Members

Rep. Vanessa Summers, Chairperson
Rep. Dennis Tyler
Rep. Cleo Duncan
Rep. Phil Hinkle
Sen. Brent Waltz
Sen. Randall Head
Sen. Sue Errington
Sen. Connie Sipes
John Taylor
Dave Becker
Dr. Robin Murphy
Hugh Beebe
Dr. Gladys Beale
Capt. Michael Carmin

INDIANA COMMISSION ON AUTISM

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Francine Rowley-Lacy, Attorney for the Commission
Chris Baker, Fiscal Analyst for the Commission

Authority: IC 12-11-7-2

MEETING MINUTES[1]

Meeting Date:	**September 15, 2010**
Meeting Time:	**1:00 P.M.**
Meeting Place:	**State House, 200 W. Washington St., Room 404**
Meeting City:	**Indianapolis, Indiana**
Meeting Number:	**2**

Members Present: **Rep. Vanessa Summers, Chairperson; Rep. Dennis Tyler; Rep. Cleo Duncan; Rep. Phil Hinkle; Sen. Brent Waltz; Sen. Randall Head; Sen. Sue Errington; Sen. Connie Sipes; John Taylor; Hugh Beebe; Capt. Michael Carmin.**

Members Absent: **Dave Becker; Dr. Robin Murphy; Dr. Gladys Beale.**

Chairperson Summers called the meeting to order at 1:20 p.m. She then called on Rich Hogue, Assistant Superintendent for Support Services, Indiana Department of Education (IDOE) to begin the presentations.

Mr. Hogue explained the Indiana Code definition of bullying and provided a packet (Exhibit A) for the Commission members that summarized Indiana bullying laws. He gave an overview of the programs, training, and resources provided by IDOE to combat the existence of bullying in schools, which include: the Olweus Program (a comprehensive school-wide program designed and evaluated for use in elementary, middle, or junior high

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[1] These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at http://www.in.gov/legislative Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of $0.15 per page and mailing costs will be charged for hard copies.

schools), school safety specialist basic and advanced training, bullying moodle lessons (See Exhibit A), the integration of bullying into the state student guidance standards, and the development of internet safety guidance lessons for grades 3-12 (includes cyberbullying). Mr. Hogue explained that IDOE is developing online materials for educators outlining best practices in bullying incidents once bullying has been reported.

Ms. Anne Davis, Coordinator of Special Education, Indiana Department of Education (IDOE), provided a document (Exhibit B) to the Commission members that outlined the policy guidance for use of seclusion and restraints in schools. School corporations are required to establish written discipline rules. The IDOE recommends school corporations adopt rules regarding student seclusion and restraint as part of their comprehensive discipline rules.

Dr. Cathy Pratt, Indiana Resource Center for Autism (Center), provided a handout (Exhibit C) to the Commission members that focused on state legislation across the nation related to seclusion and restraints. Within the states who have legislation: regulations may only apply to certain settings, staff training is addressed in some, consent is required in some, and parental notification when any of the strategies are used in others. Some states require annual reporting on the use of restraints and some states prohibit the use of restraints in any situation. Dr. Pratt also summarized Senate Bill 2860 that is currently being considered in Congress. This legislation would establish federal minimum standards to ensure that the use of restraint and seclusion in schools is limited only to emergency situations. One of the key issues under debate in the context of the legislation is whether schools should be allowed to include restraint and seclusion within the individualized education program of students with disabilities.

Virginia Rugenstein, grandparent of Logan, testified concerning an incident that occurred at Logan's school in Batesville, Indiana. Logan has special needs and is in kindergarten. Ms. Rugenstein described the use of restraint by school staff on Logan in his classroom and the fallout from that incident which resulted in Logan's therapist being banned from the school and Ms. Rugenstein calling the local news station. Commission members advised Ms. Rugenstein that if she wanted Logan's therapist to continue to make school visits, that she should include required school visits by the therapist in Logan's individualized education program.

Teresa Grossi, Director, Center on Community Living and Careers, Indiana Institute on Disability and Community, Indiana University (CCLC), distributed materials to the Commission members. (Exhibit D) The materials included the Indiana day and employment services outcomes system report and a general overview of the projects and initiatives that CCLC is involved, in which include: a benefits information network, a corporate development initiative, employment specialist training, financial literacy and asset development, the Indiana Secondary Transition Resource Center, Social Security and Ticket-To-Work program, the Vocational Rehabilitation Leadership Academy, and the Vocational Rehabilitation Services Transition From School-To-Work program.

Susan Rinne, Executive Director, Options, Inc. (Options), provided a handout to Commission members (Exhibit E) and gave an overview of the services that Options provide for people with disabilities, which include: supported living, supported employment, community habilitation, group living behavior support, affordable housing and technology supports. She also discussed some of the challenges facing individuals with disabilities and possible solutions and recommendations for organizations that provide services for those individuals.

Bert Clemmons, CEO, Christole, Inc. (Christole), provided Commission members with a

handout (Exhibit F) concerning the history of Christole and the services that it provides for children and adults with developmental disabilities. The services include: health care coordination, group homes, and supported living.

Joyce Koester, Director of Programs Operations, Christole, Inc. summarized a crisis situation involving a sixteen year old male, Jordan, who was placed at Christole. Jordan has the diagnoses of autism, moderate intellectual disability, and schizo-affective disorder-bi-polar type. Ms. Koester described the challenges Christole encountered as it tried to find a new permanent placement for Jordan due to his continued aggressive behavior. There were numerous refusals of admittance of Jordan at various Indiana mental hospitals, many medication changes, delays in assistance from the Bureau of Developmental Disabilities, and the refusal of two school corporations to provide educational services.

Herbert Grulke, CEO, IN-PACT, Inc. (IN-Pact), presented information concerning the services that IN-PACT provides for individuals with developmental disabilities. He discussed the status of group homes and autism waivers in Indiana from 1983 to the present. He asserted his view of how the state has changed focus from encouraging group homes to encouraging waivers and in-home services. He stated that Indiana put a moratorium on new group homes in 1988. He argued the need for group homes to continue to exist as an alternative for families who have safety issues concerning their loved one who has a developmental disability.

Julia Holloway, Director, Division of Disability and Rehabilitative Services, Indiana Family and Social Services Administration (FSSA), explained there is not a moratorium on group homes as Mr. Grulke stated and that FSSA is encouraging group homes as a viable option for families with loved ones who are developmentally disabled. She also advised the Commission members that FSSA is addressing the issue of employment for the developmentally disabled through the Vocational Rehabilitation Services, a program of the Bureau of Rehabilitative Services.

Representative Summers advised Ms. Holloway that in her opinion, FSSA deserves a failing grade for not eliminating the large waiting lists for waivers, the large unemployment rate for individuals with disabilities, and for the treatment of Jordan. Representative Summers asked Commission members to contact the staff attorney if they had possible legislative bill requests to be presented to the Commission at the next meeting. The next two meeting were set for October 12, 2010, and October 27, 2010, both at 1:00 p.m.

With no further business to discuss, the meeting was adjourned at 4:15 p.m.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Bullying Legislation:

IC 20-33-8-0.2
"Bullying"
Sec. 0.2. As used in this chapter, "bullying" means overt, repeated acts or gestures, including:
(1) verbal or written communications transmitted;
(2) physical acts committed; or
(3) any other behaviors committed;
by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.
As added by P.L.106-2005, SEC.6.

IC 20-33-8-13.5
Discipline rules prohibiting bullying required
Sec. 13.5. (a) Discipline rules adopted by the governing body of a school corporation under section 12 of this chapter must:
(1) prohibit bullying; and
(2) include provisions concerning education, parental involvement, reporting, investigation, and intervention.
(b) The discipline rules described in subsection (a) must apply when a student is:
(1) on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group;
(2) off school grounds at a school activity, function, or event;
(3) traveling to or from school or a school activity, function, or event; or
(4) using property or equipment provided by the school.
(c) This section may not be construed to give rise to a cause of action against a person or school corporation based on an allegation of noncompliance with this section. Noncompliance with this section may not be used as evidence against a school corporation in a cause of action.
As added by P.L.106-2005, SEC.7.

IC 20-30-5.5
Chapter 5.5. Internet Safety

IC 20-30-5.5-1
Duties of school corporations
Sec. 1. Each school corporation shall include in the school corporation's curriculum for grades 3 and above instruction concerning safe usage of the Internet by children.
As added by P.L.119-2008, SEC.12.

IC 20-30-5.5-2
Duties of the department and the state board
Sec. 2. The:

(1) department shall develop guidelines; and

(2) state board shall adopt rules under IC 4-22-2;

concerning the instruction required under this chapter to assist teachers assigned to teach the material described in this chapter.

As added by P.L.119-2008, SEC.12.

IC 20-30-5.5-3

Requirements of guidelines and rules

Sec. 3. Guidelines and rules adopted under section 2 of this chapter must cover:

(1) safe online communication;

(2) privacy protection;

(3) cyberbullying;

(4) viewing inappropriate material;

(5) file sharing;

(6) the importance of open communication with responsible adults; and

(7) any other matters that the department or the state board finds will assist children in using the Internet safely.

As added by P.L.119-2008, SEC.12.

IC 5-2-10.1-11

School safety specialist training and certification program

Sec. 11. (a) The school safety specialist training and certification program is established.

(b) The school safety specialist training program shall provide:

(1) annual training sessions, which may be conducted through distance learning or at regional centers; and

(2) information concerning best practices and available resources;

for school safety specialists and county school safety commissions.

(c) The department of education shall do the following:

(1) Assemble an advisory group of school safety specialists from around the state to make recommendations concerning the curriculum and standards for school safety specialist training.

(2) Develop an appropriate curriculum and the standards for the school safety specialist training and certification program. The department of education may consult with national school safety experts in developing the curriculum and standards. The curriculum developed under this subdivision must include training in identifying, preventing, and intervening in bullying.

(3) Administer the school safety specialist training program and notify the institute of candidates for certification who have successfully completed the training program.

(d) The institute shall do the following:

(1) Establish a school safety specialist certificate.

(2) Review the qualifications of each candidate for certification named by the department of education.

(3) Present a certificate to each school safety specialist that the institute determines to be eligible for certification.

As added by P.L.273-1999, SEC.226. Amended by P.L.106-2005, SEC.2.

School Safety Specialist Basic Training

Two sessions are required to be completed by every new School Safety Specialist. These training videos have been viewed by over 500 participants in the last three years.

1) **Bullying Overview**; Presents the basics of bullying for school administrators. Characteristics of bullies, victims, common risk factors, and effective school interventions are discussed along with a review of Indiana law. Presented by Gina Woodward, school counselor and certified Olweus bullying prevention trainer.
2) **Bullying on the Bus**; Provides overview of best practices to reduce bullying, and applies them to the school bus setting. Ideas are presented that have been implemented in one Indiana school corporation with much success. Presented by Pamela Larkey and Corraine Stichnoth, counselors for the Brownsburg Community School Corporation.

Informational Resources

The following books have been provided to School Safety Specialists at Academy sessions since the "bullying law" has been enacted:

1) **Bullied Teacher, Bullied Student** by Les Parsons
2) **Bullying and Harassment: a Legal Guide for Educators** by Kathleen Conn
3) **Bullying at School** by Dan Olweus
4) **Cyberbullying** by Robin M. Kowalski, Ph.D., Susan P. Limber, Ph.D., and Patricia W. Agatston, Ph.D.
5) **Schools Where Everyone Belongs, Practical Strategies for Reducing Bullying** by Stan Davis
6) **The Bully Free Classroom (book and companion CD-ROM)** by Allan L. Beane, Ph.D.
7) **Weakfish: Bullying Through the Eyes of a Child** by Michael Dorn

Other Resources Provided to School Safety Specialists

These resources are available either online, or via a resource disk given to every attendee at both the Advanced and Basic Academies.

