCH
- Indiana Postsecondary Project
- Indiana School-to-Work Collaborative
- Implementing Change in Schools
- Institute for Advance Study: Autism Collaboration
- Program Evaluation: Assessing the Learning and Practice Outcomes of the Autism Team Training
- The Feasibility and Acceptability of Evidence-Based Practices for Youth on the Autism Spectrum: Perspectives on Coaching
- Effects of Embedded Employment Resources on the Employment Outcomes of Transition-Age Youth
- Impact of Benefits Information Network and Sustainability
- Indiana Day and Employment Services Outcome System
- Communities for a Lifetime
- Community AGEnda
- Lifelong Indiana Coalition
- 2015 Disability Poll: 25 Years Later
- Advocates for Livable Communities Training
- Disability and Health Task Force Indiana Disability History Project
- Critical Barriers to Protection and Advocacy Services



Photo Credit: U.S. Department of Labor

SCALING UP: MANK APPOINTED CHAIR, NATIONAL ADVISORY COMMITTEE ON INCREASING COMPETITIVE EMPLOYMENT

David Mank, Director of Indiana University’s Indiana Institute on Disability and Community, was appointed by U.S. Secretary of Labor Thomas E. Perez in January 2015, to Chair a new Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities, a key provision of the Workforce Innovation and Opportunity Act.

Signed by President Obama in July 2014, the Workforce Innovation and Opportunity Act helps job seekers, including those with disabilities, access services to succeed in employment and matches employers with skilled workers. The 17 member committee with additional representation by seven federal officials will prepare findings, conclusions, and recommendations for the Secretary of Labor on:

- Ways to increase employment opportunities for individuals with intellectual or developmental disabilities or other individuals with significant disabilities in competitive integrated employment;
- The use of certificate programs carried out under section 14(c) of the Fair Labor Standards Act (FLSA) for the employment of individuals with intellectual or developmental disabilities or other individuals with significant disabilities; and
- Ways to improve oversight of the use of such certificates.

“It has been demonstrated, time and time again, that when people with disabilities have access to meaningful employment opportunities, they become some of the most productive workers and contribute in a substantial way to their workplaces and the economy. Employing people with disabilities is a win-win for workers, employers and the entire community,” said Secretary Perez. “This is sound public policy, and the advisory committee will help us expand opportunities for more people with disabilities.”

Our work encompasses broader community issues as we seek to increase partnerships and relationships beyond disability, in the interest of full inclusion.

Training and Technical Assistance: Facts and Figures

Providing training opportunities to professionals, individuals with disabilities, and families across the lifespan is the focus of the Institute's outreach activities. In a time of limited resources and increased expectations, our training activities can be customized based on specific needs or available resources. Training formats encompass online classes and training modules, webinars, podcasts, as well as traditional training formats such as workshops and conferences. As part of our professional development emphasis, training and workshop activities offer attendees certificates of attendance, continuing education credits, and Indiana University graduate credit.

Topics in Early Intervention

- *Child Care and Early Intervention Services*
- *Family Engagement in Early Education*
- *Promoting School Readiness: Research to Practice*

Topics in Education

- *Introduction to Restorative Practices*
- *Summer Improv Camp for Teens and Teachers*
- *Using Circles Effectively*

Topics in Transition and Employment

- *Employment and Career Planning Assessment*
- *Social Security Benefits Training*
- *Vocational Rehabilitation Leadership*

Topics in Community Living

- *Memory Bridge Training Retreat*
- *Aging Re-Imagined Symposium*
- *ADA Webinar Series*

Topics in Autism Spectrum Disorders

- *Autism and Sensory Differences*
- *Autism Parent Group Meetings*
- *TEACCH® Five Day Classroom*



In June of 2015, the Indiana Institute’s Center on Education and Lifelong Learning and Indiana Resource Center for Autism held Camp YES, AND — an improvisational theatre camp for teens on the autism spectrum and teachers.

