



Indiana Institute on Disability and Community

Annual Report
2022-2023



For over 50 years, the Indiana Institute on Disability and Community has been at the forefront of promoting inclusivity and advocating for the rights of individuals with disabilities and their families through innovative research, education, and service contributions in Indiana.



Contents

From the Director	1
A Lifespan Approach to Disabilities	2
Core Areas of Concentration	3
By the Numbers	4
Early Childhood	5
School Age	7
Young Adulthood	9
Adulthood	11

From the Director

Friends and Colleagues:

For over half a century, the Institute has proudly served the state of Indiana and Hoosiers with intellectual, developmental, and other disabilities. In this time, many changes have affected this group, and the biggest and most impactful is the recognition that people with disabilities have the same rights as every American. At the Indiana Institute, we've been fortunate to see these changes close-up – the emergence of new systems that provide education and community supports, the expansion of civil rights protections, the closing of state-run institutions, and many more. We've also witnessed firsthand as people with disabilities, including those with significant challenges, realized their rights to receive quality education, live and work in the community, recreate and socialize as they choose, and lead self-determined lives.

Today, the systems we operate in are varied, complex, and ever changing. By leaning into these challenges, the Institute and its seven centers serve as important partners in navigating the systems changes underway. Through our research, education, and technical support, we work with individuals, families, professionals, organizations, and service systems to overcome the complexity and challenges to put good ideas into everyday practice. And by engaging and listening to the diverse voices of Hoosiers with disabilities and their families, we seek to bring your voices to the forefront to inform what we do and how we do it.

Of course, the Institute does not achieve this on its own. It is through a rich network of new and long-term partnerships with individuals, organizations, and state agencies that makes our work possible. We are immensely grateful for these partnerships, and we look forward to continuing the advancements for Hoosiers with disabilities and their families.



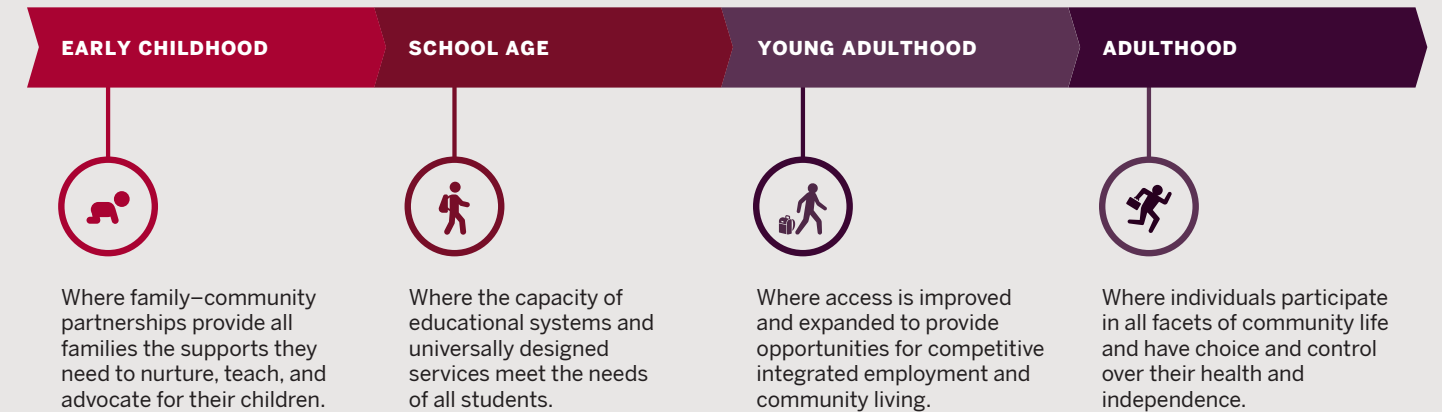
The result, as exemplified in this annual report, is a vibrant organization with a deep, state-wide reach and impact. Looking to the future, where many opportunities and challenges remain, we look to leverage these successes to further advance opportunities for Hoosiers with disabilities. We look forward to working with you to make this possible.

Best Regards,

Derek Nord, PhD
Director

A Lifespan Approach to Disabilities

Imagine communities that facilitate and support equitable access to a desirable life for all people.



