The Second Annual NC PSE Capacity-Building Summit: Leading the Way

With Funding Support from the College Access Challenge Grant

March 11 and 12, 2013
Elliott University Center
UNC Greensboro
Special Recognition of Representative Verla Insko

Rep. Verla Insko
House District 56
Orange County
300 N. Salisbury St.
Room 502 LOB
Raleigh, NC 27603

In recognition and appreciation for your vision, commitment and action to assure that higher education is a necessity for a better life for all citizens of North Carolina, including those with intellectual and developmental disabilities.

Committee Assignments:
- Appropriations
- Appropriations Subcommittee on Health and Human Services
- Environment
- Health and Human Services
- Insurance
- Judiciary
- Judiciary Subcommittee C
- Regulatory Reform

Keynote Speakers

Stephan Hamlin-Smith
“The Next Frontier: PSE Possibilities”

Cate Weir
“PSE Successes through National Standards”

Stephan Hamlin-Smith serves as the executive director of the Association on Higher Education And Disability (AHEAD), and the executive officer of the Society for Disability Studies (SDS). He, and the organizations he represents, are active in many national initiatives focused on increasing access to, and equity in, postsecondary education and beyond for people with disabilities.

Cate Weir is the project coordinator for Think College at the Institute for Community Inclusion at the University of Massachusetts Boston. She has worked to increase opportunities for people with intellectual disabilities to go to college for over 15 years.
Welcome! From The Summit Planning Team:

:: The North Carolina Postsecondary Education Alliance
The NC PSEA mission is to expand PSE opportunities across North Carolina for students with intellectual/developmental disabilities.
  Donna Yerby and Deb Zuver
  Adrienne Villagomez, Project Assistant

:: Beyond Academics
  at University of North Carolina Greensboro
  Joan Johnson and Terri Shelton
  Debbie Freund, Project Assistant

See page 21 for PSEA Member List

Thank you to the NC College Access Challenge Grant (CACG)

The Carolina Institute for Developmental Disabilities (CIDD), University of North Carolina, Chapel Hill, was awarded funds from CACG, which is administered by the UNC General Administration. CACG is a US Department of Education program designed to help students enter and thrive in postsecondary education.

The grant supports the NC Postsecondary Education Alliance to produce the Second Annual PSE Capacity-Building Summit: Leading the Way.
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<tr>
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<td>Registration</td>
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<td>Opening Introductions &amp; Lunch</td>
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<td>3:30-5:00</td>
<td>Reception</td>
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<td>Cone Ballroom</td>
<td>Network with NC PSEs and enjoy refreshments</td>
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<td></td>
<td>Featuring Recording Artist Chris Hendricks: Rise Up! (see p.30)</td>
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# AGENDA
Tuesday, March 12, 2013

## MORNING

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>7:45</td>
<td>Registration</td>
<td>Seating by regional groups</td>
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</table>
| 7:45-8:15 | PSE Student/Graduate Networking Breakfast | PSE students and graduates meet to share PSE experiences  
**Students:** Look for PSE Breakfast Sign just inside EUC Door |
| 8:30-8:45 | Welcome and Overview of Agenda              | Cone Ballroom                                                          |
| 8:45-9:15 | Panel: Student Reflections                | Cone Ballroom  
**Kerry Hagner**, LEND-SA, UNC-CH, Facilitator  
**Alex McCourt**, BA-UNCG  
**Kenneth Kelty**, UP-WCU  
**Maranda Seagle**, ACE-WPCC |
| 9:15-10:15 | Team Building: Setting a Path            | Cone Ballroom  
Roles & Planning for concurrent sessions |
| 10:15-10:30 | Break                                    | Cone Ballroom                                                          |
| 10:30-11:30 | Keynote Speaker: Cate Weir,              | Cone Ballroom  
*Think College, Institute for Community Inclusion, University of Massachusetts-Boston* |
| 11:30-1:00 | Lunch Panel: An Introduction to Policies that Affect PSEs | Cone Ballroom  
**Kelly Kelley**, UP-WCU, CTP – Certified Transition Program  
**Emery Cowan**, NC DMH/DD/SAS – Employment First Policy  
**Terri Shelton**, UNCG – University Policies  
**Daphne Martin**, WPCC – Community College Policies |
AGENDA  
Tuesday, March 12, 2013  

