

# Pathways to Careers Community of Practice:

## Services to Support those with Significant Disabilities and Family Engagement



# 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

# National Speaker: Promising Practices

OPC is funded by the Office of Disability  
Employment Policy, U.S. Department of Labor  
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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.

# 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](http://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](http://www.leadcenter.org)

[About Us](#) [Webinars](#) [News](#) [Blog](#) [Events](#) [Contact Us](#)

**LEAD CENTER**

Office of Disability Employment Policy  
*Driving Change \* Creating Opportunity*

[Home](#) [WIOA/ Workforce Development](#) [Customized Employment](#) [Financial Literacy & Capability](#) [Cross-System Collaboration](#) [Advanced Search](#)

**Employment, Health Care and Disability Policy Update: November 2016**

The November Employment, Health Care and Disability Policy Update features stories on various state HCBS transition plan updates, a CMS Request for Information on how to accelerate HCBS services, a recent DOJ statement on the application of ADA Title II and Olmstead to state employment service...

**NOVEMBER 2016**  
 EMPLOYMENT, HEALTH CARE & DISABILITY POLICY UPDATE

[Sign up for LEAD News](#)  
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**employment**

Visit the most comprehensive Employment First site on the web!

**Upcoming & Recent Webinars & Events**

Competitive Integrated Employment as a Civil Right for People with Disabilities  
 November 8, 2016 3:00 pm EST

Customizing Employment: Success through Partnerships  
 October 6, 2016 1:00 pm EDT

**LEAD On! Newsletter**

September 2016 - In this Issue  
 LEAD Center Provides Resources Following the Release of the WIOA Final Rules

LEAD Center: Promoting Disability Policy at Multiple National Conferences

**Latest Policy Updates**

Employment, Health Care and Disability Policy Update: November 2016

Employment, Health Care and Disability Policy Update: September 2016

Policy Update – Employment, Health Care and Disability - July/August

**Latest News & Blogs**

Moving Past the Darkness into Light  
 November 29, 2016

U.S. Department of Justice Releases Further Clarification on How the ADA and Olmstead Apply to Employment Services and Settings  
 November 4, 2016

The Intersection of Customized



# 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.

# 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.

**VISION for a GOOD LIFE**

**What I DON'T Want**

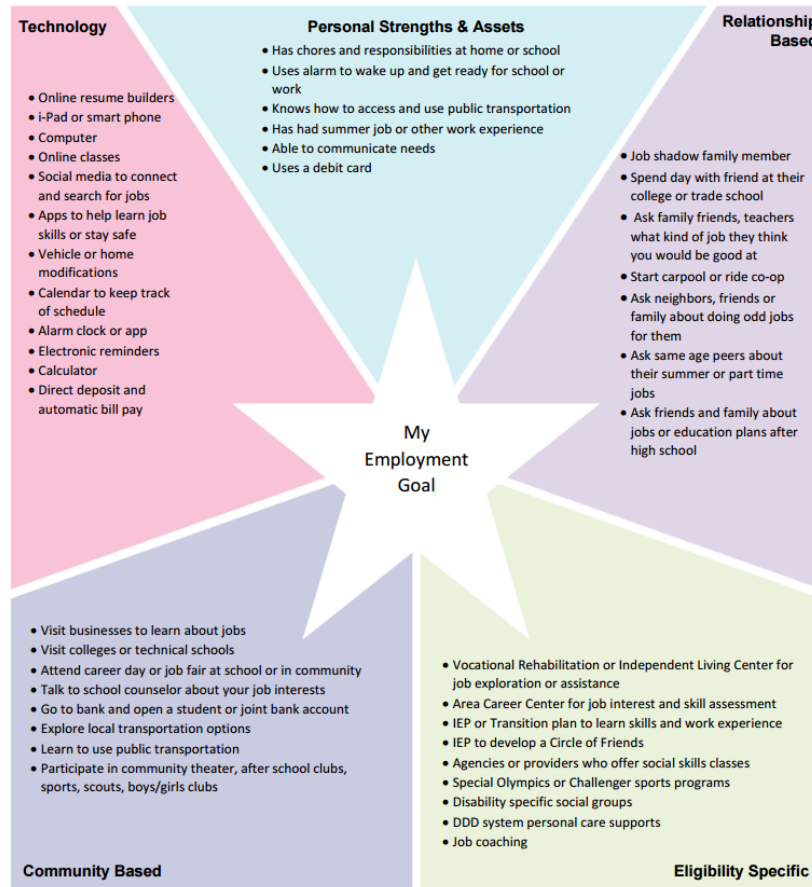
Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD | [mofamilytofamily.org](http://mofamilytofamily.org) May 2016

