

*Dedicated to the memory of
Melissa Riggio*

2010
STATE OF THE ART CONFERENCE
*on postsecondary education and
individuals with intellectual disabilities*

AGENDA

OCTOBER 28 & 29, 2010
MASON INN, FAIRFAX, VA

SPONSORED BY:

Helen A. Kellar Institute for Human disAbilities, George Mason University

The Kellar Institute for Human disAbilities (KIHD) is an interdisciplinary campus based organization that focuses on “improving the lives and productivity of persons with disabilities.” KIHD combines the resources of George Mason University (GMU) with local, state, regional, national, public, and private sector agencies and organizations to develop products, services, and programs for persons with disabilities.

National Down Syndrome Society (NDSS)

The mission of National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome.

CO-SPONSORED BY:

The Office of Postsecondary Education (OPE), US Department of Education

The Office of Postsecondary Education (OPE) formulates federal postsecondary education policy and administers programs that address critical national needs in support of our mission to increase access to quality postsecondary education. OPE is led by Eduardo Ochoa, Assistant Secretary for Postsecondary Education.

The National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education

The National Institute on Disability and Rehabilitation Research (NIDRR) provides leadership and support for a comprehensive program of research related to the rehabilitation of individuals with disabilities.

The American Association of Colleges for Teacher Education (AACTE)

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to the highest quality professional development of teachers and school leaders in order to enhance PK-12 student learning.

The University of Minnesota's Institute on Community Integration

Through collaborative research, training, and information sharing, the Institute on Community Integration (ICI) improves policies and practices to ensure that all children, youth, and adults with disabilities are valued by, and contribute to, their communities of choice.

ThinkCollege

Think College is a consortium of federally funded projects dedicated to creating inclusive postsecondary education as a choice for students with intellectual disabilities in the United States through research, training and technical assistance, and dissemination.

Association of University Centers on Disabilities (AUCD)

AUCD is a network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities.

The Lawrence B. Taishoff Center for Inclusive Higher Education at Syracuse University

The Taishoff Center for Inclusive Higher Education works toward full and equal participation for all college students with disabilities, through technical support, research, training, and resources.

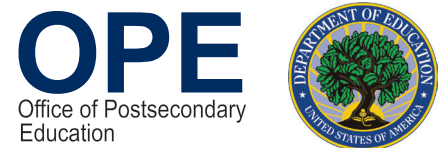
The American Association on Intellectual and Developmental Disabilities (AAIDD)

The American Association on Intellectual and Developmental Disabilities (AAIDD) is the oldest and largest interdisciplinary organization of professionals and citizens concerned about intellectual and developmental disabilities. The association's mission statement is to promote progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

PACER Center

PACER Center is a parent training and information center for families of children and youth with all disabilities from birth through 21 years old.

The Riggio Family



Conference Planning Committee

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Senior Scientist, Beach Center on Disability
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American Association of Colleges for Teacher Education (AACTE)*

MADELEINE C. WILL

Vice President of Public Policy and Director, National Policy Center, National Down Syndrome Society (NDSS)

ALA SHOWERS

Conference Logistics Coordinator, Executive Assistant to the Director of the Helen A. Kellar Institute, GMU

Agenda at a Glance

Strands for Day 1 of the Conference:

Strand 1	Higher Education Opportunities Act
Strand 2	State Systems Change & Partnerships
Strand 3	IHE Systems Coordination & Partnerships
Strand 4	Self-Advocacy and Person-Centered Planning
Strand 5	Transition to College and Employment

THURSDAY, October 28, 2010

8:00 am – 9:00 am

Registration & Breakfast

9:00 am – 10:00 am

Opening Session: Welcome and Overview (Michael Behrman, GMU & Stephanie Smith Lee, NIDSS)

Keynote Address: David Bergeron, U.S. Department of Education
(Grand Ballroom)

10:00 am – 10:15 am

Break

10:15 am – 11:30 pm

Theme: Policy and Advocacy

Comprehensive Transition and Postsecondary (CTP) Program Approval: The Process and Lessons Learned

This session will describe the steps an institution of higher education must take to have its CTP Program approved by Federal Student Aid (FSA) so that eligible students with intellectual disabilities may receive financial assistance. Attendees will hear from FSA officials as they explain the approval process and share lessons learned from the applications reviewed to date. Attendees will also learn from a project director about her experiences in submitting a CTP application.

Moderator & Overview: David Bergeron, OPE
Speakers:

Judy Shanley, OPE
Barbara Murray, FSA
Rebecca Daley, TCNJ

Q & A / Discussion
(Meeting Room 1)

State Systems Change (Part I)

This session will provide a description of stakeholder groups who worked together to develop five programs across the state of South Carolina and actions essential to achieving systems change.