1) **Bullying in Schools**, published by United States Department of Justice
2) **Bullying in Schools: Harassment Puts Gay Youth at Risk**, published by National Mental Health Association
3) **Bullying in Schools, What is it and What Can be Done About It?,** published by Indiana Education Policy Center
4) **Bullying Prevention is Crime Prevention**, published by Fight Crime, Invest in Kids organization
5) **Cyberbullying with Pre-Teens**, published by Fight Crime, Invest in Kids organization
6) **Developing an Anti-Bullying Program**, published by the International Association of Chiefs of Police
7) **Facts for Teens: Bullying**, published by National Youth Violence Prevention Resource Center
8) **Parent Guide to Resolve Bullying**, published by Parent Resource Group
9) **Parents Can Make a Difference**, published by Kentucky Center for School Safety
10) **Policy Update: Bullying in Schools**, published by National Association of State Boards of Education
11) **What Do Bystanders Do When Children are Bullied**, published by Chapin Hall Center for Children
12) **"Stop Bullying Now"** video workshop provided by U.S. Department of Health and Human Services

Bullying Training and Resources Provided by IDOE

School Safety Specialist Advanced Training:
The following sessions have been presented at the Advanced Academy for certified School Safety Specialists. The majority of the presentations listed below have been offered multiple times. Over 1,000 participants have attended the Advanced Academy since the "bullying law" was enacted, and have had the opportunity to attend these sessions when offered.

1) **Bullying and Emotional Intelligence;** Presented by Gary Plaford, Author
2) **Bullying on the Bus;** Presented by Pamela Larkey and Corraine Stichnoth, School Counselor
3) **Columbine-Clarifying the Myths and What They Mean to School Safety;** Presented by Dave Cullen, Author
4) **Cyberbullying: Responding to the Challenge of Online Social Aggression, Threats, and Distress;** Presented by Nancy Willard, Director, Center for Safe and Responsible Internet Use
5) **How Do I Know if My School Has a Bullying Problem?;** Presented by Clarissa Snapp, Consultant
6) **How to Respond Effectively to Cyberbullying Incidents;** Presented by Nancy Willard, Center for Safe and Responsible Internet Use
7) **Internet Social Networking: What Schools Need to Know;** Presented by Chuck Cohen, Indiana State Police and Steve DeBrota, United States Attorney's Office
8) **NetSmartz: The Latest Trends in Internet Safety– Social Networking, Cyberbullying, Webcams;** Presented by Katie Donovan, National Center for Missing and Exploited Children
9) **Safe School Ambassadors: Empowering Youth to Stand Up to Bullying and Mistreatment and Challenging School Personnel to Partner With Youth to Improve School Safety;** Presented by Rick Phillips, Consultant
10) **School Policies and the Law Related to Cellular Phones and the Internet;** Presented by Dave Emmert, General Counsel, Indiana School Boards Association
11) **Sexting, Texting, Cyberbullying and Other Problem Communications in the Classroom: Students and Teachers;** Presented by Thomas E. Wheeler, II, Frost Brown Todd LLC
12) **Understanding and Addressing Relational Aggression in Girls;** Presented by Gina Woodward, School Counselor
13) **What Works and Doesn't Work in Bullying Prevention and Intervention;** Presented by Marlene Snyder, Ph. D., Clemson University
14) **When Bullies Grow Up: Working with the Adult Bully;** Presented by Marlene Snyder Ph. D., Clemson University
15) **Working With the Provocative Bullying Victim;** Presented by Marlene Snyder Ph. D., Clemson University

Indiana Olweus Trainers
http://www.clemson.edu/olweus/trainers.html#indiana (there are 21 trainers statewide).

The Olweus Program (pronounced Ol-VEY-us; the E sounds like a long A) is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, or junior high schools. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.

Bullying Moodle Lessons

School-wide Bullying Prevention at the Elementary Level: http://moodler.doe.in.gov/

Bullying is integrated into the Student Guidance Standards (Citizenship Development standards)

K-2, 3-5 respecting others

6-8 reporting bullying; supporting those who are bullied; assertiveness in preventing bullying; respect for others; conflict management

9-12 conflict management

Physical Education Standards: Responsible Personal and Social Behavior

Health and Wellness Standards: Influence of family, peer, culture, media, technology, and other factors on health behaviors

Family and Consumer Sciences Standards: Interpersonal relationships

http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx

Internet Safety IC 20-30-5.5-1
Each school corporation shall include in the school corporation's curriculum for grades 3 and above instruction concerning safe usage of the Internet by children. (includes cyberbullying): passed into law in 2008
Development of internet safety guidance lessons for grades 3-12

http://mustang.doe.state.in.us/dg/olr/netsafety/search.cfm

Bullying Resources Available on the Student Services Website:
http://www.doe.in.gov/sservices/sas_infolinks.html

- Indiana's Bullying Laws
- Stop Bullying Now
- Indiana's Internet Safety Law
- SAMHSA's Bullying Information
- Operation Respect: Don't Laugh At Me
- Quick Training Aids: Bullying Prevention
- Addressing the Problem of Juvenile Bullying
- Bullying.org
- UCLA School Mental Health Project
- Bully B'Ware Productions
- Safe Child Program
- Blueprints for Violence Prevention
- Bullying in Schools and What to do About It
- Stop Bullying Now
- Maine Project Against Bullying
- NO BULLY-Guidelines for Teachers

International Bullying Prevention Conference

Certified School Safety Specialists were provided free registration for the 2008 International Bullying Prevention Conference. This conference was co-sponsored by the Indiana Department of Education and provided training for over 500 participants.

Programs Planned for the 2010-2011 School Year
Bullying WebEx: The Department of Education is developing additional online materials for educators outlining best practices in bullying and cyberbullying intervention. This program will focus on the basics of dealing with a bullying incident once it has been reported. This training will be featured with a live question and answer session, and then posted online to be viewed by other educators and used for professional development.

Hazing WebEx: The Department is also developing online materials focusing on the topic of hazing. This training will highlight the prevalence of hazing in schools nationwide, and identify best practices in prevention, identification, and intervention in hazing incidents.

School Safety Specialist Academy Advanced Training: The Academy will be hosting a presentation titled "Bullying Prevention/Reduction: What Program is Right for Your School?" presented by Bill Voors with the Midwest Bulling Prevention Project. The Academy is also hosting a presentation titled "Hazing Identification and Intervention" presented by Elliot Hopkins with the National Federation of State High School Associations.

Emergency Preparedness/Safety Plan Reviews: In an effort to improve the safety of students statewide, the DOE has initiated a process to enhance emergency preparedness plans for local schools. This includes an on-site review of emergency preparedness plans and other policies mandated by law (such as bullying policies), and a meeting to discuss the plan and review any resources the Department may offer.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Key Points

Policy Guidance for Use of Seclusion and Restraints in Schools

Policy and Guidance
Indiana Code 20-33-8-12 (a)(1) requires school corporations to establish written discipline rules. The IDOE recommends school corporations adopt rules regarding student seclusion (also called isolated time out) and restraint as part of their comprehensive discipline rules under this statue.

Key Information regarding seclusion and restraint
The following areas should be included in the school corporation's rules: the circumstances under which isolated time out or physical restraint may be utilized; written procedures to be followed when utilized; designated school official who will be informed if this transpires; description of alternative strategies to be used when advisable; and a caveat that any utilization of isolated time out or physical restraint with a student with a disability may be precluded by or subject to additional parameters pursuant to the student's individualized education program (IEP).

Seclusion and restraint shall only be used as a means of maintaining a safe and orderly environment for learning and only to the extent necessary to preserve the safety of students and others, not as a means of punishment. It may be a component of a behavioral intervention plan (BIP) and/or an IEP.

The school corporation should also include a process for reviewing the use of seclusion and restraint and for notifying the student's parents when one of these methods is employed with a student.

IDOE guidance recommends that when a student has experienced three instances of seclusion or restraint school personnel shall review the effectiveness of the procedures used and prepare a BIP for the student that provides either for continued use of these interventions or for the use of other specified interventions. This review will consider the potential need for an alternative program or for referral for a special education evaluation if the student does not have an IEP.

The school's policies and procedures should address training requirements for all staff that may be required to utilize isolated time out or physical restraint methods with a student.

Nothing in the policy guidance should be construed to limit the rights and abilities of teachers and school staff to keep order and administer necessary discipline in their classrooms and on school grounds, especially those powers and immunities found in IC 20-33-8.
Endorsed by the Indiana State Board of Education: December 2, 2009

Dr. Tony Bennett, Superintendent of Public Instruction
Indiana Department of Education

Time-Out, Seclusion and Restraint: National Picture

Prepared by Dr. Cathy Pratt, BCBA
Indiana Resource Center for Autism

States With Legislation (32)	States Without Legislation (19)
Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington, West Virginia	Arizona, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, New Jersey, North Dakota, Oklahoma, South Carolina, South Dakota, Vermont, Wisconsin, Wyoming

Based on 2009 report from the United State Government Accountability Office (GAO)

No federal legislation related to seclusions and restraints. Only laws on books relate to certain hospitals and health care facilities.

Within the states who have legislation: regulations may only apply to certain settings, staff training is addressed in many, consent required in some, and parents need to be notified when any of these strategies are used in others. Some require annual reporting on the use of restraints and some states prohibit the use of restraints in any situation.

The following is from Senate Bill 2860. A similar bill has already passed the house.
The goal would be to assist states, local educational agencies, and schools in:

(A) Establishing policies and procedures to keep all students and school personnel safe, including students with the most complex and intensive behavioral needs;
(B) Providing school personnel with the necessary tools, training, and support to ensure the safety of all students and promoting a positive school culture and climate;
(C) Collecting and analyzing data on seclusion and physical restraint in schools as a means to reduce such incidents; and
(D) Identifying and implementing effective evidence-based models to prevent and reduce seclusion and physical restraint in schools.

Overall recommendations are to define the various terms (e.g., seclusion, restraint, etc.), develop a behavior plan that articulates strategies and is based on a solid functional behavior assessment, develop a staff training plan, define a process for informing parents and involving them in the decision making process, and having a reporting system. A focus on school-wide discipline and positive behavior support approaches are also recommended.

INDIANA UNIVERSITY

Center on Community Living and Careers

Indiana Institute on Disability and Community

Our Work

The Center on Community Living and Careers (CCLC) is one of seven centers that comprise the Indiana Institute on Disability and Community at Indiana University. Below is a brief list of our current projects and initiatives.

Benefits Information Network—

Improves the ability of people with disabilities to use and access federal and state work incentives by providing an informed, efficient network of Indiana benefits information counselors and organizations that provide disability support services. The BIN provides a comprehensive curriculum for training BIN liaisons, disseminates information on federal and state work incentives, and provides ongoing training and technical assistance on work incentives and community resources enhancing employment.

Funded by Indiana's Medicaid Infrastructure Grant and Vocational Rehabilitation Services

Corporate Development Initiative—

Encompasses a variety of strategies to ultimately increase business outreach to disability communities, thereby providing them with a corporate advantage— a more diverse workforce and productive, committed employees. The Corporate Development initiative is working with a number of large and small employers around the state of Indiana to create collaborative relationships between businesses and coalitions of employment service providers to train, recruit, hire and retain people with disabilities. The coalitions of employment services providers develop a single point of contact to streamline the employment process.

Funded by Indiana's Medicaid Infrastructure Grant and Vocational Rehabilitation Services

Employment Specialist Training—

This competency-based training series, conducted by the Indiana Supported Employment Training Team (ISETT), is based on national standards. Employment services and school transition staff, who are providing direct employment services, participate in a hybrid-model of online and face-to-face learning.

Funded by Indiana's Vocational Rehabilitation Services

Financial Literacy and Asset Development—

Works with Indiana Financial Stability Coalitions and community employment providers to ensure that the disability community has information about successful money management that takes into account their special information needs on benefits, work incentives, and asset development. The project is developing Financial Literacy and Asset Development resources, trainings and symposiums.

Funded by Indiana's Medicaid Infrastructure Grant

MISSION:

We strive to promote partnerships between schools and support organizations to bring about positive changes in the lives of individuals and families as they live, work, and participate in their communities.

The Center focuses on improving transition and adult services through person-directed approaches, career development, community

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Exhibit D

Center on Community Living and Careers

Continued from front page.

Indiana Secondary Transition Resource Center—

Creates and enhances professional development activities and resources to build local and state capacity to improve school and post-school outcomes. The center's work focuses on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction and quality work-based learning to improve graduation rates; interagency collaboration and family involvement.

Funded by Indiana Department of Education

Project SEARCH Indiana—

Provides transition-age youth with quality internship experiences in preparation for competitive employment. Based on a model developed at Cincinnati Children's Hospital in 1986, Project SEARCH Indiana, partners with Vocational Rehabilitation Services to establish collaborative teams of employment services providers, school systems, and local businesses in the development of Project SEARCH Indiana sites.