Research Centers at the Indiana Institute

- Center for Collaborative Systems Change
- Center for Health Equity
- Center on Community Living and Careers
- Center on Education and Lifelong Learning
- Early Childhood Center
- Eppley Institute for Parks and Public Lands
- Indiana Resource Center for Autism

Institute staff Advance Improvement in policy and practices in disability through five areas of emphasis...

- Competitive Integrated Employment
- Decisional Supports
- Education Across the Lifespan
- Health, Wellness, and Recreation
- Medicaid Home and Community-Based Services

A Community Where You Belong

Advancing Equity for All Hoosiers

The [Indiana Institute on Disability and Community \(IIDC\)](#), the federally designated [University Center for Excellence in Developmental Disabilities \(UCEDD\)](#) in Indiana, is committed to advancing equity for all Hoosiers. As a bridge between [Indiana University](#), the state, and the nation, IIDC strives to ensure that individuals with disabilities are valued and fully included in every aspect of community life. For over 50 years, the IIDC has provided research, education, and best practices to the community with the goal of promoting inclusion and protecting the rights of people with disabilities and their families.

In addition to its mission and values, the IIDC has federally mandated “core functions” that it implements to achieve its goals. These functions include interdisciplinary pre-service preparation of students, providing training and technical assistance to individuals with disabilities and their families, professionals, policymakers, and others through demonstration and model activities, conducting research, evaluation, and public policy analysis, and disseminating information to multiple audiences.



By the Numbers

The Institute’s research to practice initiatives support the advancement of applied research, evaluation, and public policy; outreach that is community oriented and state-wide; technical assistance activities that are collaborative, systematic, and results driven; and educational preparation that supports the pre-service and in-service training of professionals to become leaders in the field.

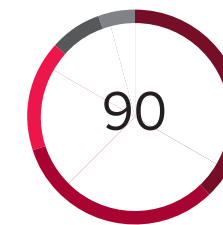
114,945
People Impacted

7,811
Hours of Training and Technical Assistance Provided

171
Boards and Committees

10
State and National Awards

Research



projects ranging in topics across the lifespan

- 34 Early intervention and education
- 29 Recreation and accessibility
- 15 Health promotion and equity
- 7 Self-advocacy and families
- 5 Employment

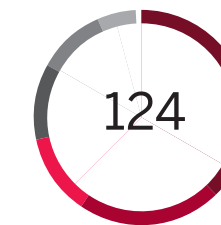
Service



people impacted at 535 events

- 45,379 Professionals/paraprofessionals
- 34,289 People with disabilities
- 25,851 Family members/care-givers
- 6,619 General public
- 1,999 Students
- 727 Community/state/national partners
- 81 Legislators/policymakers

Scholarship



products produced by Institute professionals

- 47 Electronic and web-based products
- 27 Reports and monographs
- 15 Academic courses and distance Learning modules
- 14 Conference presentations
- 13 Newsletters, pamphlets, brochures, fact sheets
- 7 Book chapters and peer-reviewed journal articles
- 1 Dissertation

Education



university students impacted by the Institute

- 2,703 Credit hours generated by IU students
- 872 Students taught during academic courses in 2022-2023
- 18 Undergraduate, masters and doctoral level students mentored or advised
- 18 Academic courses taught
- 8 Interdisciplinary trainees

A special thank you to the IIDC Advisory Council members: Derek Nord, Chair, Kate Barrow, Sylvia Brantly, Courtney Clark, Frank Epperson, Shawn Fulton, Stacey Heath, Leah Helvering, Sarah Hurwitz, Melissa Keyes, Mary Ann Lapenta, Kate McQueen, Cori Mitchell, Chris Myers, Cynthia Nassim, Amber O’Haver, Jordan Oliver, Jen Piatt, Abe Shapiro Chris, Stroguiludis, and Karen Vaughn.

In memoriam of Council member David Carter who passed June 22, 2023.

Where family-community partnerships provide all families the supports they need to nurture, teach, and advocate for their children.



Early Childhood

Infant/Toddler Mental Health

The [Early Childhood Center](#) (ECC) was awarded a Mental Health Champion grant from the Association of University Centers on Disabilities (AUCD) and [Centers for Disease Control and Prevention](#) (CDC) to explore early childhood mental health in Indiana. Dr. Katie Herron, ECC director, led the project and compiled data from over 20 existing state level needs assessments along with other available state level data and developed a report. This data was organized according to the three components of early childhood mental health that refer to a child's ability to:

- Form close and secure adult and peer relationships;
- Experience, manage, and express a full range of emotions; and
- Explore the environment and learn.