AFTERNOON

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<th>1:15-2:15</th>
<th>“How-to” Breakout Sessions</th>
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<tr>
<td>Alexander Room 55</td>
<td><strong>How to: Maintain Success in College and Beyond—The Student Perspective</strong></td>
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<td>Seb Prohn, UP-WCU</td>
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<td>Kenneth Kelty, UP-WCU</td>
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<td>Michael Kozicki, UP-WCU</td>
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<td>Maleek Gilliam, UP-WCU</td>
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<td>Maranda Seagle, ACE-WPCC</td>
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<td>Kyle Dumers, BA-UNCG</td>
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<td>Rebecca DiSandro, BA-UNCG</td>
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<td>Cone Ballroom</td>
<td><strong>How to: Work with Administration and Faculty</strong></td>
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<td></td>
<td>David Westling, Up-WCU</td>
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<td></td>
<td>Tonya Monroe, Randolph CC</td>
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<tr>
<td>Kirkland Room 56</td>
<td><strong>How to: Collaborate for Employment and Career Outcomes</strong></td>
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<td></td>
<td>Emery Cowan, NC DMH/DD/SAS</td>
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<td>Beverly Colwell, NC DPI</td>
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<td>Alice Farrar, NC DVR</td>
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<td></td>
<td>Ron Reeve, Business Leadership Network, NCCDD</td>
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<td>Maple Room 138</td>
<td><strong>How to: Provide Education Coaching and Peer Support</strong></td>
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<td>Keith Errickson and Megan Kovac, CIDD-UNC</td>
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<td>Kerry Hagner, LEND-SA, UNC-CH</td>
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<td></td>
<td>Chris Cordeiro, LEND-SA, UNC-CH</td>
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<td></td>
<td>Kelly Kelley, UP-WCU</td>
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<td>Tiffany Love, UP-WCU</td>
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<td>Chloe Mutz, UP-WCU</td>
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2:30-3:30 Action Steps

Cone Ballroom  **Where We Go from Here**  
Specific tools and steps for PSE options in your area

3:30-4:00 Next Steps & Closing

“Don’t ever let people tell you what you can’t do...always think positive.”  
—Cleophus Carver Jr., North Carolina Self-Advocate Leader
Presenter Bios

Mary Todd Allen is the Middle School Program Manager for the Exceptional Children Division of Winston-Salem/Forsyth County Schools. She previously served as Transition Coordinator for WSFCS and was an adjunct professor at Winston-Salem State in special education.

Doreen Byrd has been a Parent Educator with the Exceptional Children's Assistance Center (ECAC) since 1999. Throughout her adult life she has been involved with families facing disability-related challenges. Doreen is the parent of two young adults with disabilities.

Cleophus Carver Jr. is a graduate of Northeastern H.S. He is a Global Messenger, member of his local Special Olympics Committee, and an athlete. He is a member of Toastmaster International and a founding member of Monarch Voices of Power, a local self-advocacy group.

Chris Cordeiro is the LEND Self-Advocate trainee for 2012-13 at the CIDD. He participates in a Leadership Consortium, attends a graduate-level course on developmental disabilities across the lifespan, and is a member of the PSE Team. He works part-time at Lowe’s and his interest is in helping others.

Emery Cowan is a Program Manager at the NC DMH/DD/SAS. She is responsible for the oversight of community mental health services under the NC implementation plan for the DOJ settlement. She chairs NC Employment First Steering Committee and leads the State Employment Leadership Network.

Beverly Cowell is the Consultant for Intellectual Disabilities and Secondary Education at the NC Department of Public Instruction. She serves as a resource to LEAs, charter schools, adult service agencies, parents, and state-operated educational programs and is involved with program planning and evaluation.

Rebecca DiSandro is a sophomore at BA-UNCG. Her dream is to work at Disneyworld in guest services; she plans to apply for Disney College and hopes that courses like Recreation Services for Underrepresented Populations and Introduction to Hospitality prepare her for her dream job/dream life in Florida.

Kyle Dumers is a senior at UNCG and is interested in a manufacturing job. His internships include UNCG Facilities and Maintenance Department and Medicago USA, Inc. He looks forward to graduation and plans to use his UNCG experiences as a springboard for connections in his hometown of Cary.

Keith Errickson is a LEND (Leadership Education in Neurodevelopmental Disabilities) Fellow at the Carolina Institute for Developmental Disabilities at UNC. He earned his Ph.D. from King’s College, Aberdeen and is currently an education coach for an adult with autism.
**Alice L. Farrar** is program specialist for Transition Services at the NC Division of Vocational Rehabilitation.

**Nancye Gaj** is team leader and directs professional development and instructional support in the College and Career Readiness Office at the NC Community College System.

**Maleek Gilliam**, from Asheville, NC, is a first-year participant in WCU’s UP Program. He helped manage WCU’s football team and regularly exercises at the campus recreation center. He works at the campus stores and his academic interests include social work and athletic training.

**Erika Hagensen** is Assistant Director for Policy at The Arc of NC. Previously Erika served as the Executive Director of the Joseph P. Kennedy, Jr. Foundation and the Director of Disability Rights for The Disability Policy Collaboration in Washington, DC.