Funded by Indiana's Vocational Rehabilitation Services and Medicaid Infrastructure Grant

Social Security and Ticket-to-Work—

Provides training and technical assistance to individuals and families on basic information and utilization of social security work incentives and the Ticket program. Additional training and technical assistance is provided to help recruit Employment Networks among employment providers and other entities and support existing Indiana Employment Networks to serve Ticket holders and participate in the Indiana Partnership Plus program.

Funded by Indiana's Vocational Rehabilitation Services

Vocational Rehabilitation Leadership Academy—

Provides professional development through online and face-to-face training designed to develop the skills of Indiana's Vocational Rehabilitation staff as well as others providing employment services to individuals with disabilities. This three-level structure allows new VRS counselors to begin their positions by participating in an online orientation course and continuing their initial level training online with 10 Core Courses. Specialized Studies are open to all individuals with a need for a broader knowledge base and/or specific skill set for a focused area. Advanced Studies are designed to further develop or enhance knowledge and/or skill sets.

Funded by Indiana's Vocational Rehabilitation Services

Vocational Rehabilitation Services Transition From School-to-Work—

Provides training and technical assistance to enhance collaboration between VRS counselors, schools and community employment service providers to improve employment outcomes for transition-age youth. Additionally, coordinate the "290" State Transition Policy Workgroup to improve policies and procedures that impact transition-age youth.

Funded by Indiana's Vocational Rehabilitation Services

Staff

Teresa Grossi, Ph.D., Director

Becky Banks, M.A.

Linda DaWalt, M. Ed., M.A.

Margaret Gilbride, J.D., CT

Mary Held, Ph.D., C.R.C.

Susan Henning-Harris, A.A.G.S.

Anne Higley, B.A.

Jodi Isaacs, M.S., C.R.C.

Jim McCorkle

Scott Myers, M.B.A.

Sheryl Redman, B.S.

Larry JJ Schaaf, M.S., C.W.I.C.

Ron Smith, M.S.W.

Jackie Tijerina, M. Ed.

CENTER ON COMMUNITY LIVING AND CAREERS
INDIANA UNIVERSITY
Indiana Institute on Disability and Community

2853 East 10th Street
Bloomington, IN 47408-2601
Phone: 812-855-6508
TTY: 812-855-9396

cclc@indiana.edu

www.iidc.indiana.edu/cclc

Indiana Secondary Transition Resource Center

The Indiana Secondary Transition Resource Center (INSTRC) creates and enhances professional development activities and resources to improve school and post-school outcomes for students with disabilities. Driven by current transition research and effective practices, the center partners with schools, families, students, and community organizations to build statewide and local capacity for improving post-school outcomes.

Our work is centered on:

Student-focused planning through the development of quality Transition IEPs and planning strategies to promote student involvement and participation.

Student development by providing the foundation for quality transition services that includes access to effective academic and life skills instruction, work-based learning, career and technical education, employment skills, and transition assessment.

Family involvement by building partnerships through training and empowerment.

Interagency collaboration to enhance a seamless system of transition through a coordinated service delivery system with community organizations and service providers.

Program structures to enhance school cultures and climates that effectively and efficiently improve service delivery and outcomes.

Adapted from Notional Secondary Transition Technical Assistance Center, 2008

Project Director: Teresa Grossi, Ph.D.
tgrossi@indiana.edu
www.instrc.indiana.edu

Coordinated and developed by:

CENTER ON COMMUNITY LIVING AND CAREERS
INDIANA UNIVERSITY
Indiana Institute on Disability and Community

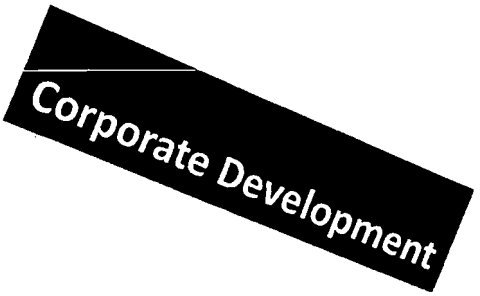
Indiana Resource Network

The Indiana Resource Network's [illegible] provide targeted, comprehensive [illegible] education [illegible] assistance to schools around the state.

- Effective and Compliant IEPs Resource Center
- Effective Evaluation Processes Resource Center
- HANDS in Autism Resource Center
- Indiana Center for Assessment and Instruction
- Indiana Secondary Transition Resource Center
- PBIS Indiana: Positive Behavior Interventions & Supports Resource Center

Funded by:
Indiana Department of Education

Two Examples to Improve Outcomes



Funded by Indiana Vocational Rehabilitation Services,
Division of Disability and Rehabilitative Services

3

Project SEARCH Indiana

- Transition-age youth in their last year of school and 1 young adult pilot model
- Partnership between schools, employment service providers, host business, VRS, and CCLC
- Class of 2011 - 100 students across 10 sites
- Single point of contact
- Interns rotate to 3 different positions experiences
- CCLC serves as statewide coordinator and individual site coordinator to ensure fidelity of model in addition to data collection/analysis.

4

Outcomes to Date!

- Since 2009; 74 students completed the program
- 22 have been hired (30%)
- Average hours worked is 28 (12 to 40 hours)
- Average hourly wage is $8.45 (range of $7.24 to $13.00)

5

Corporate Development

- Since 2009, 17 different businesses in varying levels of partnerships
- Coalition development among employment service providers (including mental health centers)
- Single point of contact with each business and/or a Business Account Manager

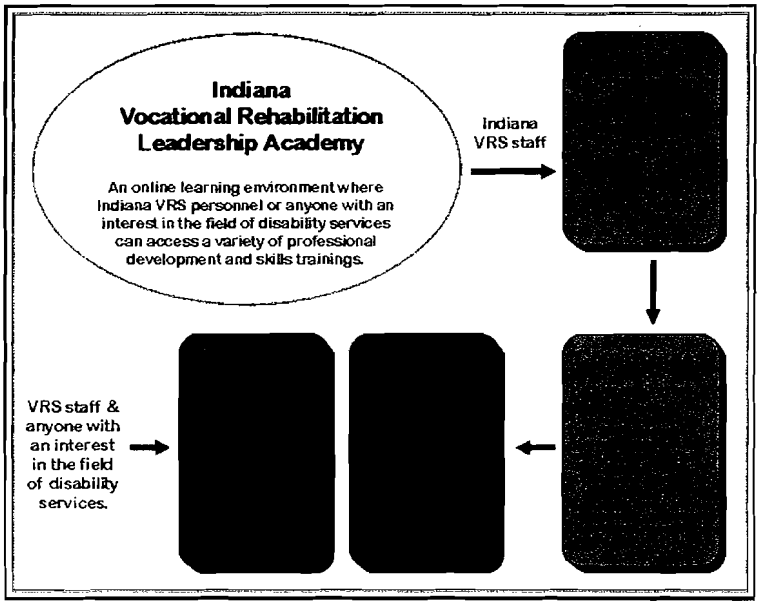
6

Corporate Development: Outcomes to Date

- Since 2009 - 74 hires
- Approximately 67% success rate
- Average hours worked is 33
- Average hourly wage is $10.31

7

Professional Development



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INDIANA DAY AND EMPLOYMENT SERVICES OUTCOMES SYSTEM REPORT

REPORTING PERIOD: May 2010

REPORT SUBMITTED BY:

TERESA GROSSI, DAVID MANK, AND LARRY SCHAAF
INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
INDIANA UNIVERSITY
2853 EAST TENTH STREET
BLOOMINGTON, IN 47408
(812) 855-6508

July 2010

Contact Information: Teresa Grossi
tgrossi@indiana.edu

Day and Employment Services Outcomes System Report

Executive Summary

This report is based upon **11,287** individuals (up from 9,811 in 2009 report) receiving day and employment services from **55 of the 65 programs in Indiana**. There was an increase in provider reporting from 2009 of 77% to 85% for this report.

- ✓ The major question of this report is where individuals spend their day? Of the **10,714 (95%)** responding to this question, **30%** spend the majority of their day in a sheltered workshop, **28%** in individual jobs, **23%** in alternatives to employment (ATE), **18%** in non-employment day program, and **1%** in off-site group placement. This information could be helpful in developing statewide benchmarks and used for developing meaningful days.

- ✓ Of those **2,489** individuals in Alternative to Employment (ATE), **81%** (**2,089**) of the individuals are looking for employment. From May 2005 to May 2010, the number of individuals who are retired decreased from 7% to 3% and increased in looking for a job from 67% to 81%.

- ✓ There seems to be a slight change in the individuals who are served. Individuals with the primary disability label of MR/DD made up 72% of the individuals served in 2004 and 64% in 2010; individuals served with Autism and Mental Illness grew from 2004 to 2010 from 2% to 4% and 5% to 8% respectively.

- ✓ There are slight changes in the average hourly earnings and average hours worked per week.

  - People in sheltered workshops earned from **$1.96** per hour working in May of 2004 to **$1.57** in May 2010 and from an average of **17** hours per week to **23** hours per week
  - People in individual community jobs earned from an average of **$6.68** per hour working in May 2004 to **$6.99** in May 2010 and worked from an average of **16** hours per week to **20** hours per week. Please see pages 13 and 14 of this report for more specific information.

- ✓ To answer the question if individuals with disabilities have opportunities to interact with individuals without disabilities, the report indicated that the majority of individuals **(47%)** spend their day with *9 or more individuals with disabilities* and did not have anyone without disabilities (excluding paid staff) in their immediate environment. However, **32%** of the individuals indicated being in an environment with only 1 individual with a disability.

- ✓ For those individuals in community employment, **34%** required 1-4 hours per month of ongoing follow-along support to maintain their jobs, **44%** required 5-10 hours, **2%**

needed more than 11 hours and **3%** required 16 or more hours. There has been a steady decrease in the percentage of individuals requiring 1-4 hours per month of support and a gradual increase in the percentage of individuals requiring 5-10 hours per month.

- ✓ For the **342** individuals who no longer received follow-along support, **41%** was due to successful placement; **44%** was customer choice, **8%** was agency decision or "graduated"; **6%** of the individuals had moved.

- ✓ Fourteen percent (**1,553**) of all the respondents indicated that individuals spent a portion of their day in a secondary environment. There has been a decrease in individuals who spend their time in a secondary environment engaged in an individual job (**21% to 14%**) from May of 2008; **38%** of the individuals spent their time in Alternatives to Employment (e.g., choice, retired, volunteer, community access); **17%** in a sheltered employment; and **27%** non-employment day programs respectively. Since 2008 there was an increase in individuals who spend a portion of their day in alternatives to employment (27% to 38%). Individuals spent an average of **10.7 hours per week** in the secondary environment.

DAY AND EMPLOYMENT SERVICES OUTCOMES SYSTEM REPORT

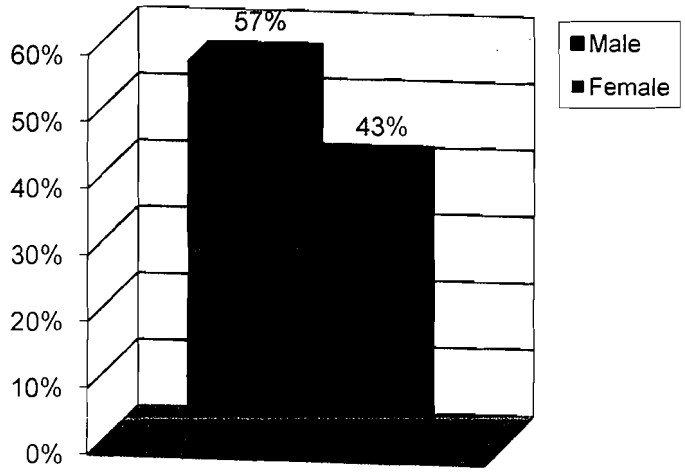
The following report is based on **55 (85%) of the 65 programs** responding on behalf of **11,287 individuals with disabilities** receiving day and employment services in Indiana.