The report emphasized the need for increased coordinated early childhood mental health supports with accompanying evaluation. The report was refined in collaboration with a state level advisory group formed during an inaugural Summer 2022 Infant Toddler Mental Health Summit. Additional joint efforts included the Indiana Home Visiting Collaborative to share progress and receive recommendations. These recommendations were disseminated through media interviews and via social media.

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A series of four webinars for professionals were developed highlighting data from the report and relevant Indiana resources. The first webinar in the series focused on describing the data in the report while another featured the Infant Toddler Mental Health Endorsement in Indiana with a panel of practitioners and educators sharing information designed to build awareness among service providers in the state. The third webinar featured a collaboration with Indiana's CDC "Learn the Signs. Act Early" Ambassador and highlighted how knowing social emotional developmental milestones and basic information about early childhood mental health can support families and caretakers with creating realistic expectations about the ways infants and toddlers interact with others. The final webinar was a collaboration with state level childcare leaders that spotlighted new state initiatives supporting childcare professionals to address challenging behaviors and care for their own mental health. This grant has positioned the ECC to conduct further work in early childhood mental health and has provided the opportunity for stakeholders from a variety of agencies and organizations to build connections. To that end, in the fall of 2023, the ECC will partner with [Indiana's Leadership Education in Neurodevelopmental and Related Disabilities](#) (LEND) to offer a second statewide Infant Toddler Mental Health Summit.



Additional Featured Projects

Dream Big Start Early Podcast

The [Early Childhood Center](#) (ECC) received a grant from the [AWS Foundation](#) of Fort Wayne, Indiana, to support the development of a micro-learning curriculum for families of young children with disabilities. This curriculum will address two critical information gaps that impact families in early childhood. The first focuses on the importance and development of high family expectations. Research has shown that family expectations influence outcomes. The other information gap is around understanding inclusion and that inclusive environments are beneficial to children with and without disabilities. Unfortunately, early childhood systems do not clearly and consistently communicate information and guidance around inclusion to families. Micro-learnings will be developed that will be accessible to a wide variety of families, include videos made by family members, and will be piloted in Northeast Indiana in collaboration with early childhood educators and family support organizations in that area.

Family Guided Routines Based Intervention

[Family Guided Routines Based Intervention](#) (FGRBI) professional development is underway with First Steps providers across Indiana. As part of a partnership with Florida State University, these providers are learning how to utilize caregiver coaching to support parent and child interaction within a family's routines and daily activities. The [Early Childhood Center](#) (ECC) is supporting [Indiana First Steps](#) in adopting FGRBI as a statewide model of service provision. Using the guiding principles of implementation science, the Center and First Step's state office will create systems change to support the adoption of caregiver coaching, a well-established best practice in early intervention. Over 155 providers have completed an online learning experience providing information about FGRBI. More than 80 providers from 13 different agencies have completed, or are continuing to participate, in a series of webinars and professional learning community meetings which include video submissions of themselves in practice over the course of the 10-month experience.

Supporting Early Diagnosis and Early Intervention for Young Children with ASD or Behavioral Challenges

Autism spectrum disorders now affect 1 in 36 individuals, with over 70% of those diagnosed experiencing co-occurring challenges, including extreme behavior issues, anxiety, depression, and other mental health issues. Supporting children with these challenges can be difficult, particularly in early childhood programs where mental health concerns can surface. Although commonly used, Applied Behavior Analysis (ABA) has limitations, and some families may prefer alternative approaches. A multi-year project combining the efforts of the [Indiana Resource Center for Autism](#) (IRCA) and the [Indiana Leadership Education in Neurodevelopmental Disabilities](#) (LEND) program will provide families of young children and early childhood professionals with practical tips and consumer-friendly training and coaching to aid in early diagnosis. Written materials will be translated into Spanish and posted on the IRCA and [Act Early Indiana](#) websites. The project aims to reach marginalized families who may have difficulty accessing these resources. Family input will be sought to ensure that the materials are practical and family friendly.