**Kerry Hagner** is a LEND-Self Advocate trainee at the graduate-level PSE opportunity at the Carolina Institute for Developmental Disabilities, UNC-Chapel Hill. She is a leader in her community and in her work as a Global Ambassador with Special Olympics.

**Missouri Harvey** is a graduate of Camden HS. She is a Global Messenger for Special Olympics and an athlete. She is a member of Consumer/Family Advisory Committee and a founding member of Monarch Voices of Power, a local self-advocacy group.

**Monica Isbell** is the Coordinator of Special Needs & Counseling Services at Alamance Community College (ACC) in Graham, NC. She developed and implemented Career College at ACC. Ms. Isbell is the current president of NC AHEAD (Higher Education and Disability).

**Joan Johnson** is a professional of 38 years in the NC developmental disabilities community and state systems. She serves as Executive Director of Beyond Academics (BA) at The University of North Carolina at Greensboro, a four-year certificate program for students with ID.

**Kelly Kelley** is Western Carolina University’s University Participant Program coordinator. She has presented at over 60 conferences. Her research is focused in secondary transition relating to employment, independent living, and inclusive postsecondary opportunities for individuals with intellectual disabilities.

**Kenneth Kelty** is a participant in WCU’s UP Program. Interests include cultural studies, criminal justice, and interior design. Kenneth works at the campus mail center and the International Studies Office. He is a member of the campus diversity committee, the International Club, and the Asian Students’ Association.

**Megan Kovac** is a school psychology doctoral student, focusing on neurodevelopmental disabilities. She has served as an education coach in the Leadership Education in Neurodevelopmental Disabilities (LEND) program at the CIDD and assisted with PSE program evaluations.
Michael Kozicki, from Tucker, GA, is a first-year participant in WCU’s UP Program. Michael currently works at the Kneedler Child Development Center and he studies education, special education and public speaking. Michael is an honorary member of the Pi Kappa Phi fraternity.

Laura Anne Long is a graduate of Rock Hill HS, SC. Laura prides herself in being “the only developmentally challenged person in an ongoing outside theatre production...the Lost Colony.” Laura is a founding member of Monarch Voices of Power, a local self-advocacy group.

Renate Macchirole received her BS from Marywood University in Scranton, PA. Renate is the Community Inclusion Specialist for Monarch, and a member of the NCCDD. Renate is committed to ensuring all people have equal rights and opportunities to live lives of dignity and purpose.

Betsy MacMichael, State Director of First In Families of NC, works in various capacities to promote inclusion and positive community awareness of people with disabilities. Her daughter, Janie, is a sophomore at Beyond Academics, an experience that she deeply appreciates for the opportunities, challenges, and benefits it brings.

Daphne Martin coordinates Disability Services and codirects the ACE Program at Western Piedmont CC in Morganton, NC. Previously she was a high school special education teacher in the Occupational Course of Study. She received her BS and MA in Special Education from Appalachian State.

Alex McCourt is a sophomore at UNCG in the ICS Course of Study. He is interested in art classes. He has a love of computers and gaming, and hopes to find an internship in those areas. Alex is very interested in learning to become a mentor to new college students.

Tonya Monroe is the Director for Career College at Randolph Community College in Asheboro, NC. She has a BA in Special Education from NC A&T and a MA in Special Education from Grand Canyon University. Tonya also has a Highly Qualified NC license and has taught in the public schools.

Duncan Munn has served as Chief of Adult Services for the Developmental Disabilities Section, NC DMH/DD/SAS, the Director of Early Intervention and as a Program Manager for the NC Council on Developmental Disabilities. He currently chairs the private non-profit board that partners with UNCG to administer Beyond Academics.

Kermit Mullen attends the River City Achievement Center where he volunteers for local organizations such as the Food Pantry. He is a member of Toastmasters International and a founding member of Monarch Voices of Power, a local self-advocacy group.

Ann Palmer is a faculty member at the Carolina Institute for Developmental Disabilities (CIDD). Her book, Realizing the College Dream with Autism or Asperger Syndrome: A Parent’s Guide to Student Success was written about her son’s college experience.
Seb Prohn is the faculty liaison/outreach coordinator for Western Carolina University’s University Participant (UP) Program. He is completing his doctorate from NC State’s Psychology in the Public Interest Program. Research interests include social inclusion, psychological sense of community, participatory methods, and accessible evaluation.

Nessie Pruden-Siler received her BA from Goddard College and is a graduate of Partners in Policymaking. Nessie is a member of Monarch’s Human Rights Committee and the Next Chapter Book Club. She is a founding member of Monarch’s Voices of Power, a local self-advocacy group.

Ron Reeve chairs the NC Council on Developmental Disabilities, and serves on the NC Employment First Steering Committee and the NC DPI State Transition Team. He is a founding member of the NC Business Leadership Network and is an advocate for careers for those with disabilities.