# 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.



# Charting the life course

## CHARTING the life course



### 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 a good life.



LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
Daily Life Employment	<ul style="list-style-type: none"> <li>Work/volunteer experience</li> <li>Summer jobs</li> <li>Vision or dream for job or career</li> <li>Responsibilities at home or school</li> <li>Makes choices and decisions</li> <li>Communicates ideas, needs, thoughts to others</li> <li>Knowledge of a variety of different jobs/careers</li> <li>Good social skills</li> <li>Practices everyday living skills</li> </ul>	<ul style="list-style-type: none"> <li>Coworkers</li> <li>Parents, siblings, spouse, children, grandparents, other family</li> <li>Friends</li> <li>Teacher</li> <li>Mentors</li> <li>Parents/family of friends</li> <li>Business partner</li> </ul>	<ul style="list-style-type: none"> <li>Electronic reminders</li> <li>Alarm clock</li> <li>Cell phone</li> <li>Used educational/life skills apps</li> <li>Online resume builders</li> <li>Online classes or training</li> <li>Internet job search</li> <li>Calculator</li> <li>Computer</li> <li>Iphone/smart phone</li> <li>Used apps</li> </ul>	<ul style="list-style-type: none"> <li>Volunteering</li> <li>Competitive employment/careers</li> <li>Colleges, universities, tech school</li> <li>Micro-enterprises</li> <li>Self employment</li> <li>Tutors</li> <li>Parent/Teacher Association (PTA)</li> <li>Summer Reading Program (Library)</li> </ul>	<ul style="list-style-type: none"> <li>Work crews/enclaves</li> <li>Job coaches</li> <li>Supported employment</li> <li>Special college programs</li> <li>Special Education/IEP's</li> <li>HeadStart</li> <li>Vocational Rehabilitation</li> <li>Case manager/support coordinator</li> <li>Sheltered workshops</li> <li>Day habilitation</li> </ul>
Community Living	<ul style="list-style-type: none"> <li>Knowledge of how to navigate community</li> <li>Drives, rides bus, cab, or other public transportation</li> <li>Housekeeping skills</li> <li>Can prepare simple meals/snacks</li> <li>Can spend time alone or away from family</li> <li>Knowledge of different types of living options</li> </ul>	<ul style="list-style-type: none"> <li>Parents, siblings, spouse, children, grandparents, extended family</li> <li>Friends</li> <li>Roommates</li> <li>Neighbors</li> <li>Same age peers (college age, aging)</li> </ul>	<ul style="list-style-type: none"> <li>Adapted living space</li> <li>Environmental technology</li> <li>Remote monitoring</li> <li>Used apps</li> <li>Facetime/Skype</li> <li>Electronic reminders</li> </ul>	<ul style="list-style-type: none"> <li>Home Ownership</li> <li>Rental home/apartment</li> <li>Co-op for housing or transportation</li> <li>Public transportation (bus, train, taxi)</li> <li>Universal design</li> <li>Neighborhood Watch</li> <li>Home Owner's Association</li> <li>Food Pantries</li> </ul>	<ul style="list-style-type: none"> <li>Independent Supported Living (ISL)</li> <li>Independent Living Center</li> <li>Shared Living/Host family</li> <li>Institutions</li> <li>Intermediate Care Facility (ICF)</li> <li>Group Homes</li> <li>Meal on Wheels</li> <li>Section 8 Housing Vouchers</li> </ul>
Social & Spirituality	<ul style="list-style-type: none"> <li>Has hobbies and interests and needed supplies</li> <li>Knowledge/experience playing games or other social activities</li> <li>Outgoing, friendly personality</li> <li>Understands social cues and norms</li> <li>Has money/budget for social activities</li> <li>Interest in/belief in faith/higher power</li> <li>Belongs to/has roles in a faith community</li> <li>Exposure/experience going to weddings/funerals</li> <li>Good conversation skills</li> </ul>	<ul style="list-style-type: none"> <li>Friendships</li> <li>Dating/relationships</li> <li>Members of your faith community</li> <li>Friends of parents/siblings and other family members</li> <li>People with a shared interest or hobby</li> </ul>	<ul style="list-style-type: none"> <li>Online social clubs</li> <li>Social media (Facebook, Twitter, Instagram, Pinterest, etc)</li> <li>Online games</li> <li>Email</li> <li>Texting</li> </ul>	<ul style="list-style-type: none"> <li>Parks and Recreation</li> <li>Service/social club/groups</li> <li>Inclusive faith community</li> <li>Sports teams and clubs</li> <li>Preschool</li> <li>Playground</li> <li>Community Centers</li> <li>Churches/Places of Worship</li> </ul>	<ul style="list-style-type: none"> <li>Separate or special church service</li> <li>Special group outings &amp; activities</li> <li>Special Olympics</li> <li>Special passes</li> <li>Social skills classes</li> </ul>
Healthy Living	<ul style="list-style-type: none"> <li>Communicates with doctors and other medical professionals</li> <li>Knowledgeable about own disability or special healthcare needs</li> <li>Knows how/when to seek help for health issues</li> <li>Understands changes as body becomes adult, and has well woman/man checkups</li> <li>Manages (or helps manage) own medication and other healthcare needs</li> <li>Understands health risks associated with smoking, drinking, drug use, unprotected sex)</li> <li>Knowledge and/or ability to plan/execute healthy meals; eats a healthy diet</li> <li>Has health insurance</li> <li>Gym membership/earcises regularly/rides bike</li> <li>Medical home</li> </ul>	<ul style="list-style-type: none"> <li>Family member or school staff implement therapy</li> <li>Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Pill-reminders</li> <li>Chat with a nurse/nurseline</li> <li>Tele-medicine</li> <li>Web-MD</li> <li>Fit Bit/Nike Fuel Band</li> <li>Exercise equipment (ie treadmill)</li> <li>Health/Fitness apps for iPad</li> <li>Smart Toothbrush</li> </ul>	<ul style="list-style-type: none"> <li>Gym membership</li> <li>Community Centers</li> <li>Neighborhood/City Pool</li> <li>Community Health Centers</li> <li>Health fairs</li> <li>Family/General practice providers</li> <li>YMCA</li> <li>Neighborhood pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>Center-based therapies (PT, OT, Speech, etc)</li> <li>Special/Institutional medical care</li> <li>Home/community based therapies</li> <li>Special Olympics Healthy Communities Initiative</li> <li>Medical home</li> <li>ISP</li> </ul>