Early Intervention Conference

The [Early Childhood Center](#) (ECC) collaborates annually with the [Bureau of Child Development Services](#) (BCDS) and [INfancy Onward](#) to develop a relevant, research-based conference for early intervention providers and families statewide. After two years of virtual conferences due to COVID, this year's conference, held in June of 2023, hosted over 800 participants, speakers, and exhibitors. Conference keynotes focused on inclusion and belonging, health equity, and the skills needed to have difficult conversations. Breakout topics centered around critical topics such as addressing challenging behaviors, coaching, and supporting families with children on the autism spectrum. To increase participation, the conference offered a live-stream option for providers and families who were unable to attend in person. The Center values this annual opportunity to showcase best practices in a collegial setting in which providers feel connected to their peers.

Where the capacity of educational systems and universally designed services meet the needs of all students.



School Age

Family Caregivers of Children with ASD/ID

Many families are impacted by autism spectrum disorder and intellectual disabilities (ASD/ID), and the overall health and wellness of family caregivers can have a significant impact on family functioning. The Indiana Institute was funded by the [Health Resources and Services Administration](#) (HRSA) of the [U.S. Department of Health and Human Services](#) (HHS) to examine issues related to family caregivers. This work has produced numerous products and outputs including two peer reviewed publications and national and international presentations.

Through this project's funding, IIDC researchers sought to understand the health and work-related experiences of caregivers of autistic children and autistic children with intellectual disability (ASD/ID). The project examines whether there were economic engagement and health inequities between these caregivers and those who have children without ASD or ASD/ID. In order to complete the work, researchers used the [National Health Interview Survey](#) (NHIS), an annual nationally representative cross-sectional household interview survey conducted by the [Centers for Disease Control and Prevention](#) (CDC).

Through rigorous quantitative statistical methodology, the team found that parent caregivers of autistic children experienced unique challenges. Specifically, they were much more likely to report poorer health status, and lower levels of labor force engagement and employment, than their peers without autistic children. The research also showed child public health insurance status related to even deeper challenges. These findings have direct policy and programmatic implications, suggesting parents whose children access public health insurance programs may have additional family support needs that are important to consider. Embracing policies that are more family-centric rather than those that are individual child-centric may add supports and needed services to the primary caregiver, therefore helping the child in a way that may be more sustainable, long-lasting, and impactful.

The IIDC anticipates that this work will not only be shared through the upcoming publication of two academic articles and conference presentations, but also through the dissemination of policy briefs which intend to share this information to a broader audience of stakeholders who will benefit from this information. Bringing research into practice by sharing results with families and policymakers helps to fulfill the mandate of the IIDC as part of the [University Centers for Excellence in Developmental Disabilities](#) (UCEDD) network.

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Additional Featured Projects

NCI Child Family Survey

The Indiana Institute conducted the Child Family Survey (CFS) in 2022 as part of its ongoing relationship with the [National Core Indicators](#) (NCI) project. NCI collects valid and reliable data about the performance of public IDD systems through a collaboration between the [National Association of State Directors of Developmental Disabilities Services](#) (NASDDDS), the [Human Services Research Institute](#) (HSRI), and state IDD agencies. The CFS is used nationally to assess the state of services for children with intellectual and developmental disabilities (IDD) who live in the family home. The Institute surveyed 1,500 families in Indiana to elicit their perceptions and concerns about employment, disability rights, service planning, community inclusion, health, and safety. Results of both the state and national picture of services and supports will be distributed through reports and academic literature. The findings of the CFS will provide families, researchers, policymakers, and practitioners with valuable takeaways to improve the service system for children with IDD and their families.

ICTQ Collaboration

Information sharing can be the catalyst to successful project implementation at the Indiana Institute. The collaboration between the IIDC's [Early Childhood Center](#) (ECC) and the [Center on Education and Lifelong Learning's](#) (CELL) [Indiana Center on Teacher Quality](#) (ICTQ) resulted in successful implementation of a validated survey tool that measures parents' perceptions of the family-school relationship. The work of ICTQ is to support districts to improve family engagement. Using the Indiana Department of Education's (IDOE) [Family Friendly Schools](#) initiative, ICTQ staff implemented the survey in six out of seven districts. Results indicate that in general, parents experience a welcoming climate but felt that power to make school policy, program, or curricular decisions could be shared more effectively. District implementation teams will analyze results and include action steps in their implementation plans going forward. Additionally, ECC staff designed a family engagement component for ICTQ trainings involving teachers and principals around the Dual Capacity-Building Framework for Family-School Partnerships.