DEMOGRAPHICS:

Demographics from the **11,287** individuals with disabilities receiving day and employment services include:

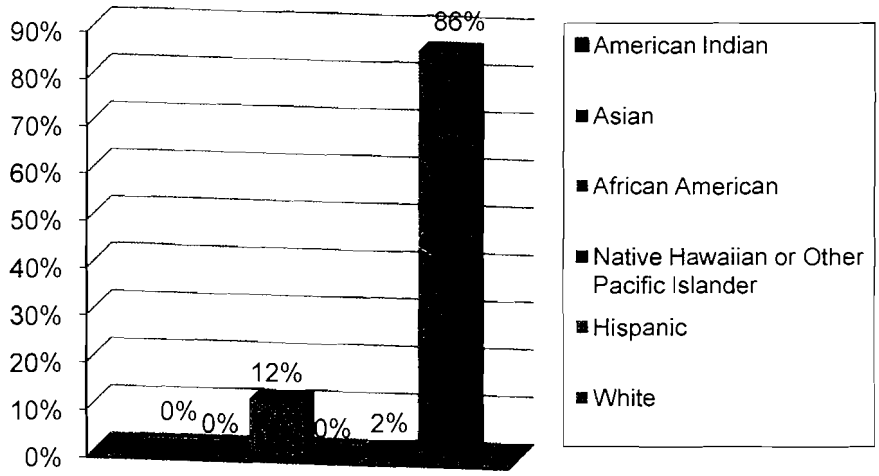
Gender

Data was reported on **57%** of individuals who were male and **43%** who were female.



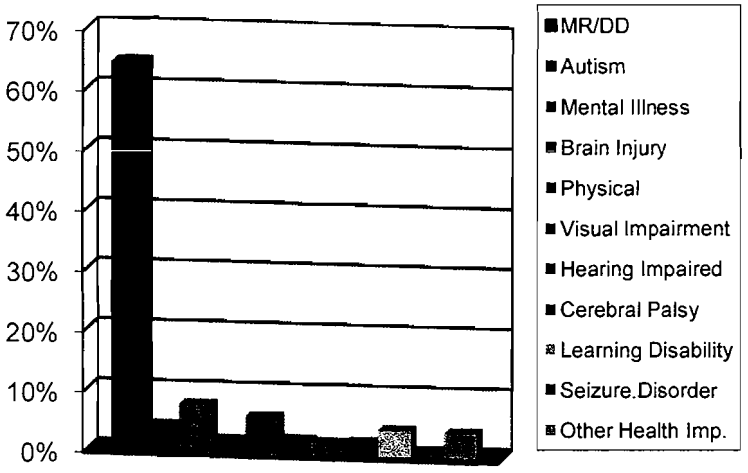
Race

The majority (**86%**) of individuals were White with (**12%**) African-American.



Primary Disability

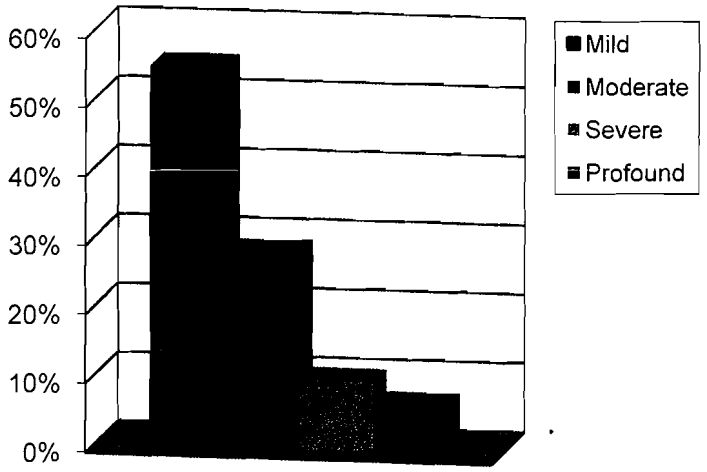
The overall majority of individuals (**64%**) served had a primary disability label of mental retardation/developmental disability.



Time Period	MR/ DD	Autism	Mental Illness	Brain Injury	Phys	Visual Imp.	Hear. Imp.	Cereb. Palsy	Learn. Dis.	Seizure	Health
May'03	68%	2%	6%	2%	6%	2%	1%	2%	4%	1%	5%
May'04	72%	2%	5%	2%	5%	1%	1%	3%	3%	1%	4%
May'05	70%	3%	5%	2%	5%	1%	1%	3%	3%	1%	4%
May'06	70%	3%	6%	2%	6%	2%	2%	3%	2%	1%	4%
May'07	65%	3%	8%	2%	8%	1%	2%	3%	4%	1%	4%
May'08	65%	3%	7%	2%	6%	2%	2%	2%	4%	1%	5%
May'09	64%	4%	7%	2%	6%	2%	2%	2%	5%	1%	5%
May'10	64%	4%	8%	2%	6%	2%	2%	2%	4%	1%	4%

Level of Mental Retardation

Of the individuals with the label of mental retardation (**7,197**), the majority of individuals (**55%**) fall in the mild range and (**28%**) in the moderate range. Five percent (**395**) of the respondents did not respond to the level of mental retardation.

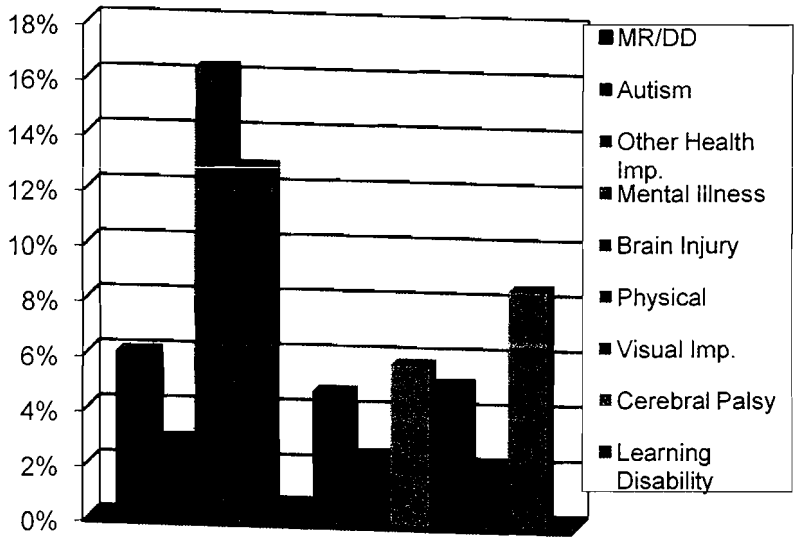


Time Period	MR/DD*	Mild	Moderate	Severe	Profound
May '03	Not Reported	52%	30%	12%	6%
May '04	3%	47%	30%	12%	7%
May '05	3%	48%	29%	12%	8%
May '06	1%	51%	29%	11%	8%
May '07	4%	53%	28%	11%	8%
May '08	4%	53%	28%	11%	8%
May '09	4%	56%	28%	9%	7%
May '10	5%	55%	28%	10%	7%

* = reported MR/DD only without indicating level of mental retardation

Secondary Disability

Fifty-nine percent (**6,691**) of the respondents were identified of having a secondary disability that also impacts or impedes their daily life activities.



Time Period	Number with SDL	MR/ DD	Autism	Other Health	Mental Illness	Brain Injury	Phys	Visual Imp.	Cereb. Palsy	Learn. Dis.	Hear. Imp.	Seizure
May '03	4891	9%	6%	22%	15%	2%	8%	5%	9%	6%	4%	14%
May '04	5865	8%	5%	24%	15%	2%	8%	4%	9%	5%	4%	15%
May '05	6313	8%	5%	24%	16%	1%	8%	4%	10%	6%	4%	14%
May '06	6620	9%	4%	24%	16%	1%	7%	4%	5%	4%	10%	14%
May '07	6581	5%	3%	18%	12%	1%	5%	3%	4%	3%	6%	9%
May '08	5756	5%	3%	18%	12%	1%	5%	3%	6%	4%	2%	9%
May '09	5937	5%	3%	17%	13%	1%	5%	3%	5%	4%	2%	9%
May '10	6691	6%	3%	16%	13%	1%	5%	3%	6%	5%	2%	9%

Behavioral Issues

Of the **10,885** (**96%**) respondents, **52%** indicated that the individuals did not have any behavioral issues that impacted their daily activities. Thirty-one percent (**31%**) of the

respondents indicated behavioral issues in the mild range, **14%** in the moderate range, and **3%** in the severe range.

Time Period	None	Mild	Moderate	Severe
May '03	56%	31%	11%	2%
May '04	53%	31%	13%	3%
May '05	53%	31%	13%	3%
May '06	51%	33%	13%	3%
May '07	52%	31%	14%	3%
May '08	53%	30%	14%	3%
May '09	53%	31%	13%	3%
May '10	52%	31%	14%	3%

Level of Support for Behaviors

Of the individuals needing behavioral support, the respondents indicated that **30%** needed occasional support, **15%** needed intermittent, and **13%** needed continuous support. Forty-two percent indicated the level of support was not applicable to the individual.

Communication

Verbal communication was indicated as the primary mode of communication for over **80%** of the individuals. Very few (**0.4%**) individuals used augmentative communication devices, indicating the lack of need or the limited knowledge of accessing and using the devices on a regular basis.

Time Period	Verbal	Non-Verbal	Limited Verbal	Augmentative Device	Sign language
May '03	80%	6%	12%	0.5%	1%
May '04	77%	8%	13%	0.6%	2%
May '05	76%	8%	13%	0.7%	2%
May '06	77%	7%	13%	0.5%	2%
May '07	78%	7%	12%	0.5%	2%
May '08	79%	7%	12%	0.4%	2%
May '09	80%	7%	11%	0.4%	2%
May '10	80%	7%	11%	0.4%	2%

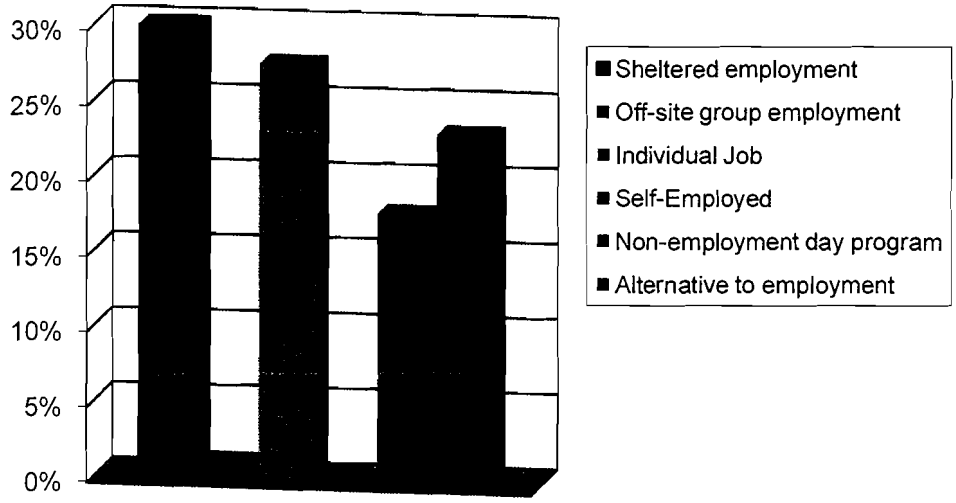
Mobility

For the majority of individuals (**88%**), the primary mode of mobility is ambulatory and no assistance is needed; **2%** are ambulatory with assistance; **4%** use a walker or other aid; and **7%** use a wheelchair.

QUESTIONS RELATED TO THE PRIMARY ENVIRONMENT

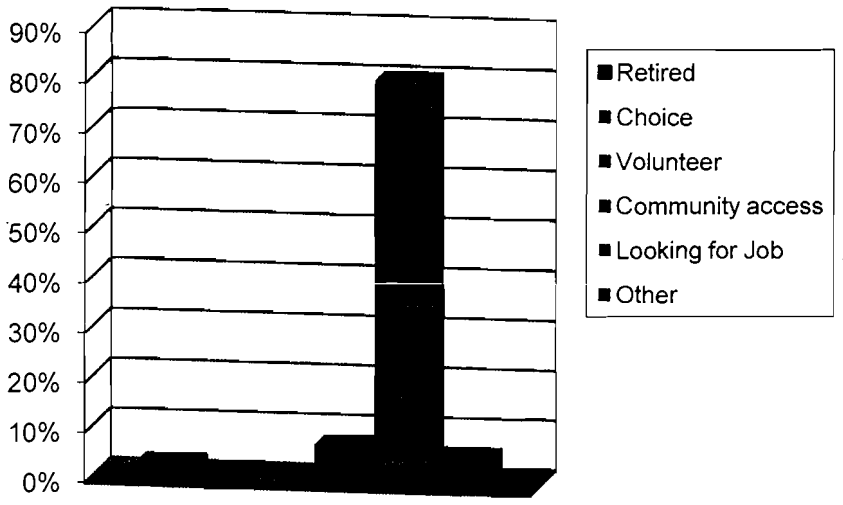
Primary Environment - Where People Spend the Majority of Their Time during the Day

10,714 (**95%**) individuals responded with **3,212** (**30%**) were served through Sheltered Employment; **112** (**1%**) through Off-site Group Employment; **2,960** (**28%)** through Individual Jobs; **19** through Self-employment; **1,914 (18%**) were reported as non-employment day program; and **2,489** (**23%**) through Alternatives to Employment (ATE).