Developed by Missouri Family to Family at the UMRC Institute for Human Development, UCDDO | mifamilytofamily.org

Updated MAY 2016

## CHARTING the life course



### Integrated Services and Supports

LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
Safety & Security	<ul style="list-style-type: none"> <li>Home security/alarm system</li> <li>Knows address, phone numbers, other contacts</li> <li>Knows how to appropriately use 911</li> <li>Family/person has an emergency/disaster plan</li> <li>Able to lock/unlock door (with key or code)</li> <li>Carries identification or specific information in wallet or on person</li> <li>Home is modified for safety</li> <li>GPS tracking device</li> <li>Recreational knowledge with First Responders</li> </ul>	<ul style="list-style-type: none"> <li>Parents, siblings, grandparents, other family members</li> <li>Friends</li> <li>Neighbors</li> <li>Familiar staff/workers at local stores, restaurants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Automatic bill pay/direct deposit</li> <li>Limited/joint bank account</li> <li>Personal safety devices</li> <li>Remote monitoring</li> <li>Used/smart phone apps</li> </ul>	<ul style="list-style-type: none"> <li>Powers of Attorney</li> <li>Neighborhood watch</li> <li>Local Police Department</li> <li>Online banking</li> <li>Living Trust</li> <li>LifeLock (Identify theft protection)</li> <li>Neighborhood Watch</li> </ul>	<ul style="list-style-type: none"> <li>Full guardianship</li> <li>24 hour supervision</li> <li>Limited guardianship</li> <li>Special Needs Trust</li> </ul>