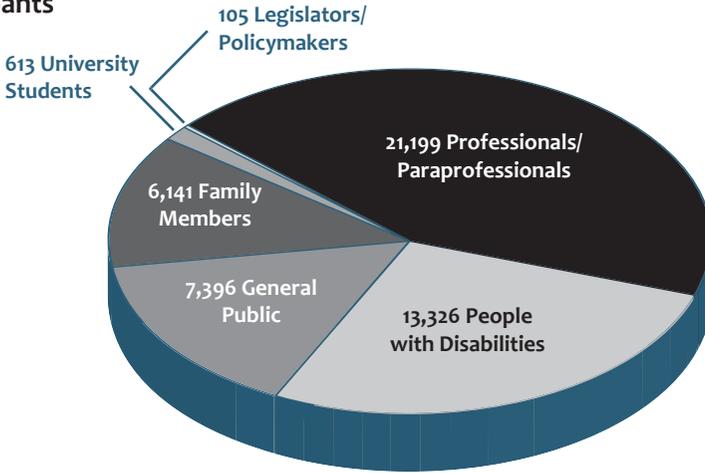
Camp YES, AND registration was open to youth, ages 13-18, and educators in university, K-12, and private settings – including arts organizations. During the first week of camp, participating teachers learned the techniques of improv and their application to supporting youth on the spectrum. During the second week, teachers and camp leaders co-facilitated an improv camp for 16 teens on the spectrum.

Improvisational theater has been used to help teens on the autism spectrum develop relationships and social cues, flexible thinking, and communication skills. Parents and teachers also report that improv classes have helped them to see teens on the spectrum in a new light. Camp YES, AND was the first program of its kind in Indiana. Its innovative approach combined a camp experience for teens with professional development for teachers.

To offset the cost of attending the camp, the Indiana Institute hosted a peer-to-peer funding campaign to raise money for camp scholarships. Scholarships were used to assist families of camp attendees. Additional sponsorship was provided by Answers for Autism.

Many of the Indiana Institute’s grants and contracts have core components that include technical assistance. Our technical assistance activities are designed to transfer new knowledge from the academic setting to schools and communities in Indiana. In 2014-2015, over 6,211 hours of training and technical assistance was provided across our seven Centers. Additionally over 625 training and technical assistance events were conducted reaching a total of 48,810 persons with disabilities, family members, and professionals. Since 2011, the Institute has provided 37,311 hours of training and technical assistance reaching 214,506 participants across 3,687 events.

Participants



Institute faculty and staff also contribute time on various boards, committees, and working groups. Last year, staff involvement included:

- 8 university-related committees
- 19 local committees
- 46 state committees
- 33 national committees

Dissemination: Facts and Figures

The dissemination activities of the Institute are designed to communicate and share information and research findings to a broad constituency. Dissemination efforts include peer-reviewed publications in scholarly journals and books, reports, policy briefs, publication of newsletters, and multimedia. The Institute hosts multiple websites and utilizes social media tools that include Facebook, Twitter, and Pinterest.

This summer, the Indiana Institute launched a newly designed website (www.iidc.indiana.edu/) incorporating a new look, mobile responsiveness for viewing on desktops, tablets, and mobile/phone browsing, and a powerful new search tool to enhance the user search experience. Our websites contain over 4,000 pages organized by focus areas and Centers. In 2014-15, over 705,000 users viewed over 4,000 pages of content within the Institute's websites. This represents an increase of almost 22% over 2013. Primary informational materials are available in Spanish and in alternative formats. The Institute collaborates with Indiana University's Office of Media Relations to enhance our efforts to disseminate disability-related information to the public.

The Center for Disability Information and Referral is the library at the Indiana Institute on Disability and Community. The Library is a full service lending library (5,000 holdings) with a wide variety of resources about disability across the lifespan. The collection is available on-line through the Indiana University Libraries' IUCAT system (www.iucat.iu.edu) or for checkout to citizens of the state of Indiana.

