

Fall
2018

Policies to be Untangled...

Denise Rozell and Cate Weir Report via Skype



A highlight of the November 9 PSEA meeting was a video chat with **Cate Weir** and **Denise Rozell**. As Director of Policy Innovation at the Association of University Centers on Disabilities (AUCD), Denise offered an update on *Addressing the Policy Tangle: Students with ID and the Path to PSE, Employment, and Community Living*. The 35-page report outlines legal and policy background and the need to align the implementation of IDEA, the Higher Education Act, and the Workforce Innovation and Improvement Act (WIOA). The Congressional intent for these policies was to encourage PSE and competitive, integrated employment for individuals with ID. The regulations for both IDEA and WIOA clearly express this intent. However, some interpretation of guidance, is leading to the denial of services for individuals in IPSE some states. The report recommends that the Department issue new guidance clearly stating that IDEA and VR funds may be used for this purpose.

The Inclusive Higher Education Committee (IHEC) circulated a letter to Betsy DeVos, US Secretary of Education, for local, state and national organizations to sign. "In March I had a phone call with a senior staff in Senator Burr's office, Chris Toppings, about IHEC recommendations for including and improving the ID provisions in the Higher Education Act reauthorization. We still need to find a solution to this policy tangle...Everyone's goal is to make sure that the youths are supported in employment. It's no one's fault; there's no calling out, but policies need to be supported for the future." The 35-page report sent to Secretary DeVos was shared with committees; they continue to learn how to better maintain relationships with lawmakers.

Denise urged, "Keep an eye out for the Higher Education Opportunity Act to further five-year funding for IPSE model demonstration sites; it has bipartisan support."

The *Vocational Rehabilitation Services in Inclusive PSE* Survey was sent to VR clients and others with relationships to VR. Results will be compiled soon. Denise pointed out that the language the VR community uses differs from Higher Ed language. "Use VR Language to communicate with VR....we should also educate VR about IPSE programs, invite them to visit, etc."

Cate Weir, program director for the Think College National Coordinating Center at U-MASS, reported on Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs), model demonstration projects. Grants were awarded to institutions of higher education (IHE) or IHE consortia to create or expand high quality, inclusive, model postsecondary programs. Specific Community College funding is not currently available. Appalachian State U. has a current TPSID; Western Carolina U. previously received TPSID funding.



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Denise Rozell will review policy and get back to **Trudie Hughes** (Education Program Administrator for College and Career Readiness at the NC Community College System) about her suggestion to include Community Colleges. Cate said, “Community Colleges shouldn’t feel like there is no chance — there are other ways to be competitive in the grant process.” There is a Policy Affinity Group (on the Think College website) that meets a few times a year. Interested in Policy? <https://thinkcollege.net/technical-assistance/affinity-groups/public-policy>

How can data collection demonstrate successful IPSE outcomes? **Trudie Hughes** said that they have to go through the Department of Labor (DOL) for follow-ups for employment information. They collect different types of data than DOE, DOL and what data community colleges get is after the fact. They need a better way to share mental health data. The systems need to be integrated and perhaps different entities could add a few questions to their data collection so that we get the information or categories that are needed. Early Intervention has a linked data approach. Trudie emphasized the need for data at the Community College Level. DPI was funded for a new data system but CCs were denied funding. CCs are still fighting to get federally recognized codes—they are collecting data that is currently unrecognized. They can’t share program/services data, yet they serve the largest population of any resource.

NC PSEA Survey Results about Supports for IPSE Graduates

Duncan Munn talked with the NC PSE Alliance and shared slides reflecting results of the PSEA survey completed by IPSE programs, agency staff, families and others regarding IPSE grads. The survey was developed to determine the effectiveness of postgraduate supports and programs. When asked, “How do you assess supports students will need once they graduate?” two-thirds of responses selected “observation and discussion from student/staff/family.” One-third chose “other.” Responses to “Which informal supports have provided transition support to IPSE graduates (that you know of)?” indicate that informal supports are coming from mostly the *Other* category, largely comprising family members, with one person reporting that the student support received while in the program continued to be supportive post-graduation.

In response to, “What types of support do you know of through current Department of Vocational Rehabilitation (VR) policies?” responses included:

- not sure - maybe job training/coaching
- varies depending on geographic area
- VR counseling, job coaching, post secondary education support
- career coaching, financial support
- supported employment; customized employment
- job placement
- job coach
- Work adjustment, job coaches, transportation training. Coaching when the employee needs to advance to the next level of employment/learn new skills.
- job training, assessments for vocational strengths and needs, supported work in some places

It was clear that training on supporting IPSE grads would be helpful and could be developed. The PSEA will consider and plan ways to offer a training soon.