Time Period	Sheltered Employ.	Off-Site	Individual	Self-employed	Non-	ATE
May '03	29%	3%	34%	0.1%	14%	20%
May '04	30%	3%	29%	0.1%	19%	18%
May '05	32%	2%	28%	0.1%	18%	19%
May '06	32%	2%	28%	0.0%	18%	19%
May '07	32%	3%	30%	0.1%	16%	19%
May '08	28%	2%	32%	0.1%	17%	21%
May '09	28%	2%	30%	0.0%	17%	24%
May '10	30%	1%	28%	0.2%	18%	23%

Of the **2,489** individuals in Alternatives to Employment, the following figure shows the reason or activity, with 81% looking for a job.



Time	Retired	Choice	Volunteer	Community	Looking	Other
May '05	7%	2%	3%	14%	67%	7%
May '06	2%	1%	2%	11%	72%	12%
May '07	3%	2%	1%	10%	75%	9%
May '08	2%	2%	2%	12%	74%	9%
May '09	2%	2%	1%	7%	81%	6%
May '10	3%	2%	2%	8%	81%	6%

Primary Disability and Primary Environment

Primary Disability	Level of MR/DD	Alternative to employment	Individual Job	None: employment day program	Not Reported	Off-site group employment	Self-Employed	Sheltered employment
MR/DD	MR/DD*	3%	4%	3%	4%	5%	16%	3%
	Mild	24%	38%	19%	24%	56%	37%	46%
	Moderate	7%	9%	25%	6%	18%	0%	30%
	Profound	1%	0%	20%	1%	0%	0%	2%
	Severe	2%	0%	21%	0%	3%	0%	7%
Autism		4%	5%	4%	5%	3%	5%	3%
Brain Injury		3%	3%	1%	4%	3%	5%	1%
Cerebral Palsy		3%	2%	4%	3%	0%	0%	1%
Hearing Imp.		3%	3%	0%	3%	3%	0%	1%
Learning Disability		8%	8%	0%	10%	1%	5%	0%
Mental Illness		16%	10%	1%	17%	3%	5%	2%
Other Health Imp.		7%	7%	1%	6%	0%	0%	1%
Physical		14%	8%	0%	14%	3%	26%	0%
Seizure Disorder		1%	1%	0%	1%	1%	0%	0%
Visual Imp.		5%	2%	0%	2%	1%	0%	2%

* = responded MR/DD only without responding to level of mental retardation

Referral Source and New Employer

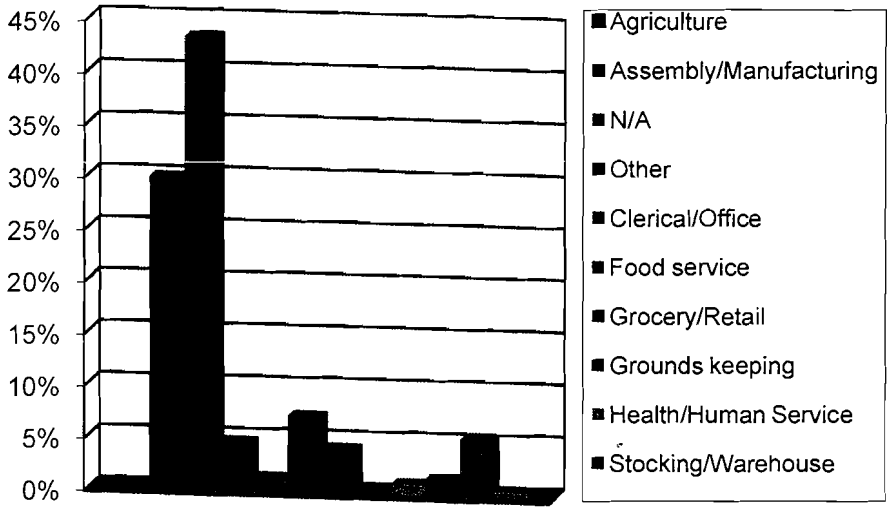
Of **10,934** (**97%**) individuals who responded to this question, **5,619 (51%**) reported Vocational Rehabilitation as the primary referral source, and **3,613** (**33%**) reported "N/A" indicating they were already employed or enrolled in a program. Ninety percent (**90%**) of the individuals did not have a new employer in the last 6 months.

Paycheck Issued by

Of the **9,228** (**82%**) individuals who responded to this question, **3,474 (38%)** reported receiving no paycheck, **2,625** (**28%**) received their paychecks from the employer, and **3,129** (**34%**) receive their paychecks from the rehabilitation organization.

Types of Work Performed

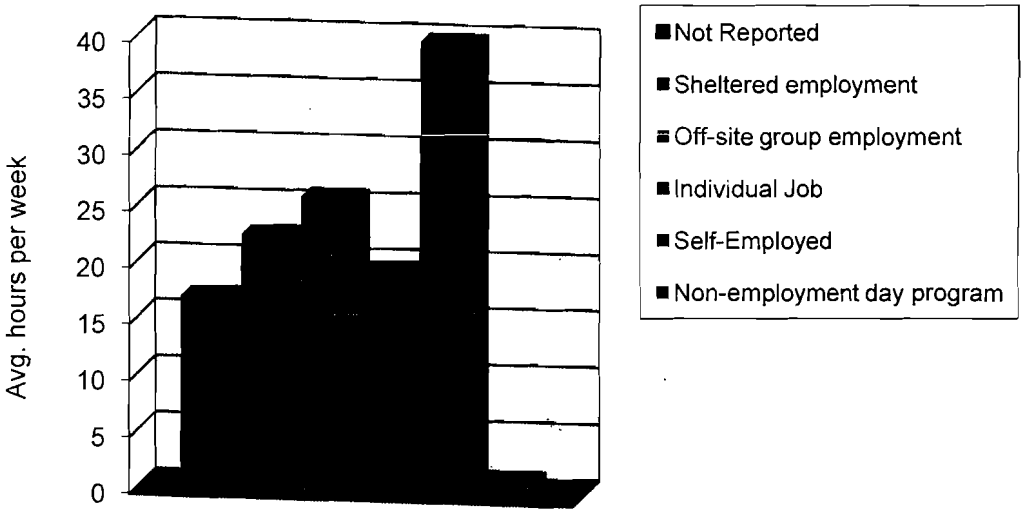
Of the **10,199** (**90%**) individuals who responded to this question, the top four categories include: **3,053** (**30%**) in assembly/manufacturing, **744** (**7%**) in food service, **551** (**5%**) in janitorial/housekeeping, and **435** (**4%**) in grocery/retail.



Time	Agri-culture	Assembly/Manuf.	N/A	Other	Clerical/ Office	Food Service	Grocery/ Retail	Grounds keeping	Health/ Human Service	Stocking/Ware-house	Janitorial/ House-keeping	Sorting/ Recycling
May '03	0%	29%	38%	5%	2%	9%	6%	0%	1%	1%	7%	1%
May '04	0%	31%	38%	5%	1%	9%	5%	1%	1%	1%	7%	1%
May '05	0%	32%	37%	6%	1%	9%	5%	0%	1%	1%	7%	1%
May '06	0%	30%	38%	6%	2%	9%	5%	0%	1%	2%	7%	1%
May '07	0%	30%	39%	6%	2%	9%	5%	0%	1%	1%	6%	1%
May '08	0%	28%	42%	5%	2%	9%	5%	0%	1%	2%	6%	1%
May '09	0%	27%	44%	5%	1%	8%	5%	0%	1%	1%	5%	1%
May '10	0%	30%	43%	5%	1%	7%	4%	0%	1%	2%	5%	1%

Typical Hours Scheduled Weekly for Paid Work

Of the **7,936** individuals reported on hours scheduled for paid work, Sheltered Employment averaged **23 hrs per week;** Off-Site Group employment averaged **26 hrs per week**, Individual Jobs averaged **20 hrs per week, and Self-Employed averaged 40 hours per week.**



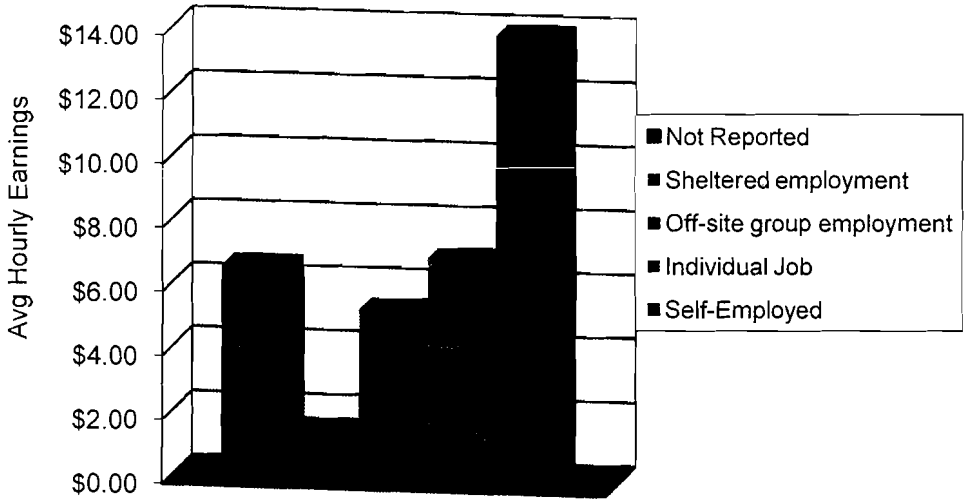
Time Period	Individual Job	Self-employed	Off-site group employment	Sheltered Employment
May '03	15	13	15	17
May '04	16	15	16	17
May '05	21	22	31	26
May '06	23	10	24	25
May '07	21	16	22	24
May '08	20	3	27	23
May '09	19	N/A	25	24
May '10	20	40	26	23

Typical Hours Scheduled Weekly Non-Paid Work

On average, individuals are typically scheduled for **3** hours of non-paid work.

Hourly Earnings

Of the **6,566** individuals who reported hourly earnings, individuals in Sheltered Employment averaged **$1.57** per hour, Off-Site Group employment averaged **$5.35** per hour, Individual Jobs averaged **$6.99** per hour, and Self-Employment **$14.00** per hour.



Time Period	Individual Job	Self-employed	Off-site group Employment	Sheltered Employment
May '03	$5.34	$10.00	$4.09	$1.67
May '04	$6.68	$6.25	$4.43	$1.96
May '05	$6.15	$5.00	$4.06	$1.69
May '06	$6.74	$5.27	$4.21	$1.74
May '07	$6.46	$2.97	$6.18	$1.54
May '08	$6.28	$0.50	$6.06	$1.65
May '09	$6.46	N/A	$5.27	$1.59
May '10	$6.99	$14.00	$5.35	$1.57

Reason for Job Loss in last Six Months

Of the **10,002 (89%)** responding to the reason for job loss, **156** (**2%**) reporting "Voluntary", **280** (**3%**) reported "Involuntary", **25** (**.2%**) reported a "Job change", and **9,541** (**95%**) reported NA.

Employer Benefits Received

8,554 (76%) individuals responded to this question with **6,626** (**77%**) reported receiving no fringe benefits from their job or day services, **1,256** (**15%**) reporting receiving Paid Vacation, **444** (**5%**) reporting receiving Medical, **178** (**2%**) reporting receiving Retirement, **586** (**7%**) reporting receiving Paid Sick Leave, and **796** (**9%**) reporting Other (e.g., free lunch).

Number of Individuals with Disabilities in the Immediate Environment

Of those **9,464** (**84%**) individuals responding to this question, **2,989** (**32%**) individuals are in environments in which they are the only individual **with** a disability, **1,220** (**13%**) are in environments in which there are 2-4 individuals with disabilities, **793** (**8%**) are in environments in which there are 5-8 individuals with disabilities, and **4,462** (**47%**) are with 9 or more individuals with disabilities in their environment.