Maranda Seagle is a student in the ACE Program (Accessible College Experience) at Western Piedmont CC in Morganton, NC. She is pursuing her education in Therapeutic Recreation; her career goal is to become a Substance Abuse Counselor in Morganton.

Terri Shelton is Vice Chancellor for Research/Economic Development and the Carol Jenkins Mattocks Distinguished Professor at UNCG. She has over 60 publications, $15 million in grants, and 25 years of clinical experience, including her role in UNCG’s Beyond Academics for students with ID.

David Westling is the Adelaide Worth Daniels Distinguished Professor of Special Education at Western Carolina University. Dr. Westling is co-director of the personnel preparation project in severe disabilities and director of the WCU University Participant Program.

Adrienne Villagomez is the LEND trainee in Special Education at the Carolina Institute for Developmental Disabilities. She is in her third year of the School Psychology doctoral program at UNC. Her primary interests include neurodevelopmental disabilities and advocacy for individuals with I/DD.

Donna Carlson Yerby is an Education Specialist involved in research, clinical evaluation, education reform, and outreach services at the Carolina Institute for Developmental Disabilities at UNC. She is the co-founder and co-facilitator of the NC Postsecondary Education Alliance.

Karen Yerby serves as Associate Director for Student Placement and Assessment with the NC Community College System. She works with campus disability services personnel, administers the Golden LEAF Scholars Program, and coordinates NC-ACCESS, an on-line professional development initiative. She co-founded the NCCCS Student Leadership Development Program.

Deborah Zuver directs self-advocacy initiatives at the Carolina Institute for Developmental Disabilities, UNC and co-facilitates the NC PSE Alliance that she cofounded in 2009. She leads evaluation activities for a range of programs across the lifespan and serves on state-level workgroups.
# North Carolina Post-Secondary Education Options: Community Colleges at a Glance

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<th>College:</th>
<th>Program:</th>
<th>Certificate awarded?</th>
<th>Tracks or Programs:</th>
<th>Practicum / Internships?</th>
<th>Average Enrollment</th>
<th>Average Completion Time:</th>
<th>Residential Options / Transportation</th>
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<tbody>
<tr>
<td>Alamance Community College</td>
<td>Career College</td>
<td>Yearlong (32 week) post-secondary Certificate</td>
<td>Automotive Assistant; Health &amp; Public Services Assistant</td>
<td>Yes</td>
<td>8-12 students per track</td>
<td>1 year</td>
<td>N/A</td>
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<tr>
<td>Central Piedmont Community College</td>
<td>Community Transitions and Project SEARCH</td>
<td>Certificates of Completion from Compensatory Education and Project SEARCH</td>
<td>Courses in Compensatory Education, Community Transitions, and Continuing Education</td>
<td>Yes</td>
<td>20 students for 2 year program</td>
<td>2 years</td>
<td>Central Campus campus parking</td>
</tr>
<tr>
<td>Cleveland Community College</td>
<td>ConneXions</td>
<td>Certificate of Completion</td>
<td>ConneXions</td>
<td>N/A</td>
<td>22 students</td>
<td>2 years</td>
<td>N/A</td>
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<tr>
<td>Randolph Community College</td>
<td>Career College</td>
<td>16 week post-secondary Certificate</td>
<td>Hospitality &amp; Tourism; Automotive Assistant</td>
<td>Yes</td>
<td>10 students per program of study</td>
<td>1 year</td>
<td>N/A</td>
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<tr>
<td>Western Piedmont Community College</td>
<td>Accessible College Experience</td>
<td>Recognition of Collegiate Achievement</td>
<td>Accessible College Experience</td>
<td>Yes</td>
<td>Currently 1 student Fall 2013: 4 students</td>
<td>2 years</td>
<td>N/A</td>
</tr>
<tr>
<td>College:</td>
<td>Program:</td>
<td>Certificate awarded?</td>
<td>Tracks or Programs:</td>
<td>Practicum / Internships?</td>
<td>Average Enrollment</td>
<td>Average Completion Time:</td>
<td>Residential Options / Transportation</td>
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<tr>
<td>Appalachian State University</td>
<td>Scholars with Diverse Abilities Program</td>
<td>Yes</td>
<td>Individual Plan</td>
<td>Yes</td>
<td>3 students enrolled in 2012-2013</td>
<td>2 years</td>
<td>Inclusive dorms</td>
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<tr>
<td>CIDD at UNC-CH</td>
<td>LEND Self-Advocate Leadership Training</td>
<td>N/A</td>
<td>Leadership Training Program</td>
<td>No</td>
<td>1 student per year</td>
<td>1 year</td>
<td>N/A</td>
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<tr>
<td>University of North Carolina at Greensboro</td>
<td>Beyond Academics ™</td>
<td>Yes</td>
<td>Integrative Community Studies</td>
<td>Yes</td>
<td>22 students enrolled in 2011-2012; Total enrollment =52</td>
<td>4 years</td>
<td>Off-campus apartments; student housing complexes managed by private firms</td>
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<tr>
<td>Western Carolina University</td>
<td>University Participant Program</td>
<td>Yes</td>
<td>Individual Plan</td>
<td>Yes</td>
<td>4 students per year</td>
<td>2 years</td>
<td>Inclusive dorms</td>
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**Acronyms and Terms for Disability Criteria and Services**

