

Pathways to Careers Community of Practice: Services to Support those with Significant Disabilities and Family Engagement



Welcome & Introductions

2

Discussants

- Rebecca Salon – D.C. DDS, LEAD Center/NDI, President's Committee
- Nancy Carr & Meaghan Bodemer– OPC
- GVRA Team – E3

Facilitate Discussion

- Michael Morris
- Meera Adya



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Others Joining Us

1. NY Community Colleges & CUNY Institutions
2. Georgia VR
3. Kentucky VR
4. Nebraska VR
5. Virginia VR
6. DEI TA Representatives
7. DEI Projects

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National Speaker: Promising Practices

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Introduction: Rebecca Salon, Ph.D.

- Rebecca is a recognized national leader in policy and program development with an emphasis on cutting edge demonstrations that promote employment and economic self-sufficiency for individuals with significant disabilities.
- She has over 20 years of experience with management of federally funded projects and has over thirty-five years experience working with people across the spectrum of disability.
- Rebecca was appointed this fall to the President's Committee for People with Intellectual Disabilities.
- She is the Project Director for the National Center on Leadership for Employment and Advancement of People with Disabilities (LEAD) Center.
- Rebecca also works at the District of Columbia Department on Disability Services (DDS), where she is the lead for DC's Employment First program initiatives, focused on creating opportunities for employment, community inclusion, and economic self-sufficiency for youth and adults in the District of Columbia.
- Prior to her work in DC Government, Rebecca was executive director of the Lieutenant Joseph P. Kennedy Institute. She earned her doctorate degree in Special Education with studies and research geared toward Disability Policy Studies. Her master's and doctorate are from Syracuse University.

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LEAD

The **National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD)** is a collaborative of disability, workforce and economic empowerment organizations led by **National Disability Institute** with funding from the **U.S. Department of Labor's Office of Disability Employment Policy**, Grant No. #OD-23863-12-75-4-11.

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LEAD Center Mission

To advance sustainable individual and systems level change that results in improved, competitive integrated employment and economic self-sufficiency outcomes for individuals across the spectrum of disability.

www.leadcenter.org



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LEAD Center's Customized Employment Approaches & Partnerships

- Introducing Customized Employment as a Universal Design
- Piloting Guided Group Discovery in AJCs with either VR, I/DD, CILs, BH/MH, Community Rehabilitation Providers, Homeless Services Providers, etc.
- Piloting Self-Guided Discovery with AJCs and VR, I/DD, Schools, Community Rehabilitation Providers, etc.



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Updated LEAD Center website

www.leadcenter.org



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LifeCourse in Service Planning

- Charting the Life Course using the *Trajectory* to talk about someone's vision for a good life and employment goals.
- Then use the *Integrated Support Star* to identify supports required to help someone achieve their goals.
- Engage the person, their family and anyone in their support network in the process.



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Charting the life course

CHARTING the life course

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD | mofamilytofamily.org
May 2016



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Integrated Support Star

Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for employment.

Technology

- Online resume builders
- iPad or smart phone
- Computer
- Online classes
- Social media to connect and search for jobs
- Apps to help learn job skills or stay jobs
- Vehicle or home modifications
- Calendar to keep track of schedule
- Alarm clock or app
- Electronic reminders
- Calculator
- Direct deposit and automatic bill pay

Personal Strengths & Assets

- Has chores and responsibilities at home or school
- Knows when to wake up and get ready for school or work
- Knows how to access and use public transportation
- Has had summer job or other work experience
- Able to communicate needs
- Uses a debit card

Relationship Based

- Job shadow family member
- Spend day with friend at their college or trade school
- Ask family friends, teachers what kind of jobs they think you would be good at
- Start carpent or ride co-op
- Ask neighbors, friends or family about doing odd jobs for them
- Ask same age peers about their summer or part time jobs
- Ask friends and family about jobs or education plans after high school