Time Period	1 person	2-4 individuals	5-8 individuals	9 or more
May '03	33%	13%	7%	47%
May '04	30%	11%	8%	50%
May '05	30%	13%	7%	50%
May '06	31%	12%	7%	50%
May '07	32%	14%	7%	48%
May '08	34%	14%	6%	47%
May '09	36%	13%	8%	43%
May '10	32%	13%	8%	47%

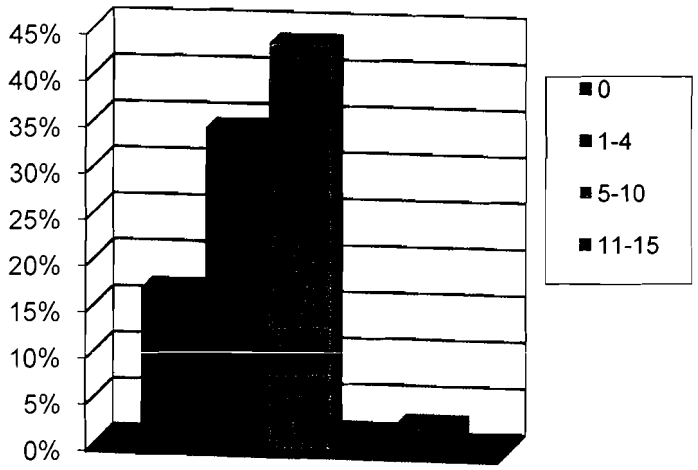
Social Interactions with People without Disabilities Excluding Paid Staff

Of the **9,797** (**87%**) individuals responded to this question, **1,673** (**17%**) reported as interacting rarely, if ever; **2,470** (**25%**) exchanges greetings, **981** (**10%**) interacts primarily on work related issues and **4,673** (**48%**) interact frequently and ongoing.

Time Period	Rarely	Greetings	Work Related	Ongoing
May '03	18%	25%	12%	45%
May '04	21%	27%	11%	41%
May '05	21%	25%	10%	43%
May '06	17%	27%	12%	45%
May '07	15%	27%	12%	45%
May '08	16%	26%	10%	48%
May '09	14%	26%	10%	50%
May '10	17%	25%	10%	48%

Hours of Follow-Along Support in as Typical Month

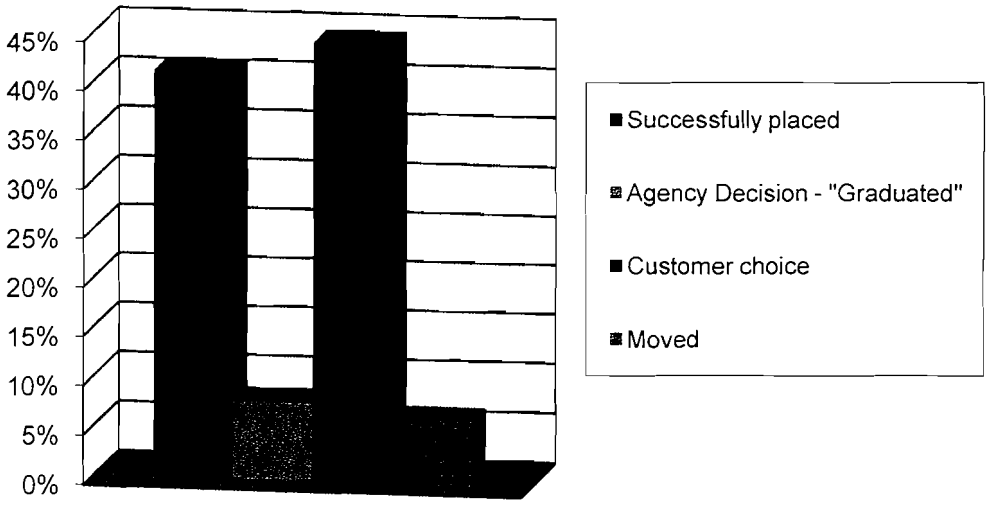
Of those responding **(10,049),** approximately **76%,** responded non-applicable. However of the **2,411** where follow-along was applicable, **411 (17%)** had no hours of follow-along, **829 (34%)** reported 1-4 hours, **1,054** (**44%**) reported 5-10 hours, **47** (**2%**) reported 11-15 hours, and **70** (**3%**) reported 16 or more hours per month.



Time Period	0	1-4	5-10	11-15	16>
May '03	18%	45%	26%	4%	7%
May '04	17%	42%	30%	4%	7%
May '05	14%	39%	34%	4%	8%
May '06	15%	38%	39%	4%	6%
May '07	13%	31%	48%	3%	4%
May '08	17%	33%	45%	2%	3%
May '09	14%	34%	48%	1%	3%
May '10	17%	34%	44%	2%	3%

Reasons No Longer Receiving Follow-along Support

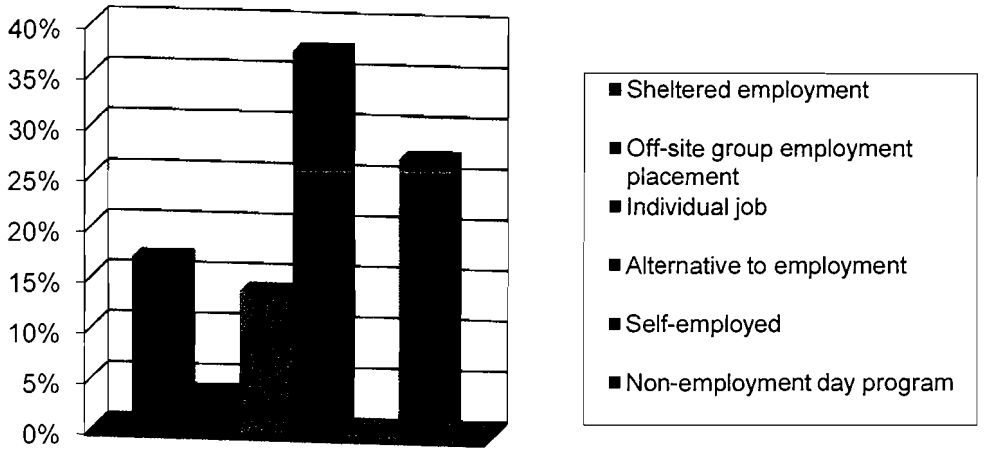
Of the **342** individuals who reported they no longer received follow-along support, **141 (41%)** was due to successful placement; **152** (**44%)** was customer choice, **27** (**8%)** was agency decision or "graduated" and **22** (**6%)** the individuals had moved.



Time Period	Successfully Placed	Agency Decision	Customer Choice	Moved
May '04	45%	10%	40%	5%
May '05	45%	11%	41%	3%
May '06	48%	13%	37%	3%
May '07	49%	11%	36%	4%
May '08	54%	4%	36%	6%
May '09	41%	4%	48%	7%
May '10	41%	8%	44%	6%

SECONDARY ENVIRONMENT

1,553 (**14%**) individuals reported that they also spent time in secondary environment. Seventeen percent **(264)** reported receiving secondary employment services through Sheltered Employment; **4%** through Group Employment; **14%** through Individual Jobs, **38%** through Alternatives to Employment (e.g., looking for a job, community access, retired, choice, etc.); and **27%** in Non-employment day program. The average hours scheduled for all settings was **11 hours per week**.



Time Period	Sheltered Employ.	Off-Site	Individual Job	Self-employment	ATE	Non - employment
May '03	21%	4%	12%	0%	25%	39%
May '04	27%	1%	8%	0%	41%	22%
May '05	26%	1%	15%	1%	34%	21%
May '06	22%	6%	14%	0%	30%	28%
May '07	22%	6%	16%	0%	28%	29%
May '08	18%	6%	21%	0%	27%	28%
May '09	17%	6%	14%	0%	36%	27%
May '10	17%	4%	14%	0%	38%	27%

Options, Inc

Presentation to Autism Commission
September 15, 2010

Susan Rinne, MPA
Executive Director

Options

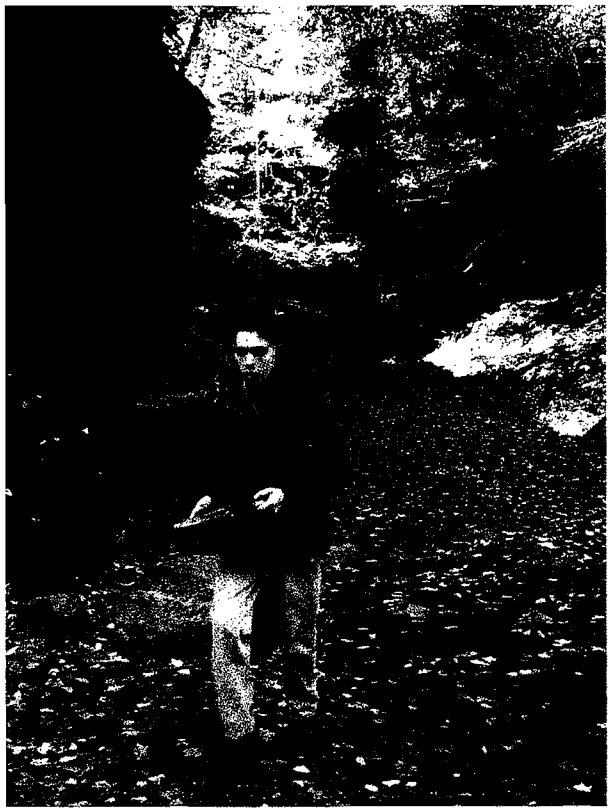
Building inclusive communities

Mission

Partnering with people with disabilities and their communities to bring about self-directed and fulfilled lives through education, information, and support

Options facilitates personal independence and engagement of people in civic and social life

- The outcomes…people have:
  - Jobs
  - Homes
  - Relationships
- Individuals
  - Work
  - Volunteer
  - Participate in government
  - Purchase goods and services
  - Vote



Who We Serve:
300 people in South-central Indiana

Disability

- *Mental Retardation* 36%
- *Autism* 20%
- *Cerebral Palsy* 7%
- *Psychiatric Disability* 5%
- *Traumatic Brain Injury* 3%
- *Physical Disability* 3%
- *Sensory* 1%
- *NOC* 24%

Age

- *0-5* 4%
- *6-17* 17%
- *18-40* 43%
- *41-65* 28%
- *66-85* 4%
- *86+* 2%
- *Unknown* 2%