**Accommodation:** Adjustments made in course materials or instructional methodology that do not change the essential nature or academic and technical standards of the course. Adjustments made in the physical attributes of a classroom such as provision of tables and/or chairs, which do not disrupt the essential activities of the class or program.

**ADA/Americans with Disabilities Act:** Prohibits discrimination against individuals with disabilities. It mandates equal opportunities for persons with disabilities in areas such as employment, public accommodations, transportation, state and local government services, and telecommunications.

**ASD/autism spectrum disorder:** A neurological disorder that affects development in the areas of social interaction, behavior, and communication skills. This developmental disability typically appears during the first three years of life. Main features include disturbances of: 1) developmental rates; 2) responses to sensory stimulation; 3) speech, language, and learning abilities; 4) ability to relate to people, events and objects. ASD presents with a range in terms of severity, including “high-functioning autism” and Asperger’s syndrome.

**DD/developmental disability:** A severe, chronic disability of a person that manifests before the age of 22, which is attributable to mental or physical impairment or combination of mental and physical impairments that results in substantial functional limitations in three or more of the following areas of major life activity: (a) self-care, (b) reception (understanding) and expressive language, (c) learning, (d) mobility (ability to move), (e) self-direction (motivation), (f) the capacity for independent living, (g) economic self-sufficiency.
**ID/intellectual disability:** A disability that involves significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18 and encompasses a wide range of conditions, types, and levels. Intellectual disability is caused by factors that can be physical, genetic, and/or social.

**LD/learning disability:** A lifelong disorder that affects a person’s ability to either interpret what he/she sees and hears or to link information from different parts of the brain. A person with a learning disability may have normal intelligence; however, there is a significant discrepancy in intelligence level and his/her ability to learn and perform certain tasks. Most people with learning disabilities alone are not eligible for developmental disabilities services but may be eligible for vocational rehabilitation services.

**IEP/Individual Education Program:** A written plan for a child with a disability who receives services under the Individuals with Disabilities Education Act (IDEA) through the public school system. The plan details the child’s current level of performance, measurable goals, ways in which these goals will be accomplished, and the frequency and duration of the services and supports to be provided.

“Always remember to dream and believe.”

—Laura Anne Long, North Carolina Self-Advocate Leader
IDEA/Individuals with Disabilities Education Act: Originally P.L. 94-142 Education for all Handicapped Children Act mandating that state and local education agencies provide a free, appropriate public education and related services to all 'handicapped' children. Subsequent amendments provide for secondary education and transition services and for funds on research, training, and demonstration in transition from school to adult life. IDEA also includes Part H (Early Intervention Programs for Infants and Toddlers with Disabilities).

LME/MCO - Local Management Entity/Managed Care Organization: In North Carolina, LMEs are agencies of local government-area authorities or county programs-that are responsible for managing, coordinating, facilitating, and monitoring mental health, developmental disabilities, and substance abuse services and supports in the area served. LME responsibilities include offering consumers 24/7/365 access to services, developing and overseeing providers, and handling consumer complaints and grievances. Newly configured LME-MCOs went into effect January 2013.

LEA/Local Education Agency: A school district or charter school.

PSE/Postsecondary Education: Education after the high-school level. Options for students with intellectual disabilities include community colleges, four-year colleges and institutions, vocational-technical colleges, and the other various forms of adult education. PSE options are designed to support students with ID, in inclusive settings, who are seeking to continue academic, career/technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment. Academic supports can include alternate instructional materials, abbreviated assignments, alternate assessments, instructional software, audio texts, read-aloud software, voice activated software and other learning opportunities.

UCEDD/University Center for Excellence in Developmental Disabilities: Currently, there are 67 UCEDDs—at least one in every US state and territory—that facilitate the flow of disability-related information between community and university. UCEDDs work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens. The Carolina Institute for Developmental Disabilities at UNC-Chapel Hill is North Carolina’s UCEDD.
Postsecondary Education (PSE) and Disability Support Terms

**Academic interventions:** Individualized instruction to teach or remediate specific skills under IDEA.

**Academic/Education Coach:** Individual who supports and/or assists student with a disability to complete instructional tasks (e.g., homework, study skills), manage PSE expectations (e.g., time and materials management, organizational skills) and may assist in arranging tutoring and accommodations. Coaches are usually typical college students.