Educating the Whole Child Summit

Since the inaugural Summit in 2019, the [Indiana School Mental Health Initiative](#) (ISMHI) has hosted an annual Summit for the educators, community organizations, and mental health professionals from across Indiana. The Summit is a day-long conference to share evidence-based practices to create the best conditions for learning for all of Indiana's preK-12 students, recognizing that students must experience well-being to achieve their full academic and life potential. From the first sold-out Summit in 2019, ISMHI has continued to offer inspiring and energizing keynotes, breakout sessions, activities, and exhibitors with consistent attendance of over five hundred attendees each year for a day of learning and networking. Preservice teachers are provided scholarships to attend, and most recently high school students have been in attendance to share their stories and their work to eradicate the stigma of mental health. Momentum for this event continues as well-being is recognized as an imperative piece of the educational process for students.

Camp Yes And

[Camp Yes And](#), a project of the [Center on Education and Lifelong Learning](#) (CELL), is dedicated to fostering equity and inclusion in education. The camp offers a unique combination of educator professional learning and support for neurodiverse youth to make social connections. The curriculum focuses on integrating improvisational theater techniques into academic and social-emotional learning. Since its founding in 2015, the camp has served 92 youth and 66 educators directly, with an estimated impact on thousands of students across the country. "Camp just perfected the way I talked and the way I connected with other people, and I felt like I wasn't shy here. And it gave me a safe home, a safe haven," said a participating student. An educator reported, "Several times this week, I found myself wishing I was more like them. They are brilliant, courageous, and compassionate, topped with a sense of humor. I knew that but didn't realize the magnitude. I believe I have a whole new level of respect for them."

Where access is improved and expanded to provide opportunities for competitive integrated employment and community living.



Young Adulthood

Family and Social Services Administration Grant

The [Division of Disability and Rehabilitative Services](#) (DDRS) of the [Family and Social Services Administration](#) (FSSA) awarded the Indiana Institute on Disability and Community (IIDC) a training grant for the years 2022-2024. In collaboration with leadership from [Vocational Rehabilitation](#) (VR) Services and the [Bureau of Disabilities Services](#) (BDS), the IIDC team provides training to VR staff and is working to revise and develop new courses for case managers as well as organize a large-scale, state-wide conference for DDRS staff.

The [Center on Community Living and Careers](#) (CCLC) leads the Vocational Rehabilitation (VR) Staff Training component. As part of this grant, the Center meets regularly with VR leadership, has conducted a needs assessment for VR staff, and has provided training on several topics, including motivational interviewing, career pathways, social security benefits and work incentives, implicit bias, and autism. CCLC has delivered this training in person and virtually, with an average of 150 participants per topic. Looking ahead to the professional development schedule for 2023-24, the Center plans to include training for VR staff that focuses on working with individuals with anxiety disorders, schizophrenia, and neurological disorders. This continued emphasis on professional development underscores a commitment to providing the most comprehensive and effective support for individuals with disabilities.

A five-phase strategic training plan guides the case manager training initiative which is rooted in reflections of strengths, gaps, and observations accumulated over the past years.

A five-phase strategic training plan guides the case manager training initiative which is rooted in reflections of strengths, gaps, and observations accumulated over the past years. IIDC staff meet regularly with leadership from BDS to ensure the plan's effectiveness and relevance. Plans for case manager online training modules will include a focus on the implementation of the LifeCourse Framework tools in person-centered planning with Medicaid recipients.

As part of the deliverables for this grant, the team will assist in orchestrating two large-scale conferences, one in September 2023 and one in 2024. The 2024 conference is a statewide conference for all of Indiana's DDRS' 500+ employees to focus on one vision and one message – Building an Inclusive Workforce. The Center's experience in developing training materials will be leveraged for the conference. This includes resources such as the IIDC's [Indiana Disability History Project](#), Supported Decision-Making webinars, and resources on [Charting the LifeCourse](#) from our partner, the University of Missouri at Kansas City.



Additional Featured Projects

National Fee-Based Courses

In April 2023, the [Center on Community Living and Careers](#) (CCLC) introduced the National Learning Academy (NLA), a virtual education platform for social services professionals. The NLA offers self-paced training for professionals assisting individuals with disabilities in employment. Courses provide education on working with key disability populations along with evidence-based strategies to support individuals with disabilities in employment or postsecondary education. The NLA launched with four courses on mental health conditions, including anxiety disorders, bipolar disorders, personality disorders, and schizophrenia spectrum and other psychotic disorders. Other nationally offered online courses, including Employment Consultant Training, Discovery, and Natural Supports, will soon be part of the NLA offerings. As a member of the University Center for Excellence in Developmental Disabilities (UCEDD) network, the NLA provides credentials, including certificates, Continuing Education credit, and Certified Rehabilitation Counselor Hours. For these and many other reasons, the NLA is an attractive choice to social services professionals.