THE INSTITUTE'S CENTERS

The following section of this report highlights various projects and initiatives from each of the seven Centers that comprise the Indiana Institute for 2014-2015.

EARLY CHILDHOOD CENTER



The Center advances early education practices that welcome, include, and bring about successful school readiness practices for all children.

In Depth: Early Education Matching Grant Program

The Early Education Matching Grant Program (EEMG) is Indiana's first effort to provide publicly funded pre-k services. EEMG supports both full and half-day preschool services to income-eligible children from August 2014 through May 2015. Twenty-nine programs were funded to serve over 400 children throughout the state of Indiana during the 2014/15 school year. The Institute's Early Childhood Center was contracted by the state of Indiana through its Office of Early Childhood and Out of School Learning to evaluate the quality and impact of the participating EEMG programs.

From August 2014 through June 2015, Center staff directly assessed 215 children and collected teacher assessment data for approximately 400 children to evaluate this program's impact on learning and development. In addition, survey data was collected from the child's family and teacher to assess the quality and impact of the programs on family engagement. Classroom observations in 39 of the 49 classrooms to evaluate the quality of teacher-child interactions were completed. And, in partnership with the Indiana Department of Education, the Center is analyzing progress data from its online assessment system to determine the program's impact on children's kindergarten readiness.



In conjunction with Indiana University's Indiana Statistical Consulting Center, staff will analyze the child, family, and progress assessment data to determine program impact and its relationship to program variables (full versus half day, quality of classroom interactions, quality of family engagement). It is expected that analyses will be completed by July 2015 and a final report submitted to Indiana's Early Learning Advisory Committee by August 2015. Finally, the Center has been awarded a

continuation grant to evaluate the second year implementation of the state's Early Education Matching Grant Program (www.iidc.indiana.edu/index.php?pageid=3711).

The Center Also:

- Provides evaluation work with Indiana's early intervention system, First Steps, to monitor compliance and quality. The Center collaborated with the state to write a State Systemic Improvement Plan (SSIP), a new federal requirement submitted as part of the Annual Performance Report (APR). The SSIP focuses on using data to identify one or more areas of improvement upon which the state would like to focus over the next five years.
- Conducted 138 family and 89 provider interviews identifying family engagement as a central theme as First Steps in Indiana moves away from compliance monitoring toward an evaluation system focused on current system issues and best practice. Next steps include the design and implementation of an observational coding system to measure family engagement during home visits.



The Center works with schools and communities to welcome, include, educate, and support all learners.

In Depth: Policy Brief Examines Superintendents' Perceptions of Indiana's Teacher Evaluation

School superintendents in Indiana remain generally positive but have important reservations about recent changes to teacher evaluation, according to a policy brief by the Indiana Institute's Center on Education and Lifelong Learning.

The policy brief was based on survey responses between 2012 and 2014, the first three years in which new teacher evaluations were implemented. Superintendents were asked to respond to questions concerning teacher evaluation; Senate Enrolled Act 1, the 2011 legislation mandating changes to the evaluation process; and the local district-level impact of changes to the teacher evaluation process.



Surveys showed levels of satisfaction decreased between 2012 and 2014 in the positive response options, suggesting that there was less agreement with and confidence in the required changes after three years of implementation in most districts.

Further, the areas of concern identified in the 2014 survey were similar to areas of concern identified in 2012, before most districts had implemented the required changes.

The survey results showed persisting concerns from those having district-level leadership responsibility for implementing legislated requirements in the evaluation of teachers. These concerns need to be addressed in order for the goal of improved teaching and learning in Indiana's classrooms to be realized. The insights of superintendents will be very important in ensuring that the evaluation process supports teachers in their continued efforts to meet the rigorous standards of highly effective instruction.

The 2012 survey also indicated that Superintendents in Indiana had generally favorable attitudes and beliefs of the Indiana Teacher Evaluation Law. At that time, the implementation of the law was in its infancy.