**Assistive technology:** Technology that is available to assist individuals with disabilities to participate in activities as independently as possible.

**Disability support services:** Office at institutions of higher education responsible for supporting students with disabilities enrolled in the college.

**Dual enrollment:** Enrolling in postsecondary and secondary education simultaneously, usually by using local education funds to pay for PSE access.

**Essential Nature of a Course:** This language is from applicable case law [ref. The Davis Decision] that states colleges need to identify the essential elements of each course requirement and curriculum program. Colleges are not required to waive or substitute alternate courses in place of courses that are essential elements of programs. [Note: PSE opportunities for students with ID, however, provide options and support beyond this stipulation.]

**Faculty liaison:** Individual who communicates with faculty whose courses include students with disabilities in order to provide appropriate information about expectations and student supports.

**Facilitator:** Individual who leads meetings to address various topics including person-centered planning, resource mapping, etc.

**Fading:** Specific support services are decreased over time in order for students with disabilities to become more independent. Fading is implemented within a student-centered plan.

**Functional Vocational Assessment:** Identifies individual's vocational interests and aptitudes using actual job tasks in a variety of environments
**HEOA/Higher Education Opportunity Act:** The Higher Education Opportunity Act (P.L. 110-315) (HEOA) was enacted on August 14, 2008 and it reauthorized the Higher Education Act of 1965. This law contains a number of important new provisions that will improve access to postsecondary education for students with intellectual disabilities. Of particular note are several provisions that address financial aid and that create a new model demonstration program and coordinating center for students with intellectual disabilities.

**Inclusion:** The full participation by an individual with a developmental disability in activities, organizations and groups of his/her choosing in the community, and the acceptance and encouragement of the participation of individuals with disabilities in social, educational, work, and community activities.

“[My life mission is] to help others with I/DD make progress and live better lives.”

– Missouri Harvey, North Carolina Self-Advocate Leader

**Individualized supports:** Supports that enable an individual with a developmental disability to exercise self-determination and be independent, productive, and integrated and included in all facets of community life.

**Mentor:** An individual who provides leadership and support for a student to set and meet goals and develop independence and self-advocacy skills.

**Natural supports:** Relationships that are fostered and developed among individuals with disabilities and non-disabled classmates, co-workers, etc.

**Paid supports:** Relationships involving individuals who are compensated for facilitating, coaching, or providing specific supports for students with disabilities.
**Person-First language:** Person First Language (PFL) represents respectful, accurate ways of communicating with and about people with disabilities. As they are not their diagnoses or disabilities; individuals are addressed as people first. For example, *student with a disability* rather than *disabled student* is preferable.

**Reasonable Accommodation:** Under ADA, academic accommodation or physical adjustments necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship. Documentation verifies the impairment adequately for the college to determine the degree of resulting limitation on a major life activity to aid in the design. Reasonable accommodation applies in the workplace and other settings.

**Self-advocate:** An individual speaking or acting for himself/herself; the individual determining what is best for him/her and taking charge in getting it as well as standing up for his/her rights as a person.

**Service learning:** Educational model in which learning opportunities are derived from structured service activities rather than traditional classrooms.

**Self-determination:** Self-determination means the person with a developmental disability has control over how public funds allocated for his/her services and supports are spent. Because self-determination is based on the principles of freedom, authority, support and responsibility, it involves setting and pursuing goals, living in a place of one’s choosing, holding a job, and taking responsibility for making a contribution back to the community.

**Student-centered planning (person-centered planning):** Approach to planning services and supports with an individual with disabilities that supports the person in identifying choices, making decisions based on those choices and then honoring those decisions. The plan should focus on whole-life planning, reflecting what the person wants his/her life to be, and should outline how the person with the developmental disability will achieve and maintain the desired outcomes.

**Transition:** The process of moving from one stage of life or "set" of services to another; for example, transitioning from services provided by the school system to adult life in the community as the student nears completion of school or moving a child from an early intervention or preschool program to a school setting.
TPSID/Transition Programs for Students with Intellectual Disabilities: Funded by the US Department of Education, 27 model demonstration sites at two- and four-year institutions of higher education in 23 states are creating or expanding programs for students with intellectual disabilities. They focus on inclusive academics and instruction, social activities, work-based learning, and independent living. Evaluation is ongoing over five years to determine best practices. In North Carolina: Western Carolina University TPSID: University Participant; satellite sites at Appalachian State, Alamance Community College, and Western Piedmont Community College.

**Typical students**: Students without disabilities who do not need specialized support services.

**Universal design**: An approach to accessibility that concentrates on making all aspects of an environment accessible to all people, regardless of their level of ability. Examples of universal design include lever handles rather than round door knobs for doors; lower light switches; water controls located towards the outside of the tub; adjustable closet rods and shelves; dual-height water fountains; playground equipment accessible to all children, including those who use wheelchairs; and household items (e.g., microwave ovens, televisions, radios) with touch-sensitive controls.