FEAT Expands to Statewide Level

[Family Employment Awareness Training](#) (FEAT) is an adaptable, evidence-based program designed to help transition-age students (ages 14-22) with disabilities, their families, and professionals understand customized, competitive employment. With Pre-Employment Transition Services (Pre-ETS) authorized funds from [Indiana Vocational Rehabilitation](#) (VR) Services, the [Center on Community Living and Careers](#) (CCLC) expanded Indiana FEAT activities statewide. To best reach stakeholders statewide, FEAT is offered in a different community annually and in three regions (northern, central, and southern), covering urban, suburban, and rural communities and is offered in an online format each winter. FEAT trainers provide individual and group support to participants to enhance follow-through. The trainings average 27 attendees per session (in-person and online) with projections expected to reach at least 100 participants annually. In 2024, the online FEAT training will be available in Spanish to reach a more diverse audience.

Department of Corrections

The [Indiana Secondary Transition Resource Center](#) (INSTRC), under the [Center for Community Living and Careers](#) (CCLC), has a history of improving Individualized Education Program (IEP) quality and compliance, leading to better transition services and outcomes for Indiana students. INSTRC is collaborating with the [Indiana Department of Correction](#) (IDoC) to address the unique transition needs of students with disabilities involved in the juvenile justice system. Funded by the [Indiana Criminal Justice Institute](#), this initiative trains special education professionals to enhance transition-focused IEPs and teaching practices, preparing students for adulthood, and achieving postsecondary goals in education, employment, and independent living. This initiative, bridging incarceration and community integration, seeks to reduce recidivism and improve life success. Key activities in the partnership include IEP training, online webinars, virtual office hours, technical assistance, disability awareness and special education training for IDoC staff, evaluation of training effectiveness, and resource provision.

Subminimum Wage to Competitive Integrated Employment (SWTCIE) Model Demonstration Project

In 2022, Indiana was one of 14 states whose vocational rehabilitation agency received a grant to decrease the use of sub-minimum wages for people with disabilities and increase access to competitive integrated employment. The grant funds the [SWTCIE Model Demonstration Project, called Supported Employment +](#). The project expands competitive, integrated employment by implementing and evaluating a comprehensive employment service package with 4 organizations and 7 sites across Indiana. Key components of SE+ include fidelity of implementation of the supported employment process, peer supports, expanded benefits information counseling, [Family Employment Awareness Training](#) (FEAT), coaching to build local capacity, training and technical assistance, and an Integrated Resource Team approach. The IIDC's [Center on Community Living and Careers](#) (CCLC) provides expanded benefits information counseling and FEAT training.

Where individuals participate in all facets of community life and have choice and control over their health and independence.



Adulthood

Disability in Clinical Trials Project

It is well documented that people with disabilities are more likely to have chronic health conditions than their counterparts without disabilities which indicates greater needs for medication among those with disabilities. Through the Disability in Clinical Trials Project, the [Center for Health Equity](#) (CHE) works to promote equity, diversity, and inclusion in clinical drug trials.

Given the underrepresentation of disadvantaged populations in medical research, people with disabilities might not be well represented in clinical drug trials despite their poorer health conditions and greater health care needs compared to those without disabilities. CHE staff examined potential challenges and barriers to inclusion of adults with disabilities in clinical drug trials through a review of the policies and regulations governing clinical trials and in discussion with a representative from an Indiana University research compliance office.

Given the underrepresentation of disadvantaged populations in medical research, people with disabilities might not be well represented in clinical drug trials...

Some of the identified practices and barriers included: stringent procedures for obtaining informed consent for people with disabilities' participation; lack of experience and training about individuals with disabilities among clinical research staff; research staff's concerns about including those with disabilities due to potential additional work and complexity pertaining to informed consent, and safety issues related to co-morbidity; and the logistics of clinical trials creating barriers to participation, including time constraints, transportation, and accessibility. CHE staff also conducted a scoping review of peer-reviewed literature to describe recent research activity that examined the inclusion of adults with disabilities in clinical trials in drug development. The scoping review did not reveal any guidance pertaining to the inclusion of adults with disabilities in clinical drug trials.