The 2014 follow-up survey indicated that implementation at the district level has highlighted a slight shift in attitudes and beliefs and has affirmed some of the original concerns that superintendents had in 2012. Their concerns reflect the basic principles of the INTASS plan development and implementation process.

INTASS is the Indiana Teacher Appraisal and Support System, a flexible and collaborative teacher evaluation system developed by the Center on Education and Lifelong Learning. The Center collaborated with the Indiana Association of Public School Superintendents and the Indiana Department of Education Learning Connections to administer the survey (www.iidc.indiana.edu/styles/iidc/defiles/CELLPolicyBrief2April2015.pdf).

The Center Also:

- Works with six demonstration sites in Indiana to develop a model of Culturally Responsive Positive Behavior Supports (CR-PBIS). CR-PBIS is intended to ensure that all groups are benefiting equally from instruction and classroom management practices.
- Promotes teacher leadership in schools to support sustainable learning organizations and prepares educators with knowledge to enhance skills in designing instruction that respects learner differences through Universal Design for Differentiated Instruction (UDDI).

- Advises school districts to design teacher appraisal systems that meet and exceed the requirements of a 2011 Indiana state law requiring Indiana schools to conduct annual evaluations of all teachers.
- Provides program reviews of special education cooperatives or individual school districts. The process involves on-site interviews of professional staff, classroom observations, and a review of data such as finances, enrollment, and placement of students.

CENTER ON COMMUNITY LIVING AND CAREERS



The Center focuses on career development, secondary education and transition to adult life and services, person-directed planning, benefits, and systems and policy analysis.

In Depth: Indiana School-to-Work Collaborative

The Indiana School-to-Work Collaborative, a five-year research project implemented by the Center on Community Living and Careers, is designed to study the effectiveness of a team approach that:

- provides transition students who have an IEP with internship opportunities before they leave school; and
- connects them with the state and local resources they will need to be successful in the world of work.

The project incorporates both quantitative and qualitative research methodologies to address the following:

- Do schools with embedded employment resources have more students who leave school with a job?
- Do students attending schools with embedded employment resources leave school with higher wages and higher numbers of hours working?
- Do schools with embedded employment resources have more students who leave school with connections to adult support agencies than schools with no embedded resources?
- Do self-determination skills change over time in students from schools with embedded employment resources?
- To what extent did implementing the local Collaborative result in state policy changes?
- To what extent did students/families who received services from the Collaborative access VR services and other adult agencies prior to leaving school vs. those who do not have a Collaborative?
- Do students who received services from the Collaborative feel more knowledgeable in the transition and school-to-work processes than those who did not receive services?



The Collaborative, now in year two of implementation, is being conducted at five sites across Indiana. Sites were selected in the northern, central, and southern region of Indiana to represent diversity in the state. Control sites were selected for comparison.

Key components of local Collaboratives include: the support of an embedded career coach (representing several employment providers working together), development of a student personal/profile, self-determination skill training, internships, benefits counseling, and family training. Each Collaborative includes key stakeholders such as a vocational rehabilitation counselor, community employment provider, school district(s) representative(s), IN*SOURCE parent representative, and other representatives that are locally determined.

Partners in the Collaborative project include local school systems and employment service providers, Indiana Vocational Rehabilitation Services, IN*SOURCE Parent Center, and the Indiana Department of Education (www.iidc.indiana.edu/pages/indiana-school-to-work-collaborative).

The Center Also:

- Works with the Indiana Department of Education to improve secondary transition education services and outcomes in schools through professional development activities and coaching focusing on Indicator 13, or Transition IEP, data. Seven cadres of transition leaders in Indiana are supported to build statewide capacity and improve transition outcomes. In 2014, the Indiana Secondary Transition Resource Center (INSTRC) reviewed 965 Transition IEPs for two-thirds of the state's districts.
- Supports Indiana Vocational Rehabilitation Services (VRS) by providing training and services to VRS staff via a two-day statewide staff symposium; 14 employment service model regional trainings; three "Discovery" job development workshops; and through the VRS Leadership Academy. Additionally, more than 2,000 people have watched a new video created by the Center on working with Indiana Vocational Rehabilitation Services.
- Provides young adults and students in their final year of high school with the opportunity to participate in Project SEARCH Indiana, a combined internship and work skills employment program. Now in its eighth year, 532 students have graduated from Project SEARCH Indiana, which currently has 10 sites. A total of 307 (58%) Project SEARCH Indiana graduates have obtained competitive employment through the program, working an average of 26 hours a week, earning an average of \$8.35 per hour.
- Trains and coordinates statewide professional liaisons in benefits and work incentives. As of May 2015, 186 certified Benefits Information Network (BIN) liaisons had reviewed 529 benefit plans, helping people with disabilities better understand how their Social Security and Medicaid benefits and state and federal work incentive programs can support them.
- Develops educational opportunities for students with intellectual disabilities at Indiana colleges and universities through the Indiana Partnership for Postsecondary Education and Careers (IPPEC). Now in its fifth project year, IPPEC has collaborated with seven Indiana colleges and universities to establish campus academic activity, peer mentoring, and work experiences for high school students in transition. As of March 2015, a total of 107 students participated in IPPEC programs, auditing more than 100 courses. Forty students who have completed the program have gone on to paid employment.

CENTER ON AGING AND COMMUNITY



The Center works in partnership with adults who are aging with disabilities to promote their well-being, community participation, self-determination, and leadership.

In Depth: Community AGEnda Initiative

As America ages, more than 10,000 baby boomers turn 65 every year. Most communities are not preparing to take advantage of opportunities - and meet challenges - presented by a growing number of adults. In 2012, the Center on Aging and Community and the Indiana Grantmakers Alliance received funding from the Pfizer Foundation to help Indiana communities prepare for the massive growth of the older adult population. Additional national sites included Maricopa County Arizona, Miami-Dade County Florida, Metro Atlanta, and the greater Kansas City region.



The Indiana cities of Huntington and Indianapolis received consultation and support to enhance the growth of “naturally occurring retirement communities” where local planning efforts incorporate age-friendly perspectives that are inclusive of all ability levels. In Bloomington, Indiana, community leaders and policy makers worked to establish incentives to encourage age-friendly neighborhood development. Matching funding for the

Center’s work in this area was secured through the Indiana Housing and Community Development Authority and the Indiana Governor’s Council for People with Disabilities.

In the fall of 2014, Grantmakers in Aging and the Pfizer Foundation announced a third year of funding to continue the work of the Community AGEnda Initiative. The Center partnered with the Indiana Philanthropy Alliance to strengthen the statewide Lifelong Indiana Coalition; developed private-sector initiatives for the age- and ability-friendly housing options and economic opportunities in the City of Bloomington and along its B-Line Trail; worked with five Indiana community foundations to raise funds for future age-friendly activities; and created opportunities for five youth philanthropy programs, housed at community foundations, to engage older adults in their philanthropic programs.

In addition to the national sites, Indiana and Arizona worked together to explore approaches to helping rural communities become more age-friendly through local engagement and collaboration including the identification and sharing of promising practices through an active learning network, site visits, a sister-city project, and an age-friendly community competition (www.iidc.indiana.edu/pages/Community-AGEnda-project).

The Center Also:

- Partners with the Governor’s Council and Indiana Protection and Advocacy Services to create the Indiana Disability History Project. With stories archived at www.museumoftheperson.org and at You Tube’s CAC Voices, the project provides a permanent record of the lives and stories of people with disabilities.
- Addresses disparities in health care and preventive health access among people with disabilities in Indiana through a statewide task force convened by the Indiana Department of Health. Recommendations for change are being collected through community conversations which will result in a comprehensive strategic plan for the state.
- Developed, with funding from the Governor’s Council, and in collaboration with the University of Indianapolis Center for Aging and Community, a comprehensive training program entitled Advocates for Livable Communities. The five-day intensive training supports adults with disabilities and elders to become community advocates for livability. Training was piloted in Crawfordsville and Shelbyville, Indiana. Two additional cities, Richmond and Bedford were added this past year.
- Manages the ArtsWork Indiana website, a rich resource and networking tool for people with disabilities pursuing careers in the arts. Consulted with the National Endowment for the Arts regarding the potential to take the website to national scale.