Community Based

- Visit businesses to learn about jobs
- Visit colleges or technical schools
- Attend career day or job fair at school or in community
- Talk to school counselor about your job interests
- Go to bank and open a student or part bank account
- Explore local transportation options
- Learn to use public transportation
- Participate in community theater, after school clubs, sports, scouts, boy/girls clubs

Eligibility Specific

- Vocational Rehabilitation or Independent Living Center for job exploration or assistance
- Area Center for job interest and skill assessment
- IEP or Transition plan to learn skills and work experience
- IEP to develop a Circle of Friends
- Agencies or providers who offer social skills classes
- Special Olympics or Challenger sports programs
- Disability specific social groups
- IDD system personal care supports
- Job coaching

My Employment Goal

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD



Charting the life course

CHARTING the life course
Integrated Services and Supports
Customize this content for your audience, needs, combination of types of support roles to play a key role based on inclusion, quality, community fit. This tool will help families and individual ODEP advocates to track

Life Domain	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Capacity Based Supports
6 Safety & Security	<ul style="list-style-type: none"> Home assessment/plan system Home safety plan Fire alarm/evacuation plan Home maintenance Home insurance Home security system Home emergency kit Home emergency plan 	<ul style="list-style-type: none"> Family, friends, neighbors, other family members Neighbors Community organizations Religious organizations Home care services Home health care services Home repair services Home maintenance services 	<ul style="list-style-type: none"> Home safety apps Home maintenance apps Home security apps Home emergency kit apps Home emergency plan apps Home maintenance apps Home security apps Home emergency kit apps Home emergency plan apps 	<ul style="list-style-type: none"> Home safety services Home maintenance services Home security services Home emergency services Home care services Home health care services Home repair services Home maintenance services 	<ul style="list-style-type: none"> Home safety training Home maintenance training Home security training Home emergency training Home care training Home health care training Home repair training Home maintenance training
7 Community & Belonging	<ul style="list-style-type: none"> Community involvement Community participation Community leadership Community service Community engagement Community contribution Community support Community connection 	<ul style="list-style-type: none"> Family, friends, neighbors, other family members Neighbors Community organizations Religious organizations Home care services Home health care services Home repair services Home maintenance services 	<ul style="list-style-type: none"> Community apps Community participation apps Community leadership apps Community service apps Community engagement apps Community contribution apps Community support apps Community connection apps 	<ul style="list-style-type: none"> Community services Community participation services Community leadership services Community service services Community engagement services Community contribution services Community support services Community connection services 	<ul style="list-style-type: none"> Community training Community participation training Community leadership training Community service training Community engagement training Community contribution training Community support training Community connection training
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Charting the life course

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Connect with the LEAD Center

- Website: www.leadcenter.org
 - Employment First: <http://employmentfirst.leadcenter.org/>
- Sign up for LEAD Center News: <http://eepurl.com/sQiHr>
- Follow the LEAD Center on...
 - Facebook: www.facebook.com/LEADCtr
 - Twitter: [@LEADCtr](https://twitter.com/LEADCtr)
 - LinkedIn: [linkedin.com/groups/LEAD-Center-4828089](https://www.linkedin.com/groups/LEAD-Center-4828089)
 - YouTube: <https://www.youtube.com/user/LEADCtr>
- Contact us:
 - Rebecca Salon, Project Director, rsalon@ndi-inc.org
 - Elizabeth Jennings, Asst. Project Director, ejennings@ndi-inc.org
 - Aramide Awosika, Project Coordinator, awosika@ndi-inc.org



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OPC: Barriers to success, Family Engagement and Ongoing Outreach

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OPC Strategies: Family Engagement

- Local Family Advocacy Organizations
- Special Education Parent Teacher Associations
- OPC Scholars
- OPC Parent / Family Newsletter
- OAR Family Survey of OPC Students

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Examples of Student Issues Commonly Encountered

- **Access to basic needs:** clothing, housing, food, heat/hot water
- **Mental Health needs/complications:** access to proper healthcare/specialists, suicidal ideations
- **Family problems**
- **Issues communicating with professors**
- **Class advisement**
- **Relationship issues**
- **Understanding the difference between high school and college (both parents and students)**
- **Transportation issue**