CHE staff carried out another review of articles that did not meet the scoping review criteria but that could be relevant to the inclusion of individuals with disabilities in clinical drug trials. This additional review identified strategies to promote inclusion and equity for disadvantaged and underrepresented populations in clinical trials. The findings of this project are used to educate stakeholders in the pharmaceutical industry and to enhance the participation of people with disabilities in clinical drug trials. This will help make the trial population more representative of the patient population.



Additional Featured Projects

Vaccination Outreach Hub Project

Vaccination is an effective way to protect individuals against infectious diseases. With funding from the [Association of University Centers on Disabilities](#) (AUCD), the [Center for Health Equity](#) (CHE) served as a [Local Vaccine Outreach Regional Hub](#) for the [Federal Emergency Management Agency \(FEMA\) Region 5](#) (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin). The project promoted vaccine outreach and increased vaccination rates among people with disabilities and their families as well as paid caregivers. To this end, staff from CHE and [Indiana Resource Center for Autism](#) (IRCA) collaborated to deliver a vaccination webinar and developed fact sheets and vaccination promotional videos in English, Spanish, and American Sign Language. An advisory committee consisting of disability advocates from FEMA's Region 5 provided guidance to promote vaccination outreach in the states. The promotional materials focused on personal vaccination experiences, the importance of vaccinations, and the unique challenges of people with disabilities in receiving equitable access to vaccines.

National Core Indicators Survey

The [Indiana Bureau of Disability Services](#) (BDS) partnered with the Indiana Institute on Disability and Community (IIDC) and its [Center for Collaborative Systems Change](#) (CCSC) to conduct part of the [National Core Indicators](#) (NCI) survey. CCSC managed the dissemination of the NCI Adult In-Person Survey component that included interviews with over 1,100 adults with intellectual and developmental disabilities (IDD) and their families. Survey data was analyzed to develop technical reports, trainings, technical assistance, and interactive dashboards for the [Division of Disability and Rehabilitative Services](#) (DDRS)/BDS and service providers. The IIDC analyzed NCI-IDD data for use as performance indicators for the Medicaid Waiver, [Living Well](#) grant, and DDRS systems transformation initiatives focused on employment, informed choice, and community integration. Similarly, the IIDC has integrated other data sources (e.g., [DESOS](#), case management satisfaction surveys) with NCI-IDD to better understand systems transformation, and impact on individuals, families, and their providers.

Study on the Experiences of LGBTQ People of Color in Higher Education

A collaboration between researchers from the [Williams Institute](#) at UCLA School of Law, the [Point Foundation](#), and [Dr. Mariella Arredondo](#) of the [Center on Education and Lifelong Learning](#) (CELL) investigated the experiences of LGBTQ people of color (POC) including those with disabilities in higher education. The [study](#) used data from a nationally representative sample of adults aged 18 to 40 (N = 1079) and discovered that LGBTQ POC encounter more barriers to academic success than their white LGBTQ peers. This was due to lifetime experiences of anti-LGBTQ bullying, harassment, and unfair treatment that prevented them from receiving their desired education, training, or degrees. Moreover, one-third of LGBTQ POC received little or no information about college applications from high school counselors and teachers. LGBTQ POC also experience bullying, harassment, and assault in college at similar rates to white LGBTQ students and more than non-LGBTQ peers of color. The study concluded that it is crucial for educational institutions to create and maintain an environment that fosters resources and support for LGBTQ students of color.

U.S. Play Coalition

In the spring of 2023, the [U.S. Play Coalition](#), part of the [Department of Parks, Recreation, and Tourism Management at Clemson University](#), announced that the IIDC's [Eppley Institute for Parks and Public Lands](#) will assume stewardship of the program. Established in 2009, the U.S. Play Coalition has grown into an international network of individuals and organizations, promoting the value of play throughout life. The Coalition hosts conferences and educational trainings, encourages and conducts research, and provides avenues of communication about the value of play worldwide. The Eppley Institute was identified as the ideal place to launch the next great chapter of the U.S. Play Coalition – to carry forth its legacy and advance its initiatives that have served as a springboard for the modern play movement. Established in 1993, Eppley provides evidence-based training, planning, and research for parks and public land agencies.



**INDIANA INSTITUTE ON
DISABILITY AND COMMUNITY**

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