**Universal Design for Learning (UDL)**: A framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

**Work-study**: Program in which participating students are able to make money for college expenses by working on campus.

“Open all the doors and make sure they stay wide open.”

– Nessie Pruden-Siler, NC Self-Advocate Leader
Resources and Agencies

Resources:

- Think College  www.thinkcollege.net
- College Foundation of North Carolina (CFNC)  www.cfnc.org
- Project Steps Toward Independence and Responsibility)  www.self-advocate.org
- NC Postsecondary Education Alliance (PSEA)  www.cidd.unc.edu/psea

Agencies/Organizations:

- ARC of NC  www.arcnc.org
- Association for Higher Education and Disabilities (AHEAD)  www.ahead.org
- Business Leadership Network  www.ncbhn.org
- Carolina Institute for Developmental Disabilities UNC-CH (CIDD)  www.cidd.unc.edu
- Council for Exceptional Children (CEC)  www.cec.sped.org
- Exceptional Children Assistance Center (ECAC)  www.ecac-parentcenter.org
- NC Department of Public Instruction (NCDPI)  www.dpi.state.nc.us
- NC Council on Developmental Disabilities (NCCDD)  www.nc-ddc.org
- NC Division of Career Development and Transition (NCDCDT)  www.ncdcdt.org
- NC Division of Vocational Rehabilitation Services  www.ncdhhs.gov/dvrs
- United Cerebral Palsy (UCP)  www.ucp.org
Mary Todd Allen :: Winston-Salem/Forsyth County Schools
Margaret Anagnos :: Committee Member, SDAP at Appalachian State University
Nellie Aspel :: Director, Special Education, Cleveland County Schools; professor, UNCC
Lance Alexis :: Director, Disability Support Services, Western Carolina University
Nancy Bell :: Committee Member, SDAP at Appalachian State University
Kathleen T. Brinko, Ph. D. :: Interim Director, Hubbard Ctr for Faculty Development, App State U
John Buck :: Former Transition Coordinator, Southern Wake Academy
Alan Chase :: Teacher, NC Emerging Leader; National Youth Leader
Denise Coleman :: Director, The Arc of Haywood County
Beverly Colwell :: Consultant for ID/Secondary Education-NC DPI, Exceptional Children
Robyn Dorton :: Self-Advocate Trainer, Project STIR, CIDD-UNC
Bryan Dooley :: Student; Self-Advocate Leader
Alice Farrar :: NC Division of Vocational Rehabilitation
Jennifer Fielder :: Compensatory Education, Central Piedmont Community College
Wilson Finks :: Self-Advocate Trainer, Project STIR, CIDD-UNC
Emily Furgang :: Doctoral Student, Allied Health Sciences, Occupational Science, UNC-Chapel Hill
Nancye Gaj :: Director, Professional Development/Instructional Support, NC Community College System
Mike Graves :: Family advocate, Autism Society of North Carolina
Alicia Farrar :: Transition Liaison, NC Division of Vocational Rehabilitation
Kerry Hagner :: Self-advocate, former PSE student
Timmy Haith :: Coordinator, Career College, Alamance College
Verla Insko :: NC House of Representatives, Health and Human Services Committees
Monica Isbell :: Coord, Special Needs-Counseling Svcs; director, Career College, Alamance CC
Sharon Jackson :: Transition Coord, Cleveland Co Schools; past president NCDCDT
Nicole Jimerson :: Transition Facilitator, Chapel Hill-Carrboro City Schools
Joan Johnson :: Executive Director, Beyond Academics, UNC Greensboro
Patricia Keul :: NC Coordinator for Project SEARCH
Kelly R. Kelley :: Coordinator, University Participant (UP), Western Carolina University
Susan Lombardo :: Transition Coordinator, East Chapel Hill High School
Freda Lee :: Coordinator, Teacher Preparation, NC Race to the Top; NC DPI
Nance Longworth :: Past President, NC AHEAD, Coord, Academic/Disability Resources, Davidson College
Renate Macchirole :: Inclusion Specialist, Monarch NC
Eric Marshburn :: Admissions, Beyond Academics, UNC Greensboro
Cathy McKinney :: Professor and Coordinator of Music Therapy, SDAP at Appalachian State
Tonya Monroe :: Director of Career College, Randolph Community College
Nancy Morabito :: Director, Compensatory Education, Wake Tech
Duncan Munn :: Consultant, Community Advocate
Ann Palmer :: Faculty Member, CIDD - UNC-Chapel Hill, family advocate, author
Seb Prohn :: Faculty Liaison, University Participant (UP), Western Carolina University
I Azell Reeves :: Member, NC Council on Developmental Disabilities and family advocate
Holly Riddle :: Executive Director, NC Council on Developmental Disabilities
Ellen Russell :: Special Projects, The Arc of North Carolina
Terri L. Shelton :: Vice Chancellor for Research/Economic Development, UNC-Greensboro
Pam Silberman :: Director, NC Institute of Medicine
Shanya Simpson-Hall :: Program Manager, NC Council on Developmental Disabilities
Melody Schwantes :: Director, Scholars with Diverse Abilities, Appalachian State University
Jim Swaine :: NC Division of Vocational Rehabilitation
Richard Tedescucci :: Consultant, Positive Behavior Supports, NC DPI
Cate Weir :: Coordinator, ThinkCollege, UMASS-Boston
David Westling :: Professor of Special Education, Director, University Participant (UP), WCU
Yasmine White :: Director, Voices Together
Regina Willis :: Disability Support Services, Wake Tech
Karen Yerby :: Assoc. Director, Student Assessment/Placement, NC Community College System