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Common Referrals

- **CPEP-Comprehensive Emergency Psychiatric Program, services at St. Joseph's Hospital:** *No referrals in Quarter 3*
- **ACCES-VR:** *4 referrals have been given to 4 students in Quarter 3*
- **Food Pantry on campus:** *3 referrals have been given to 2 students in Quarter 3*
- **Advocates, Inc., for help with finding an aide when appropriate:** *No referrals in Quarter 3*
- **CENTRO:** *18 bus passes have been given out to 11 students in Quarter 3*
- **The Learning Center on campus:** *56 referrals have been given to 26 students to date in Quarter 3, though all students are referred to the Learning Center and many are referred multiple times*

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Individual Meetings

- In Quarter 3, Meaghan Bodemer, educational coordinator, has had **110** student advisement meetings to date.
 - Quarter 3 is the first time this information has been tracked.
 - Meetings range from 30 minutes to beyond an hour, dependent on the severity of the student issue. Most often there is discussion of available resources, an outline of how to handle any challenges that have arisen and planning a follow up meeting and next steps.
 - Many students often have an intersection of issues, including disability plus others such as poverty, being a member of a minority group, hunger, etc.

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Intersectionality and Disability

- Our students with disabilities often have a combination of disability and other challenges that can include:
 - Poverty
 - Homelessness
 - Hunger
- Further, this is often combined with other inequalities based on identity including:
 - Gender
 - Race
 - Ethnicity

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Challenges

- While community college enrollment of students with disabilities has increased significantly over the last two decades, their completion of degree rates remains low. According to the *National Center for Education Statistics* in 2007, the completion rate among persons with disabilities enrolled at community college was 16%.
- *The National Center for Education Statistics* completed a survey in 2002 with a cohort of 15,000 high school sophomores called the Education Longitude Study. 13 years later, following up with the students in the lowest quartile (parents had lowest income, education and worked unskilled jobs) showed that of the 58% that wanted to get a Bachelor's degree, only 14% did so.

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Questions

- With many of our students having a disability plus other challenges, how can we remove barriers and best help prepare them for life after college?
- Our students often face significant hardships while at OCC. If they are unable to rectify and move past these barriers, how can we prepare them for careers?

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Questions cont.

- Our students face very serious challenges, in college and beyond. These can include entering the career field of their choice, but often are more basic: financial trouble, lack of mental health services, transportation issues. We are here to act as a resource for our students, but what can we do to prepare them for life after OCC? What happens when referrals are not enough?
- If we help a student remove barriers, but they are not entirely prepared for a career when they leave OCC, can we still consider our program successful?

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Student Challenges -John

- Student 1 (John) is a new EMC student who completed classes through Syracuse EOC. He uses public transportation and is a first generation college student.
- John comes to see M. Bodemer 3-4 times per week. It is sometimes to say hello, and other times it is to have discussions and ask questions about classes, tutoring and jobs.
- John shared that he is constantly looking for jobs. He lives at home with his parents. His father is not working and his mother is working a part time job. He struggles in school due to the fact that he is afraid "his lights will get turned off" and spends any free time he has looking for jobs to help pay for basic needs (food, shelter, heat, electricity) for himself and his family.

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Student Challenges - Steve

- Student 2 (Steve) has regular meetings set up with M. Bodemer, but has missed many due to transportation issues, court dates, and other problems.
- Steve has a criminal record and is concerned that he will not be able to find a job after completing his college degree, and constantly has feelings that he would like to drop out.
- Steve began the semester with no transportation and was living in a shelter. Steve recently got a small one bedroom apartment and help with a car, but he has taken out loans to secure these and is concerned he will not be able to pay them back.
- Steve often misses classes due to work, mental health issues, transportation problems, etc.

