Pathways to Careers Community of Practice:

Services to Support those with Significant Disabilities and Family Engagement

ONONDAGA
COMMUNITY COLLEGE

Burton Blatt Institute
SYRACUSE UNIVERSITY

Welcome & Introductions

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

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

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

National Speaker: Promising Practices

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute SYRACUSE UNIVERSITY

ONONDAGA COMMUNITY COLLEGE

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.

This document does not necessarily reflect the views or policies of the U.S. Department of Labor's Office of Disability Employment Policy, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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

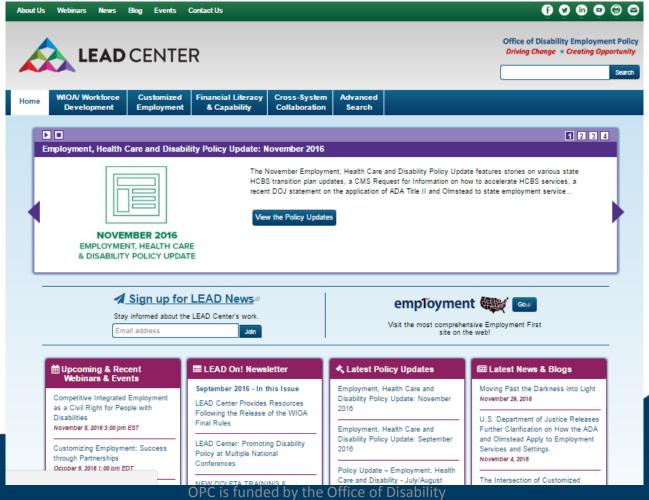# LEAD Center's Customized Employment Approaches & Partnerships

- 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.

NDI National DISABILITY INSTITUTE

ODEP Office of Disability Employment Policy

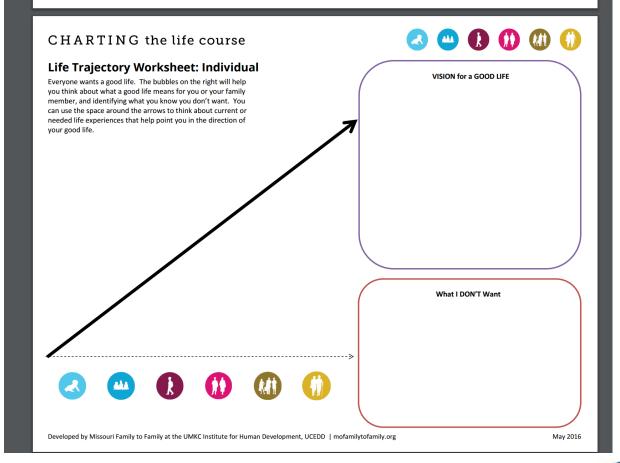# Updated LEAD Center website
www.leadcenter.org

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.

National DISABILITY INSTITUTE

ODEP
Office of Disability Employment Policy

Charting the life course

Integrated Support Star

Charting the life course

Charting the life course

CHARTING the life course

LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
Safety & Security	• Home security/alarm system • Knows address, phone numbers, other contacts • Knows how to appropriately use 911 • Family/person has an emergency/disaster plan • Able to lock/unlock door (with key or code) • Carries identification or specific information in wallet or on person • Home is modified for safety • GPS tracking device • Reciprocal knowledge with First Responders • Has and knows how to use a debit card • Family/person has engaged in financial planning	• Parents, siblings, grandparents, other family members • Friends • Neighbors • Familiar staff/workers at local stores, restaurants, etc.	• Automatic bill pay/direct deposit • Limited/joint bank account • Personal safety devices • Remote monitoring • Ipad/smart phone apps	• Powers of Attorney • Neighborhood watch • Local Police Department • Online banking • Living Trust • LifeLock (identity theft protection) • Neighborhood Watch	• Full guardianship • 24 hour supervision • Limited guardianship • Special Needs Trust
Citizenship & Advocacy	• Registered to vote, has voter ID, and understands how to vote • Knowledge of and membership in advocacy groups or organizations • Volunteers • Political awareness and advocacy • Has had leadership training and/or experience • Understands right/wrong, importance of doing the right thing and being a law-abiding citizen • Is able to speak up for self- parents modeling, social experiences, group participation	• Parents, siblings, grandparents, other family members • Self-advocate peers • Friends	• Ipad advocacy apps • Communication devices • Online service group sites	• Voting • Neighborhood group or organization • Visiting your legislator • Scouting/Camp Fire/Optimist Club	• Paid advocate • Self Advocacy Groups • Disability Rights Day at the Capitol • Self Advocacy Training
Supports for Family Unit	• Family is active and engaged in community, networks, support groups, or mentoring • Understands rights and responsibilities • Well organized, keeps track of things • Has end of life plan/plan for when parents can no longer fulfill their many caring for and caring about roles • Has and utlizes social capitol/community connections • Willing to share their story	• Grandparents, aunts, uncles, extended family • Neighbors • Other parents/families • Church/worship community	• Family calendar/schedule apps • Online support groups or facebook pages	• Mom's Day Out programs • Preschool • Library • Counselors • Utility assistance programs • Child Care • After school programs	• Respite • Sibshops • Face to Face support groups • Special after school care programs • Specialized child care centers
Supports & Services	• Knowledge of different sources of support and how to navigate systems and organizations • Ability to integrate different kinds of support into family and individual's life • Knows who to contact for help or guidance • Has someone who can/will provide paid services (potential staff and networks to recruit)	• Parents, siblings, grandparents, spouse, children, other family • Neighbors • Classmates/former classmates • Church/Worship community • Teachers	• Smart Home • Remote Monitoring Devices • GPS Devices	• Financial planner • Piggy bank • Free/Reduced school lunch • Bank • Community Centers • Community clubs (Elks, Eagles, Lions) • Pets • Service animals	• Vocational Rehabilitation • Division Developmental Disabilities • Health and Senior Services • Medicaid/Medicare • Social Security • Food Stamps • Medicaid Waivers • Mental/Behavioral Health Centers • Independent Living Centers • Meals On Meals

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
  - LinkedIn: 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

OPC: Barriers to success, Family Engagement and Ongoing Outreach

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

Burton Blatt Institute SYRACUSE UNIVERSITY

ONONDAGA COMMUNITY COLLEGE

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**

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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*

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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?

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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?

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Questions / Discussion

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Georgia's E3 Approach: Family Engagement

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

GA's E3 Approach: Family Engagement

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Partner's Parent Engagement Plan

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.)

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Partner's Parent Engagement Plan

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.

Burton Blatt Institute SYRACUSE UNIVERSITY

ONONDAGA COMMUNITY COLLEGE

Partner's Parent Engagement Plan

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

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Partner's Parent Engagement Plan

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

Partner's Parent Engagement Plan

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

Burton Blatt Institute SYRACUSE UNIVERSITY

ONONDAGA COMMUNITY COLLEGE

Questions / Discussion

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.

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE

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?

Burton Blatt Institute
SYRACUSE UNIVERSITY

ONONDAGA
COMMUNITY COLLEGE