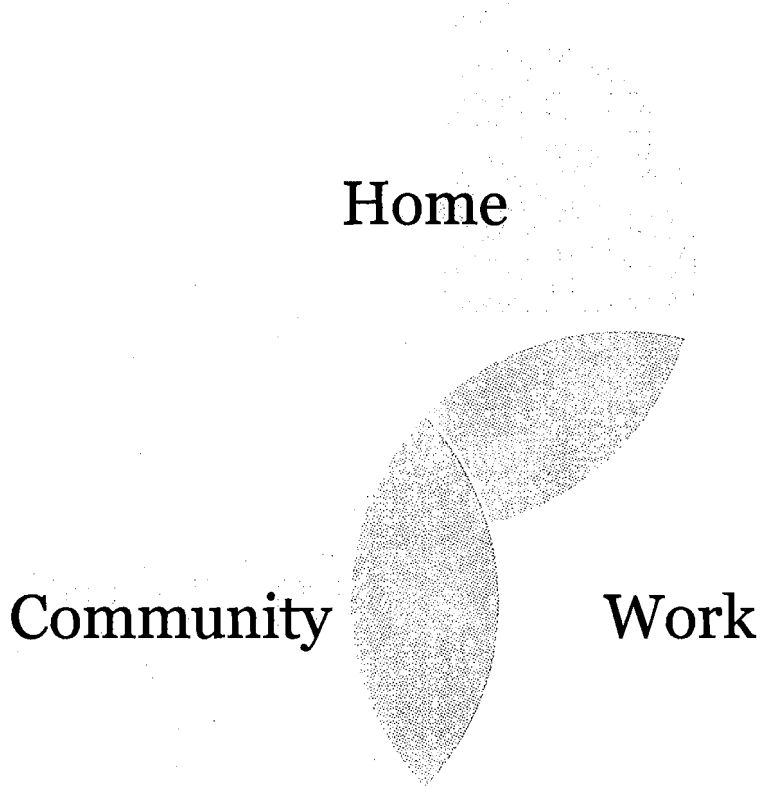
Gender

- *Male* 62%
- *Female* 38%

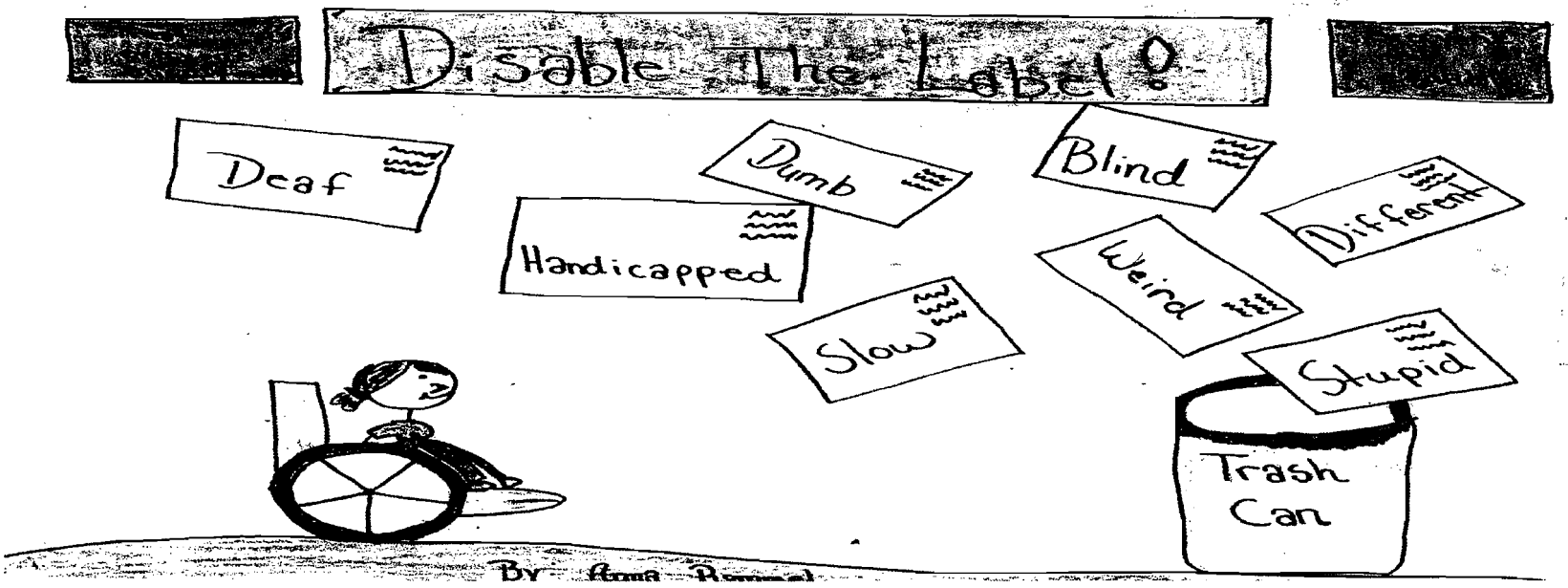
Options Services

- Supported Living
- Supported Employment
- Community Habilitation
- Group Living
- Behavior Support
- Affordable Housing
- Technology Supports

What We Do



The Outcomes



- 34% have jobs
- 25% have their own homes
- 88% satisfied with services
- 82% say they spend a great deal of time in the community
- 95% say services have made a positive difference

A Crisis Around the Bend.....

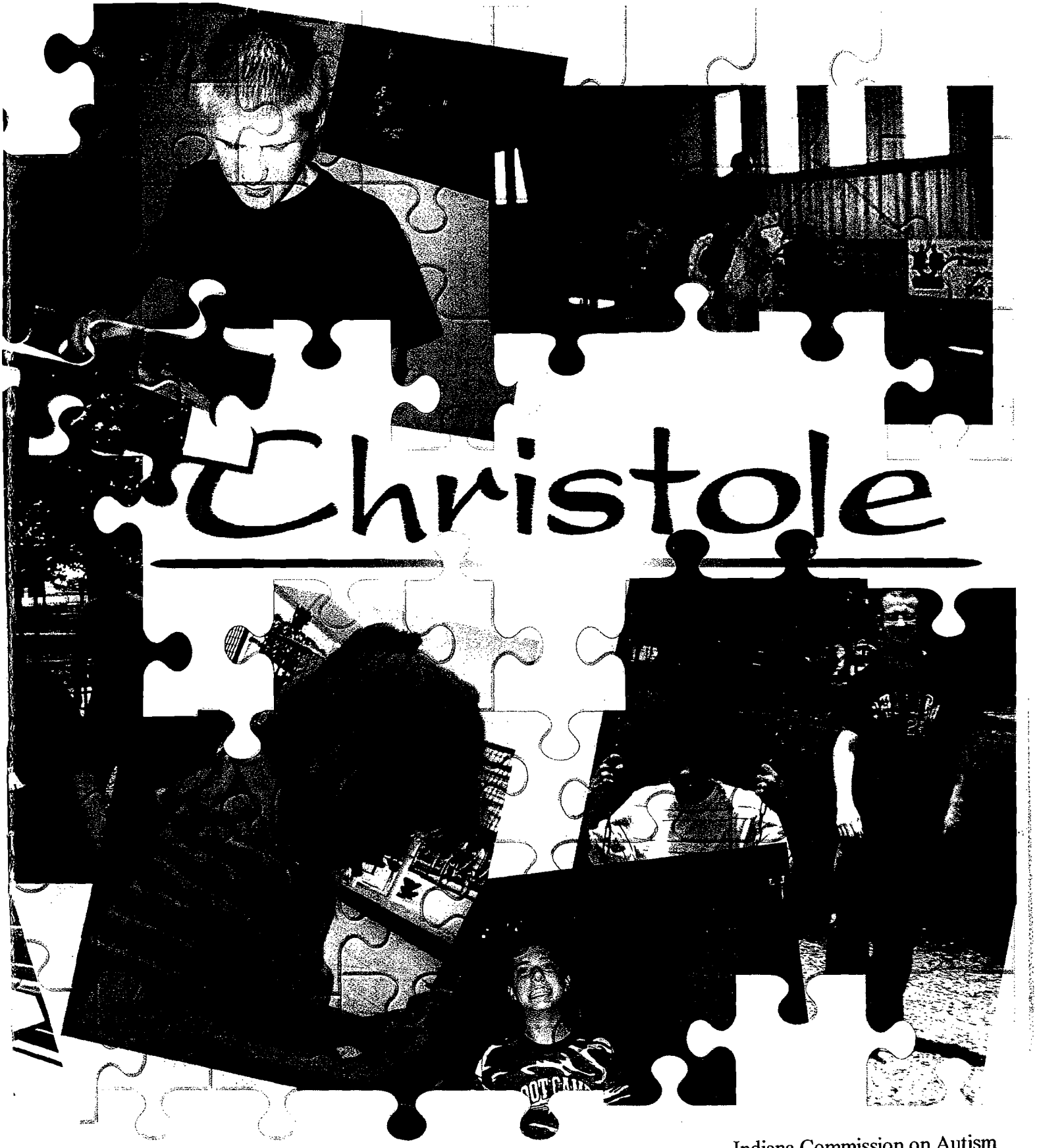
- *In just 4-7 years the need for adult services will change exponentially...70% now under the age of 14*
- *The vast majority of adults with ASD are either unemployed or underemployed.*
- *The majority of adults with autism continue to live with parents, siblings or older relatives.*
- *The current economic slowdown can be expected to a have a direct, and negative, impact on the availability of adult services.*
- *Access to effective service models is greatly restricted due, primarily, to a lack of adequate funding.*
- *The smaller the unit of service (e.g., smaller living settings or individual competitive employment) the greater the likelihood for community integration.*

The Current Status of Services for Adults with Autism; Organization for Autism Research, 2009
http://www.mofeat.org/files/oar_survey_11309.pdf

The potential of individuals with autism to become employed and engaged adults is limited more by the failure of the systems charged with supporting them than by the challenges associated with having autism.

The Current Status of Services for Adults with Autism; Organization for Autism Research, 2009
http://www.mofeat.org/files/oar_survey_11309.pdf

Staff Retention	Support for adequate wages and benefits in rates Training and career advancement Recognize direct service staff
Unemployment	Promote supported employment programs Transition planning Education for employers Career exploration
Policies	State mandate for Employment First Measure success....use data to drive decisions and share Reduce burdensome regulation Establish rationale rate setting processes Fund research and innovation...Evidence based practices
Funding	Incentivize outcomes of community, jobs, and homes Plan now for the future Individual support planning NOT cookie cutters Promote the use of technology



An Essential Piece of the (

Annual Report · 2009

Indiana Commission on Autism
Meeting-- September 15, 2010

Exhibit F

This has been a year for Christole, Inc. to investigate and question ourselves as to how we can better fulfill our mission: *"To enhance the quality of life for people with disabilities by offering individualized community opportunities"* in the best possible way. Despite the challenges of an uncertain economy, reduced budgets, and changing state rules all which adversely affect responsible long-term agency planning, Christole continues to demonstrate deep commitment to our consumers and their families.

To this end, we know that training and support to all Christole staff are essential to the growth and well-being of Christole, Inc. and of each consumer. Consequently the Board has worked hard to better educate ourselves on issues such as staff turn-over and retention, abuse and neglect regulations and reporting, the role of community foundations, and agency/regulatory policies and procedures. We have updated agency by-laws, visited homes, listened to presentations by staff, attended various workshops, held a golf outing and increased fund raising efforts, formed strategic committees, held our annual dinner, and generally been active renewing and updating our knowledge and expertise. Our Board has taken steps to expand our membership, to increase agency to community awareness and to reach out to our families and encourage participation.

"We care deeply about quality and vow to serve our people well."

We care deeply about quality and vow to serve our people well. As such, we will working to better know our consumers, staff, and families. Christole's Board is here for all we serve — all our stakeholders. We need each other as we plan for the future of the organization so those we serve can reach their potential, desires, and dreams. We invite you to become a Friend, Best Buddy, or Companion of Christole through a donation and/or become a volunteer.

As we move forward in uncertain times we find Christole is on sound financial ground with knowledgeable, caring, and competent staff. We are confident that the organization is in a strong position to continue the mission we started 28 years ago.

Finally, the I would like to express sincere and heartfelt thanks to the all staff members, volunteers and supporters of Christole, Inc. for all their hard work in making a difference in the lives and well being of those we serve and for helping the agency grow and improve this past year.

Nancy Dalrymple
Chair · Christole, Inc. Board of Directors

In reflecting over the past year, three words immediately come to mind; change, challenge and opportunity.

The field of intellectual and developmental disability has always defined itself in these ways, but the intensity and swiftness of revision seems to have increased over the last year.

Christole has experienced these changes in the areas of staff hiring and staff development. The challenge is to provide a consistent staffing pattern within each home. We know consistency provides the best opportunity for our individuals to gain life skills, and realize their hopes and dreams. In order to meet this challenge, educational opportunities within the organization have been enhanced in order to ensure competent, well informed direct support professionals. Christole has also partnered with an outside staffing organization that provides us with trained professionals, who can assist during times when additional staff support is needed.

Change is also evident in the increased scrutiny by the number of regulatory entities that have become a constant presence within our entire agency. This change has inspired Christole to develop a comprehensive data base, and reporting system, related to service delivery. The opportunity in this challenge, is to gain additional insight from our survey outcomes, and use that information, to provide the most current 'best practice' service to the individuals we support.

In addition, keeping with our core value of "Teamwork", we are in the process of developing a more 'team oriented' method of survey compliance, in order to ensure a comprehensive improvement plan is in place.

The Quality Improvement Director will be working diligently over the next year, to guide Christole toward the attainment of accreditation through the "Council on Quality and Leadership" process. This challenge brings us the opportunity to look closely at how the agency encourages individuals to be the driving force in their own lives, and how we can best support them in their decisions.

Christole has also provided more supports directly to each site by the addition of a third Program Director position. The agency has also increased oversight by the development of an assistant manager position within each home. These enhanced supports have provided a more structured oversight, and allows a supervisor to be onsite when support is needed most.