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Student Challenges - Sam

- Student 3 (Sam) has a significant number of challenges, including extreme poverty and mental illness in the family.
- Sam comes to see M. Bodemer almost every day with more information about how he has been doing. He often wears the same clothes for days (or more) at a time and has poor personal hygiene.
- Sam often has no food and has had to visit the food pantry numerous times. He has sent an email to his teachers in the past that he has passed out (likely due to hunger) and could not attend class. At one point, he shared that he was allowed one sandwich to eat over the weekend and that was all.

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Student Challenges – Sam cont.

- Sam is usually attending classes and getting work done, but has such severe issues and barriers that he can seem mentally exhausted and unable to concentrate in class. He recently shared that his family had severe financial trouble, and also that he had trouble sleeping at night because he was being bitten by fleas.

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Questions / Discussion

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Georgia's E3 Approach: Family Engagement

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GA's E3 Approach: Family Engagement

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Hire Transition Partners:

- Transition Partners work in school districts as part of the E3 project for Georgia Vocational Rehabilitation Agency (GVRA). Transition Partners:
 - work to build relationships and improve the transitions process and employment outcomes for youth and young adults;
 - work to build a strong relationship with school personnel; empower the family to be informed, self-sufficient, and resourceful;
 - and practice effective listening skills and provides responses and options that are family-centered and culturally competent to help meet the needs of the child and family.

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Partner's Parent Engagement Plan

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Outreach

- Distribute introductory/promotional materials to families/professionals during open house and other scheduled E3 events.
 - Parents who provide info at sign in will receive call back and/or to be added to mail list.
- Set up meetings to introduce and distribute promotional materials to school staff and VR staff. Distribute P2P referral form to be used by GVRA staff and school staff.
 - Referrals will be contacted within 3 days and will be offered/mailed P2P transition packet.)

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Partner's Parent Engagement Plan

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Outreach cont.

- Attend various community activities that attract parents and distribute P2P promotional materials. (brochures, magnets, pens, post-its, etc.)
 - Parents who provide info on sign in sheet will receive call back and/or to be added to mailing list, as indicated.
- Create a schedule of upcoming events in each district to be shared with families through Facebook postings, email blasts, and P2P website.
- Gather contact information on potential providers in the community to be added to our online searchable database.

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Partner's Parent Engagement Plan

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One-on-One Consultation/Support

- Utilization of P2P database to search for local providers/professionals.
 - Provide training to VR staff on "how to use the database"
- Use and promotion of the Roadmap to Success as a resource for families
- Provision of vetted reading and resource materials through P2P Virtual Library
- Provision of technical assistance and real-time advice

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Partner's Parent Engagement Plan

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Connecting Families

- Recruit and match to trained Supporting Parents who can share experiences.
- Create and/or support local or topical Support Groups
- Link families to online sources of support (i.e., Facebook groups)
- Collaborate with district Parent Mentors to support families; sharing referrals, as appropriate.

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Partner's Parent Engagement Plan

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Coordination of Training and Education Sessions

- Provide P2P Trainings on a variety of topics including transition specific topics.
 - Coordinate one training on Transition to Healthcare with parents. Coordinate one training on Now/Comp Waiver.
 - Coordinate at least 1 additional training on a transition topic.
- Promote live and archived webinars on variety of topics
 - Facilitate 1 live webinar on Benefits Navigation (to be archived)
- Community Resource Sessions for families introducing them to resources, providers and information to assist them with transition (i.e., Medicaid waivers, SSI, housing options, transportation options and job programs)
 - Coordinate Community Resource Session

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Questions / Discussion

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New Members & Resources Are Welcome!

- Please send Meera (madya@syr.edu) recommendations for additional members, especially students and employers.
- Please connect us to any people we should be including in the project.
- Please send us (or point Meera in the direction of) any resources you have or know about that you think we should use.

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Next Meeting: Date & Topic

- Our meeting schedule will be every 2 months, the 4th Thursday of the month, from 12:00-1:00 EST.
 - So, our next meeting is February 23rd, 2016, Noon EST
- Topics to be addressed?

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