PSEA Team at The Carolina Institute for Developmental Disabilities (CIDD) – UNC

Donna Carlson Yerby :: Assistant Director-Services, Education Section Head, co-facilitator, PSEA
Deborah Zuver :: Director of Self-Advocacy Initiatives, co-facilitator, PSEA
Emily Furgang, Doctoral Candidate, Occupational Science

Leadership Education in Neurodevelopmental Disabilities (LEND) Trainees

Chris Cordiero :: Self-Advocacy
Keith Errickson :: Public Health
Adrienne Villagomez :: School Psychology

“Keep your mind open wild so you never miss a chance.”
– Kermit Mullen, North Carolina Self-Advocate Leader
### PSE PATH - Planning*

*Adapted from Planning Alternative Tomorrows with Hope [www.Inclusion.com](http://www.Inclusion.com)

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1) Your Personal Dream for PSE in NC:
PSE Capacity-Building Summit: Leading the Way
Evaluation 2013

Circle your rating of the Summit for each item presented below. Please be as specific as possible in making your comments. Your evaluation and suggestions will be used to plan future Capacity-Building events. **Thank you for your responses!**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
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<td><strong>Monday, March 11</strong></td>
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| Stephan Hamlin-Smith  
*The Next Frontier* | 5 4 3 2 1 | |
| Breakout session #1  
I attended  
CHECK ONE | | |
| Presenter’s knowledge | 5 4 3 2 1 | |
| Useful information for me | 5 4 3 2 1 | |
| Breakout session #2:  
I attended  
CHECK ONE | | |
| Presenter’s knowledge | 5 4 3 2 1 | |
| Useful information for me | 5 4 3 2 1 | |
| Reception:  
Networking  
Chris Hendricks *Rise Up!* | 5 4 3 2 1 | |
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<td>□ Work with Faculty</td>
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<td>□ Employment</td>
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<td>□ Student Perspective</td>
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<td>Group: PATH Action Steps</td>
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<td>The Summit experience has been valuable to me:</td>
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<td>My overall rating of the Summit is:</td>
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List the best features of the Summit: __________________________________________________________

Recommendations for future Summits: __________________________________________________________

My interest in PSE is in NC region: [ ] East [ ] Central [ ] West [ ] N/A
THANK YOU!

Debbie Freund
Executive Assistant
UNCG Office of Research and Economic Development
UNC at Greensboro

:: Nathan Kotecki
CACG, UNC General Administration

:: Karen Yerby
North Carolina Community College System

A special thank you to PSEA program assistant and CIDD LEND trainee:

Adrienne Villagomez

Chris Hendricks Band

Chris Hendricks, diagnosed with cerebral palsy, was once told that he would never walk. Today, the renowned musician goes wherever his music takes him. His hit song “Noise,” was featured at the Louvre Museum in Paris and was the theme song for the Carolina Hurricanes and Florida Panthers. For more information:

http://www.chrishendricksband.com/
Thank you for participating in the

Second Annual
NC PSE Capacity-Building Summit:

Leading the Way

Hosted by NC Postsecondary Education Alliance
and
Beyond Academics, University of North Carolina Greensboro
with funding from College Access Challenge Grant

Beyond Academics at
The University of North Carolina at Greensboro

Joan Johnson, Executive Director, Beyond Academics
Terri Shelton, Vice Chancellor for Research/Economic Development
And the PSE students, graduates, and supports

http://beyondacademics.uncg.edu

::

North Carolina Postsecondary Education Alliance (NC PSEA)
Carolina Institute for Developmental Disabilities
The University of North Carolina at Chapel Hill
Donna Yerby, Assistant Director, Services/Special Education
Deborah Zuver, Co-director, Project STIR

http://www.cidd.unc.edu/psea