We continually strive to connect all departments and members of support teams in order to meet these increasing challenges. Opportunities for all positions to meet as teams, has been successful over the past year, as regularly structured meetings are held for Direct Support Professionals, Nurses, Quality Improvement Personnel, Program Directors, Qualified Developmental Disabilities Professionals, Managers, and Senior Management.

Lastly, our health services department continues its efforts to lead the way in providing health supports in the field of intellectual and developmental disability. Christole is now providing nursing consultant services to another organization, with the hopes of increasing this service to other providers in the future. We continue to participate in health initiatives at the state level, host the Southern Indiana Developmental Disabilities Nurse's association meeting, and partner with other organizations to improve health training for direct support professionals. These are wonderful opportunities that we are honored to be a part of, so that individuals can live healthy and prosperous lives.

Kathy Auberry,
Director of Operations

Christole, Inc. was established in 1981 by parents of children with autism.

Offering community based services for children and adults with developmental disabilities in south-central Indiana, Christole serves the counties of: Brown, Bartholomew, Clark, Crawford, Decatur, Dearborn, Floyd, Harrison, Jackson, Jefferson, Jennings, Lawrence, Monroe, Ohio, Orange, Ripley, Scott, Switzerland, and Washington.

The Year at Rhines

Rhinestone has had a lot of excitement in the past year, I'd say the largest being "Growth." We have six teen age boys that grew into men...and it seems like it happened overnight.

We have a growth chart going on the inside of a closet door, and the marks speak for itself. Getting taller is just the beginning of the past year for Rhinestone. Two of our men turned eighteen and just this week, one graduated high school.

So many things come to mind when reminiscing over a years, time. We have one individual who has gone from wearing a lot of protective gear to wearing none at all. Three of our young men have learned how to shave for the first time and one young man who went to his first high school dance. These events are huge.

Communication is another big growth area for Rhinestone (even though they want to talk about girls a lot) we still have some good conversations with our young men and share good laughs together as we talk about them, their families, and what they want to do in life.

The boys at Rhinestone have grown. They have grown in many ways that can't really be measured by a growth chart or a first dance, even to the first shave. What we have developed at Rhinestone is a bond and a commitment to respect, and with this respect will come even more nurturing, development, and growth.

tone and Dunn

The past year at **Dunn** has provided the individuals we serve with countless opportunities to take advantage of community assets such as the YMCA, hiking trails at State Parks and the nature reserves, parks and playgrounds, local public pools, College Mall, restaurants, and activities like bowling and miniature golf.

Our fall trip to a nearby apple orchard provided the children at Dunn with a chance to take a wagon ride to pick pumpkins at the pumpkin patch, explore corn and vine mazes, play on rope swings and a hayloft slide, and have a snack made with produce grown on-site. We got to pet and feed a variety of animals at the petting zoo, and like all the visitors to the orchard we avoided the bees that were also drawn to the apples at harvest. The trip also gave the individuals we serve an opportunity to play with other kids and families visiting the orchard, It is this type of interaction that allows individuals at Christole to experience time with members of the community, and also gives people in the community a positive experience by which they can form views and realize that we are all connected in this world filled with people with different abilities.

The children at Dunn have regular opportunities to play and interact with a therapy dog in Bloomington, and some of the individuals who had expressed an interest have had a lot of fun visiting the local dog park. These outings provide the individuals we serve with a fun learning experience that will help teach them compassion, companionship, understanding, and how to interact appropriately with animals they will undoubtedly encounter in the community throughout their lives.

The individuals we serve at Dunn are also encouraged to take part in activities at school. One of the boys decided he wanted a role in the elementary school musical production of *Annie*. The other children loved going to the show, and the highlight was almost certainly seeing their friend and housemate on stage.

As we watch all children grow into young adults, it is important that we remember that every day is filled with 'teachable moments'. We must continue to provide opportunities for everyone to make choices in their own lives, develop new interests, and showcase the things that make each of us an individual.

Melody Davis
CLM

Staff Years of Service Milestones

5 YEARS
Joshua Brooke
Stephanie Harrison
Allene Burton
6 YEARS
Teresa Mercer
Denise Whitehead
8 YEARS
Sally Grant
Lesley Stanley
Ryan Jacobs
Joe Connor
9 YEARS
Karen Decaussin
10 YEARS
Amy Joslin
11 YEARS
Joyce Stewart
13 YEARS
Kathy Auberry
15 YEARS
Fran Worland
17 YEARS
Cheryl Ross

CHRISTOLE SERVICES

Health Care Coordination is a nursing service provided by licensed practical and registered nurses that ensures quality health oversight and coordination of care for individuals residing within residential programs.

Group Homes are Medicaid-funded community residential homes located in local neighborhoods, and staffed 24 hours a day by professional therapeutic teams, certified by the Indiana State Department of Health and licensed by the Indiana Community Residential Facilities Council.

Supported Living homes are Medicaid, state and county funded homes that provide one-to-one support, security, personal stability and privacy, as well as access to community resources and activities. Professional care teams are trained specifically for each person's physical, emotional, educational, and social needs. Family members or caregivers are included as an important component of the total team process.

CHRISTOLE, INC. NURSING PHILOSOPHY

The nurses of Christole, Inc. believe in a proactive, individualized, interdisciplinary method of providing quality health care for the clients we serve. We believe in a holistic approach to health care management that promotes wellness in all aspects of our client's lives, including physical, emotional, mental, spiritual and environmental; in order to achieve the highest quality of well being for each individual under our care.

Christole, Inc.

Income Statement

For the one month and years Ended December 31, 2008 and December 31,2007

REVENUES	YEAR-TO-DATE
DDARS	$ 3,634.46
Supplemental Security Income	21,106.90
Donations, grants & contracts	30,754.36
Group Homes	4,334,250.80
Medicaid Waiver	377,607.01
Investment income	9,262.11
Gain (loss) on sale	3,902.56
Micellaneous Income	16,367.77
Gifts Restricted/Foundations	2,000.00
Total Revenues	**$ 4,798,885.97**

EXPENSES	
Salaries & Benefits	2,988,799.80
Operating Expenses	587,956.15
Contractual expenses	314,580.24
Facility & equipment expenses	527,198.16
Depreciation expense	148,335.24
Amortization expense	641.76
Bad debt expenses	0.00
Total Expenses	**$ 4,567,511.35**
Net Income	**$ 231,374.62**

CHRISTOLE, INC. EMPLOYS 125 STAFF AND HAS AN ANNUAL BUDGET OF OVER 4 MILLION DOLLARS. OUR AGENCY IS GOVERNED BY A VOLUNTEER BOARD OF DIRECTORS THAT CONSISTS OF PARENTS, PROFESSIONALS, AND CONCERNED COMMUNITY CITIZENS.

Christole
INCORPORATED

Christole, Inc. is a private, non profit, 501 (c) (3) organization serving adults and children with intellectual disabilities. All gifts to our organization are tax deductible. If you are interested in supporting our valuable work, please send your contribution to:

CHRISTOLE, INC.
P.O. BOX 1789 · NASHVILLE, INDIANA 47448
812-988-1257

Christole, Inc. Board of Directors

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Phil Reinhard, *Vice Chair*
Margo Martin, *Treasurer*
Michael Carmin, *Secretary*
Betsy Lease
Dr. Robert Agranoff
Nancy Dalrymple
Charles Shrake
Betsy Carney
Dinesh Sahi
John Shidaker
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Memberships and Affiliations

Indiana Association of Rehabilitative Facilities
American Association on Intellectual Disabilities
American Network of Community Options and Resources
Autism Society of America
ARC of Indiana
ARC of Bartholomew County
Developmental Disabilities Nurses Association, Southern Indiana Chapter
City of Bloomington Council for Community Accessibility
Non Profit Alliance of Monroe County
Brown County Partnership
Brown County Chamber of Commerce
Greater Bloomington Chamber of Commerce
Columbus Chamber of Commerce

United Way of Bartholomew County

Accredited by CQL The Council on Quality and Leadership

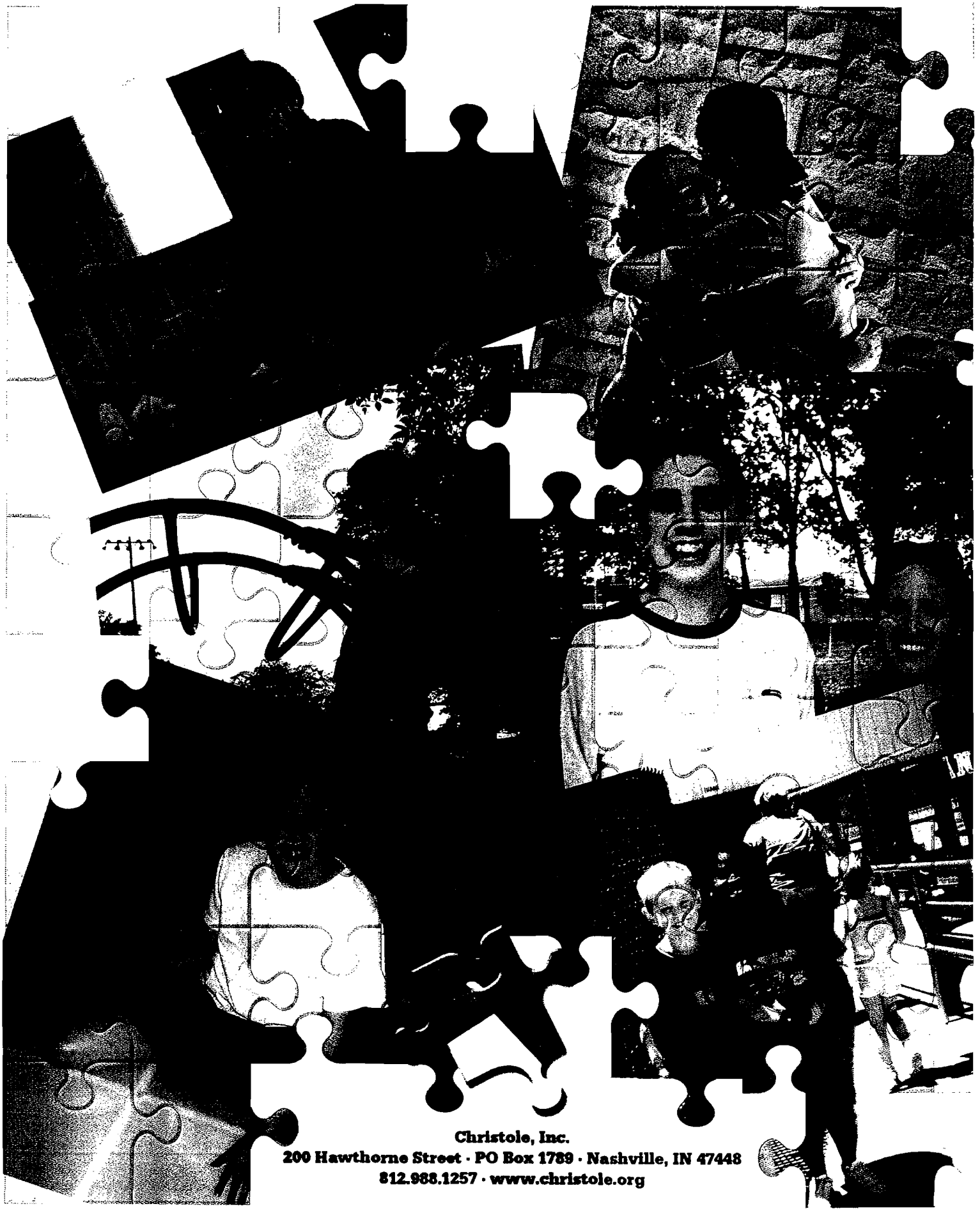
Special Thanks to:

The Reeves Foundation of Columbus awarded Christole $5,000.00 for the installation of fires sprinklers in our two supervised group living sites in Columbus. This award was made in June 2008 and the project is expected to be completed in late 2009.

LINCOLN BANK

The Lincoln Bank Charitable Foundation awarded Christole $1,900 for training of parents and staff to serve the needs of adults and children with autism.

In 2008, Christole once again teamed up with the **Brown County YMCA** to put on a second annual golf outing at Salt Creek Golf Retreat. The effort raised over $1200 for Christole. Many thanks to board members of both organizations, community supporters, and contributors who made this event successful.



Christole, Inc.
200 Hawthorne Street · PO Box 1789 · Nashville, IN 47448
812.988.1257 · www.christole.org