IN DEPTH: IU SCHOOL OF EDUCATION COLLABORATION WITH ERNA ALANT

“I have been at Indiana University since 2009 and in this time, I have had the privilege to work with staff at the Indiana Institute on an ongoing basis. Our collaborative activities include working with Institute staff on committees to organize the AAC-in-Action Project, organizing the annual special education research seminar, attending the advisory council meetings of the Institute, using the library facilities, and first-hand experience of the opportunities the Indiana Institute provides to doctoral students to do internships to learn about the work they do.



The reciprocal relationship between the Institute and the School of Education at Indiana University strengthens the link between research and practice in a meaningful and cost effective way. This is an Institute that does us all proud – not only in terms of the quality of work they produce, but also the amazing scope of the training and research activities they engage with.”

Erna Alant, Professor and Otting Chair in Special Education

INDIANA RESOURCE CENTER FOR AUTISM



The Center conducts training, consultations, engages in research, and disseminates information to build local community capacity to support children and adults on the autism spectrum.

In Depth: Applied Behavior Analysis (ABA)

Recognizing that the prevalence rate of autism spectrum disorders is increasing (1 in 68 as of March 2014 - CDC data), the Indiana Resource Center for Autism engages in work that leads to improved quality of life for individuals on the spectrum, their families, and the professionals that provide services and supports.

An emphasis of the Center includes work in the area of Applied Behavior Analysis (ABA) and related strategies and techniques that decrease problematic behaviors and teach appropriate alternative skills.



Last year, Center efforts on ABA focused on the supervision or mentoring of 4 professionals working toward certification in Applied Behavior Analysis. Additionally, the Center worked with schools, families, state agencies and ABA providers to assist all involved in gaining a better understanding of ABA as it applies to

the classroom and presented at 10 regionally-based parent group meetings in Indiana. A working group was formed in the fall of 2015 to address licensing, insurance regulations, funding, and issues around school/ABA collaboration in the state. Cross-agency collaboration with colleagues from Riley Child Development Center, Indiana University School of Medicine, the Autism Society of Indiana, Ball State University, and The Arc of Indiana, produced articles focusing on choosing an ABA service provider to meet the needs of the child and family. These materials were disseminated nationally through the Network of Autism Training and Technical Assistance Providers (NATTAP). NATTAP members run statewide training and technical assistance programs at universities, state departments of education, and provider organizations (www.iidc.indiana.edu/pages/irca).

The Center Also:

- Promotes evidence-based practices in schools to support students on the autism spectrum. Now in its sixth year, the Professional Development in Autism Project has increased the number of participating school districts in Indiana from three in 2009 to 98 during the tenure of this project. Project outcomes are to create sustainable change in implementation of Evidence-Based Practices (EBP) through coaching and training.
- Builds local capacity in schools and districts around programming for students with autism. In 2014-2015, Center staff trained 13 school teams from local special education planning districts in Indiana to address the diverse learning needs of students on the autism spectrum. A network of autism leaders representing every school district in the state receives ongoing support in an effort to maintain local capacity. These 210 leaders are part of a listserv and attend 4 regional and 2 statewide meetings annually.

- Provides access to resources, services, and training opportunities in autism spectrum disorders for families and professionals through a comprehensive website presence. Online resources include an Autism Blog, visual supports, app downloads for augmentative/alternative communication (ACC) and speech/language therapy, as well as social networking opportunities through Twitter, Facebook, and Pinterest.

CENTER FOR PLANNING AND POLICY STUDIES



The Center promotes systems change that assists communities and organizations to include, support, and empower people with disabilities and their families.