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Journal of Inclusive Postsecondary Education (JIPE)

Exciting news! The first academic journal for IPSE is in creation. The Helen A. Kellar Institute for Human disabilities at George Mason University and the Lawrence B. Taishoff Center for Inclusive Higher Education at Syracuse University are launching the Journal of Inclusive Postsecondary Education, **JIPE**. This peer-reviewed journal will focus on research within IPSE for students with intellectual and developmental disabilities. The journal will be an extension of the State of the Art Conference in PSE and a vehicle for dissemination of research in this fledgling field. The inaugural issue addresses such themes as the state of the field, inclusion, research on academics, sexuality, community integration, and transition. **Kelly Kelley** from Western Carolina University sits on the board, and reported that they are looking for submissions — research-based or not.



Kelly Kelley and **Seb M. Prohn** co-authored a submission for the first issue of JIPE titled:



Trudie Hughes, Kelly Kelley and Donna Yerby from the November 9 NC PSEA meeting

Postsecondary and Employment Expectations of Families and Students with Intellectual Disability. A survey was administered to assess overall expectations of administrators, teachers, families, and students with mild, moderate, and severe intellectual disabilities (ID) ranging in age from 14 to 21. Survey questions assessed expectations regarding paid jobs after school, wages.

Read this and more articles from the inaugural issue of JIPE by clicking the link below:

<https://kihd.gmu.edu/jipe>

More about Affinity Groups:

Think College currently hosts three affinity groups on topics related to higher education for students with intellectual disability. (An affinity group is a group of people who come together based on areas of common interest and need.) Meetings are primarily online, and new members are always welcome! Affinity groups offer the opportunity for in-depth focus on a single topic in collaboration with others.

Each group gives members a forum for exchanging knowledge, and for problem-solving based on people's real experiences. These groups can break down networking, communication, and organizational barriers, and extend each member's range of contacts and knowledge.

<https://thinkcollege.net/technical-assistance/think-college-affinity-groups>

NC PSEA Members Honored

Three individuals from North Carolina were recently honored by the North Carolina Council on Developmental Disabilities (NCCDD) for their work and advocacy on behalf of individuals living with I/DD at the 2018 Advocacy and Leadership Awards. Among them was NC PSEA's Duncan Munn.

The Council's highest recognition for professionals, the Helen C. "Holly" Riddle Distinguished Service Award, honors those who have made lasting contributions towards improving opportunities, breaking down barriers and promoting increased quality of life for people with I/DD. Duncan Munn received this year's award for his extensive work in North Carolina since the late 1960s.

Munn developed a premier early intervention program for infants and toddlers with I/DD, a first for North Carolina and the nation. Now retired, Munn helped develop Beyond Academics at University of North Carolina - Greensboro. Students with I/DD earn a four-year certificate of study — emphasizing self-determination, life planning, career-building.

"Our Council is honored to recognize Ellen Perry, Merlie Jackson and Duncan Munn with our 2018 awards for each of their long-term commitments in supporting people with disabilities. Their work to educate and change attitudes throughout North Carolina is outstanding. Thanks to their efforts, the talents of people with IDD will be felt throughout our state. The Council celebrates their commitment and their impact," said Alexandra "Alex" McArthur, chair of the NCCDD.



Pictured above — NCCDD Advocacy Award Winners 2018. Left to right: Duncan Munn, a retired professional from Raleigh; Ellen Perry, a self-advocate from Carrboro; and Merlie Jackson, a parent advocate from Wilkesboro.



Western Carolina University's **David Westling**, Ed.D., Adelaide Worth Daniels Distinguished Professor in Special Education, was the recipient of the James Holshouser Jr. Award for Excellence in Public Service at a ceremony in Chapel Hill on Friday, Nov. 9. Among his accomplishments, Westling was instrumental in developing University Participant at WCU.

Watch the video linked below.

<https://news-prod.wcu.edu/2018/11/wcus-westling-receives-unc-systems-holshouser-award-for-excellence-in-public-service/>

At left: WCU's David L. Westling (center) is congratulated by UNC System President Margaret Spellings (left) and UNC Board of Governors Chair Harry L. Smith Jr.

Member UPDATES

Trudie Hughes with the NC Community College System Office says she no longer travels to programs, but supports the work-based learning program (Workforce Innovations) and created web-based learning opportunities. NCCCS would like to increase the number of participants in Project SEARCH, an internship program, so it might be possible to support a full-time instructor.

Barbara Leach, Family Support Specialist at the UNC School of Social Work and Special Projects Coordinator for the Family Support Program provided an update. “There is now a NEW Family Support Network of the Triangle serving Chatham, Orange, Durham and Wake Counties. FSN has 11 affiliated support networks that function at regional levels. Resources include Parent-to-Parent (P2P) support for special needs families, support groups, along with other family assistance programs and activities, serving from birth, to transition, to adulthood.”