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# Charting the life course

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 <p><b>Safety &amp; Security</b></p>	<ul style="list-style-type: none"> <li>Home security/alarm system</li> <li>Knows address, phone numbers, other contacts</li> <li>Knows how to appropriately use 911</li> <li>Family/person has an emergency/disaster plan</li> <li>Able to lock/unlock door (with key or code)</li> <li>Carries identification or specific information in wallet or on person</li> <li>Home is modified for safety</li> <li>GPS tracking device</li> <li>Reciprocal knowledge with First Responders</li> <li>Has and knows how to use a debit card</li> <li>Family/person has engaged in financial planning</li> </ul>	<ul style="list-style-type: none"> <li>Parents, siblings, grandparents, other family members</li> <li>Friends</li> <li>Neighbors</li> <li>Familiar staff/workers at local stores, restaurants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Automatic bill pay/direct deposit</li> <li>Limited/joint bank account</li> <li>Personal safety devices</li> <li>Remote monitoring</li> <li>Ipad/smart phone apps</li> </ul>	<ul style="list-style-type: none"> <li>Powers of Attorney</li> <li>Neighborhood watch</li> <li>Local Police Department</li> <li>Online banking</li> <li>Living Trust</li> <li>LifeLock (identity theft protection)</li> <li>Neighborhood Watch</li> </ul>	<ul style="list-style-type: none"> <li>Full guardianship</li> <li>24 hour supervision</li> <li>Limited guardianship</li> <li>Special Needs Trust</li> </ul>
 <p><b>Citizenship &amp; Advocacy</b></p>	<ul style="list-style-type: none"> <li>Registered to vote, has voter ID, and understands how to vote</li> <li>Knowledge of and membership in advocacy groups or organizations</li> <li>Volunteers</li> <li>Political awareness and advocacy</li> <li>Has had leadership training and/or experience</li> <li>Understands right/wrong, importance of doing the right thing and being a law-abiding citizen</li> <li>Is able to speak up for self- parents modeling, social experiences, group participation</li> </ul>	<ul style="list-style-type: none"> <li>Parents, siblings, grandparents, other family members</li> <li>Self-advocate peers</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Ipad advocacy apps</li> <li>Communication devices</li> <li>Online service group sites</li> </ul>	<ul style="list-style-type: none"> <li>Voting</li> <li>Neighborhood group or organization</li> <li>Visiting your legislator</li> <li>Scouting/Camp Fire/Optimist Club</li> </ul>	<ul style="list-style-type: none"> <li>Paid advocate</li> <li>Self Advocacy Groups</li> <li>Disability Rights Day at the Capitol</li> <li>Self Advocacy Training</li> </ul>
 <p><b>Supports for Family Unit</b></p>	<ul style="list-style-type: none"> <li>Family is active and engaged in community, networks, support groups, or mentoring</li> <li>Understands rights and responsibilities</li> <li>Well organized, keeps track of things</li> <li>Has end of life plan/plan for when parents can no longer fulfill their many caring for and caring about roles</li> <li>Has and utilizes social capitol/community connections</li> <li>Willing to share their story</li> </ul>	<ul style="list-style-type: none"> <li>Grandparents, aunts, uncles, extended family</li> <li>Neighbors</li> <li>Other parents/families</li> <li>Church/worship community</li> </ul>	<ul style="list-style-type: none"> <li>Family calendar/schedule apps</li> <li>Online support groups or facebook pages</li> </ul>	<ul style="list-style-type: none"> <li>Mom's Day Out programs</li> <li>Preschool</li> <li>Library</li> <li>Counselors</li> <li>Utility assistance programs</li> <li>Child Care</li> <li>After school programs</li> </ul>	<ul style="list-style-type: none"> <li>Respite</li> <li>Sibshops</li> <li>Face to Face support groups</li> <li>Special after school care programs</li> <li>Specialized child care centers</li> </ul>
 <p><b>Supports &amp; Services</b></p>	<ul style="list-style-type: none"> <li>Knowledge of different sources of support and how to navigate systems and organizations</li> <li>Ability to integrate different kinds of support into family and individual's life</li> <li>Knows who to contact for help or guidance</li> <li>Has someone who can/will provide paid services (potential staff and networks to recruit)</li> </ul>	<ul style="list-style-type: none"> <li>Parents, siblings, grandparents, spouse, children, other family</li> <li>Neighbors</li> <li>Classmates/former classmates</li> <li>Church/Worship community</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Smart Home</li> <li>Remote Monitoring Devices</li> <li>GPS Devices</li> </ul>	<ul style="list-style-type: none"> <li>Financial planner</li> <li>Piggy bank</li> <li>Free/Reduced school lunch</li> <li>Bank</li> <li>Community Centers</li> <li>Community clubs (Elks, Eagles, Lions)</li> <li>Pets</li> <li>Service animals</li> </ul>	<ul style="list-style-type: none"> <li>Vocational Rehabilitation</li> <li>Division Developmental Disabilities</li> <li>Health and Senior Services</li> <li>Medicaid/Medicare</li> <li>Social Security</li> <li>Food Stamps</li> <li>Medicaid Waivers</li> <li>Mental/Behavioral Health Centers</li> <li>Independent Living Centers</li> <li>Meals On Wheels</li> </ul>

# Connect with the LEAD Center

- Website: [www.leadcenter.org](http://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](http://www.facebook.com/LEADCtr)
  - Twitter: [@LEADCtr](https://twitter.com/LEADCtr)
  - LinkedIn: [linkedin.com/groups/LEAD-Center-4828089](http://linkedin.com/groups/LEAD-Center-4828089)
  - YouTube: <https://www.youtube.com/user/LEADCtr>
- Contact us:
  - Rebecca Salon, Project Director, [rsalon@ndi-inc.org](mailto:rsalon@ndi-inc.org)
  - Elizabeth Jennings, Asst. Project Director, [ejennings@ndi-inc.org](mailto:ejennings@ndi-inc.org)
  - Aramide Awosika, Project Coordinator, [awosika@ndi-inc.org](mailto: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

# 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**

# 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*

# 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.

# 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

# 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.

# 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?

# 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?



# 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.

# 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.

# 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.

# 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.

# Questions / Discussion

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# Georgia's E3 Approach: Family Engagement

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# 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.

# 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.)



# 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.

# 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

# 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.



# 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

# Questions / Discussion

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# New Members & Resources Are Welcome!

- Please send Meera ([madya@syr.edu](mailto: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.

# Next Meeting: Date & Topic

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