In Depth: Indiana Disability Poll - Focus on Leadership and Disability History

Since 2007, the Indiana Disability Poll, a collaborative effort between the Indiana Institute's Center for Planning and Policy Studies, the Indiana Governor's Council for People with Disabilities, and Indiana Protection and Advocacy Services, has surveyed Hoosiers with and without disabilities and families on issues related to state and national policies and directions in disability. Past disability poll topics have addressed issues around health care, voting and civic participation, transportation, the ADA in the community, shaping Indiana's disability plan, and livable communities.

The Indiana Disability Poll: Focus on Leadership and Disability History was made available by the Center from December 2013 to June 2014. In December 2013, the Center for Planning and Policy Studies and Governor's Council hosted a kiosk survey area at the 2013 Conference for People with Disabilities where Center staff assisted conference attendees in completing the survey.



Throughout spring 2014, periodic announcements were distributed through various electronic lists. The survey was made available through the Center’s “Polling Place” website (www.iidc.indiana.edu/pages/polling-place). Print copies and alternative formats were provided when

requested. The final report was completed in August, 2014.

The Indiana Disability Poll posed questions about Indiana’s disability history and leadership with the goal of providing a better understanding of the historical context for disability issues and policies in Indiana, and the skills and resources needed by people with disabilities for advocating for local and state change. Questions pertaining to disability history and education, participation in leadership and advocacy experiences, identification of issues around participation, and advocacy skills development and training, were included in the poll. Survey respondents included 167 respondents with disabilities, and 71 respondents without a disability. Between the two respondent groups, 49 Indiana counties were represented (www.iidc.indiana.edu/styles/iidc/defiles/CPPS/2014FullReport.pdf).

The Center Also:

- Coordinated a training session for over 60 local government code officials, ADA coordinators, disability advocates, and others, on the accessibility and usability components of the model building code and the harmonization of the code with the 2010 ADA Standards. The training was attended by more than 60 individuals.
- Provides staff support to ADA-Indiana, a collaborative effort between the Indiana Institute, the Indiana Governor’s Council for People with Disabilities, and the Great Lakes ADA Center.
- Funds projects, through the Coros ADA Grants program, that addresses “livable community” topics such as employment, deaf and hard of hearing issues as they relate to the ADA, and the promotion of local community access and barrier removal.
- Supports the convening and participation of the Institute’s Consumer Advisory Committee.

- Hosts the Collaborative Work Lab providing an innovative computer-supported meeting environment to support collaborative planning activities such as strategic thinking, futures planning, public policy development, interagency collaborations, and research support.

CENTER FOR DISABILITY INFORMATION AND REFERRAL



The Center for Disability Information and Referral works to improve the lives of people with disabilities by supporting libraries and information providers to better serve the disability community.

In Depth: Transitioning to a Capacity Building Model

Last year, the Center for Disability Information and Referral began planning how to transition our service model to provide capacity building services to libraries and providers throughout the state of Indiana. This move allows us to better support people in their communities by helping their local libraries provide meaningful services to all community members. This transition will also allow us to dive deeper into researching the roles libraries have in inclusive communities.



The Center hopes to achieve these goals through greater participation in local, state, and national discussions around libraries serving disability communities, developing a catalog of online and in person professional development opportunities to help libraries build capacity, working with pre-service professionals to increase their research and information evaluation skills, and researching the role of libraries in livable communities (www.iidc.indiana.edu/pages/cedir).

The Center Also:

- Worked closely with the Indiana Institute’s Web Team to help develop a new responsive design for our website, including customized searching.
- Participated in the “Targeting Autism” Forum hosted by the Illinois State Library to help improve library services for people on the autism spectrum.
- Librarian, Christina C. Wray was appointed editor of the quarterly newsletter InterFace by the Association of Specialized and Cooperative Library Agencies, a division of the American Libraries Association which serves librarians working with people with disabilities.