Barbara has been talking up IPSE for all of her high school families! “What’s next for your older kid? Have you thought about IPSE options?”

Kathy Martinez from Cape Fear Community College reported on her I/DD extension program. The Essentials Program offers free Academic and Career Readiness classes to those who read below the 8th grade level. Students can enroll in an additional Career Pathway class, which introduce career opportunities while teaching skills needed to succeed in those careers. Cape Fear CC offers an exploration class each session for students interested in different fields of study and work. Career pathways are based on local employment needs and students can earn a Continuing Education Certificate upon successful completion (fees apply for the Career Pathway classes only).

Chris Egan, the North Carolina Council on Developmental Disabilities (NCCDD) Executive Director since 2014, will be moving on from the Council to become the Senior Director of Employment Services for the North Carolina Department of Health and Human Services. He has assumed responsibility for the Division of Vocational Rehabilitation Services (DVRS), Division of Services for the Deaf and the Hard of Hearing (DSDHH), Disability Determination Services (DDS) & the Division of Services for the Blind (DSB). While the Council undergoes a search for a new Executive Director, Chris will continue to assist with the search efforts and will continue to provide assistance to JoAnn Toomey, NCCDD Director of Operations, in support of the Council until the Executive Director position is filled.

Donna Yerby — The target launch date for the proposed HEELS UP IPSE at UNC –CH has been postponed. The University System is creating an Operations Plan for administrative procedures. They continue to express support for HEELS UP.



NEW Member SPOTLIGHT

Natasha Ford from Guilford Technical Community College is starting a new program set to take off in the Spring. Natasha is passionate about food and is establishing a program to get students excited about food and eating healthy. She is looking to make lots of connections.

The POWER Pathways is an integrated program designed to provide employment skills training to adult students with intellectual and developmental disabilities. Pathways courses focus on helping students gain the necessary skills to find meaningful career or volunteer opportunities upon graduation. Included in the coursework is communication and quantitative reasoning that provide knowledge to enhance personal development and serve as a conduit for technical skills. **Claire Ricci** (GTCC's Academic Dean) introduced the original concept for the Pathways Program gauging the initial idea from her previous employment at Alamance Community College.

The Food Service Pathway will provide students with disabilities the skills necessary to gain employment in the Culinary and Food Supply Industry.

In a job market where approximately 70% of adults with intellectual and developmental disabilities are unemployed, foodservice provides opportunity. Working helps people with disabilities gain confidence and develop independence.

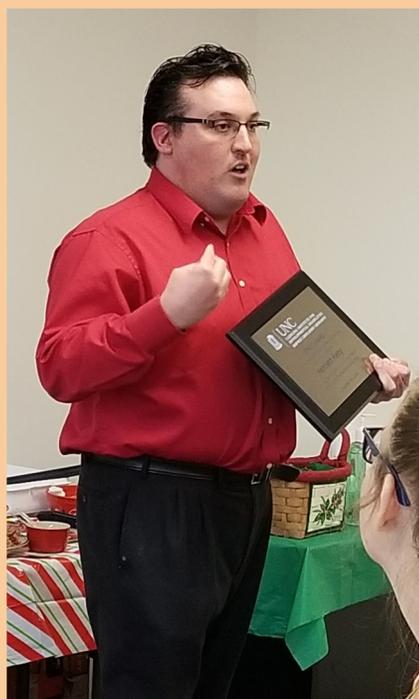
The course covers a range of topics:

- Principles of basic healthy cookery, nutrition and its relationship to the foodservice industry
- Skills in planning, preparation and serving quality foods
- Menu planning and basic food preparation
- Sanitation and basic kitchen safety skills
- Cost controls, inventory control and recipe control
- Basic knife skills, cooking methods, flavoring and seasoning

The Program is scheduled to commence February 2019.

To apply or for more details please contact **Natasha Ford** at 336-334-4822 ext. 55011, or email nsford1@gtcc.edu.

Below: **Kenneth Kelty** receives the **2018 CIDD Impact Award** from CIDD Director **Joe Piven**.



CIDD IMPACT AWARD. **Kenneth Kelty** was recently honored with the UNC Carolina Institute for Developmental Disabilities **IMPACT AWARD**. The award was established in 2016 to recognize the outstanding and lasting contribution of a professional, family member or self-advocate within the NC developmental disability community toward improving the quality of life for individuals and their families. Kenneth completed the University Participant Program at Western Carolina University and was a leadership trainee in the NC LEND program in the Self-Advocacy discipline. Kenneth continues to be active as a motivational speaker on his experience with autism and full inclusion on a college campus.

Our **WINTER NC PSEA** meeting
is Wednesday, **January 30**,
from noon - 3pm at the **CIDD**