CONSUMER ADVISORY COUNCIL AND AFFILIATIONS

Twice yearly, the Indiana Institute convenes its Consumer Advisory Council. Its formation is required by the Developmental Disabilities Assistance and Bill of Rights Act, PL 106-402, (DD Act). The work of the Council is to identify priorities and provide feedback around Institute initiatives that support those with disabilities and their families. The Council is comprised of persons with disabilities and family members, representatives from the Self-Advocates of Indiana, the heads of Indiana’s Governor’s Council and Protection and Advocacy Services, and a faculty representative from Indiana University’s School of Education.

Some areas of focus identified by the Council for 2014-2015 included:

- How to incentivize businesses to hire people with disabilities;
- Workforce Innovation and Opportunity Act (WIOA) implementation and employment for people with disabilities;
- Implementation of a Customer Satisfaction Survey in services in nursing homes, and other residential settings.



Indiana’s Developmental Disabilities (DD) Network

The Indiana Institute on Disability and Community, the Indiana Protection and Advocacy Services Commission (<https://secure.in.gov/ipas/>), and the Indiana Governor’s Council for People with Disabilities (www.in.gov/gpcpd/), make up Indiana’s Developmental Disability Network. All three programs receive funding through the federal Administration on Intellectual and Developmental Disabilities.

The major goal of the DD Network is to encourage and promote partnerships with state governments, local communities, and the private sector to assist people with intellectual and/or developmental disabilities to reach their maximum potential.



Collaborative projects and priorities as identified by Indiana’s DD Network included:



- Advocates for Livable Communities
- Americans with Disabilities Act (ADA) Initiative
- Indiana Disability Poll: Focus on the ADA, 25 Years Later
- IPAS Consultant Agreement: Critical Barriers Survey
- Indiana Postsecondary Education Coalition

Association of University Centers on Disabilities (AUCD)



AUCD promotes and supports a national network of interdisciplinary centers advancing policy and practice for and with individuals with disabilities, their families, and communities. AUCD is committed to engaging the broader community around disability issues in order to elevate our nation’s focus, resources, and efforts towards increasing the quality of life for people with disabilities. The AUCD network is on the forefront of cutting edge research, best practices, and influential policy-making which impacts the disability conversation and movement every day. Collectively, the AUCD network trains thousands of early career professionals annually who will be moving into leadership positions in multiple disciplines around the country and world (www.aucd.org/template/index.cfm).

Office of the Vice Provost for Research



INDIANA UNIVERSITY
BLOOMINGTON

The Indiana Institute reports to, and collaborates with, the Office of the Vice Provost for Research (OVPR) at Indiana University, Bloomington. The mission of OVPR is to work with individuals, teams, centers, institutes, and schools to foster

excellence in research and creative activities and to offer support to faculty to successfully compete for external funding. OVPR provides consultation, proposal development services, competitive internal funding programs, and research infrastructure for a wide range of research, scholarly, and creative activities (ovpr.indiana.edu/).

FUNDING SOURCES

Federal

- Indiana Partnerships for Post-Secondary Education and Careers
- U.S. Department of Education
- U.S. Department of Health and Human Services

State

- Indiana Department of Education
- Indiana Family and Social Services Administration (FSSA)
- Indiana Family and Social Services Administration: Division of Disability and Rehabilitative Services (DDRS)
- Indiana Family and Social Services Administration: Vocational Rehabilitation Services (VRS)
- Indiana Governor’s Council for People with Disabilities
- Indiana Protection and Advocacy Services
- Indiana State Board of Education
- Indiana State Board of Health

Other

- Answers for Autism
- Early Learning Institute
- Indiana Youth Institute
- Indiana Philanthropy Association

Other (cont.)

- Indianapolis Public Schools
- Indy Parks and Recreation
- National Center for Early Childhood Personnel, University of Connecticut
- University of Illinois at Chicago
- University of North Carolina
- Welborn Baptist Foundation

PUBLICATIONS AND PRODUCTS

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Fosha, J. (2014). *Annual report: 2013-2014*. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

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Distance Learning Modules

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