Moderator: Stephanie Smith Lee, NIDSS
Speakers:

Donald Bailey, College Transition Connection, SC
Anne Iriel, SC Vocational Rehabilitation Department

Q & A / Discussion
(Meeting Room 2)

Self-Determination & Person-Centered Planning (Part I)

This session will provide an overview of person-centered planning and its utilization from a faculty and student perspective.

Moderator: Michael Wehmeyer University of Kansas
Speakers:

Colleen Thoma, VCU
Rick Blumberg & former student Brian Denser, TCNJ

Q & A / Discussion
(Meeting Room 3)

Transition to College

This session will address the competencies that students need to develop in K -12 in order to successfully transition to PSE.

Moderator: Marlene Simon-Burroughs, DOE
Speakers:

Jerry Petroff, TCNJ
Liz Getzel, VCU

Q & A / Discussion
(Meeting Room 4)

11:30 pm – 1:00 pm

Lunch & Keynote (Grand Ballroom)

Keynote Speaker: Sharon Lewis, Commissioner of the Administration on Developmental Disabilities
at the Administration for Children and Families

1:00 pm – 2:15 pm

<p>Student Eligibility for Federal Financial Aid</p> <p>This session will provide an overview of the FAFSA and the process by which students with intellectual disabilities can participate in Federal student aid. FSA staff will offer attendee's suggestions regarding how to help students and their families more efficiently complete the FAFSA.</p> <p>Moderator: Jessica Finkel, OPE</p> <p>Speakers: Judy Shanley, OPE Holly Anderson, FSA</p>	<p>State Systems Change (Part II)</p> <p>This session will provide a description of how stakeholder groups worked together to develop programs in Tennessee and California and actions essential to achieving systems change.</p> <p>Moderator: George Jesien, AUCD</p> <p>Speakers: Elise McMillan, Vanderbilt UCEED Olivia Raynor, CA</p>	<p>Collaboration with Teacher Preparation Programs</p> <p>This session will describe the relationships between teacher preparation programs and programs serving students with ID</p> <p>Moderator & Speaker: Michael Behrman, GMU with a co-presenter Suri Raut, GMU student</p> <p>Speakers: Dr. Caroline Everington, Winthrop University & Dr. Deb Leach, Winthrop University Kathleen Miller, Institute on Disabilities at Temple University</p>	<p>Self-Determination and Person -Centered Planning (Part II)</p> <p>This session will highlight various approaches to using person centered planning to implement an individualized program of study. Experts including a student and a parent will contribute their perspectives</p> <p>Moderator: Jennifer Johnson, ADD</p> <p>Speakers: Heidi Graff, Mason LIFE, GMU Jeanne Holden (parent) & Jenny Holden (student, GMU) Cate Weir, ICI</p>	<p>Changing Role of Family</p> <p>Parents and faculty will discuss the changing role of families as students move from high school to a more independent post secondary education setting.</p> <p>Moderator: Kudy Giva Lawal, GMU Life Program</p> <p>Speakers: Eleanor Voldish (parent) Julie Sinclair, Federation for Children with Special Needs, Western Massachusetts Office Sharon Sanders, Clemson University</p>
<p>Q &A / Discussion (Meeting Room 1)</p>	<p>Q &A / Discussion (Meeting Room 2)</p>	<p>Q &A / Discussion (Meeting Room 3)</p>	<p>Q &A / Discussion (Meeting Room 4)</p>	<p>Q &A / Discussion (Meeting Room 5)</p>

2:15 pm – 2:30 pm

Break

2:30 pm - 3:45 pm

Building State Partnerships

This session will describe the steps that institutions of higher education are taking to develop partnerships with state agencies.

Moderator: Madeleine Will

Speakers:

Charlotte Temple,
University of N. Florida

Samantha Marsh, VA DOE

Dana Yarbrough, Virginia
Commonwealth University

Program Administration Issues

This presentation describes administrative issues which arise in college/university-based transition and postsecondary programs.

Questions are explored which arise from the development of a program of study, admission and advising procedure needed on and off-campus partnerships. Necessary professional development for faculty and staff will also be discussed.

Moderator: William Behre,
TCNJ

Speakers:

Molly Boyle, ICI

Robert (Pete) Flexer,
Kent State University

Self-Advocacy

Students from several educational institutions will share their experiences and how their participation in postsecondary education relates to their goals in adulthood.

Moderator: Karen Ingram,
GMU

Speakers:

Darryl Gray, Mason LIFE

Aliza Claire Bible,
Cutting-Edge at Edgewood

Andrew Sinclair, Holyoke
Community College

Rafael Garcia, MCCC

Transition to Employment

This session will address the competencies that students need to develop in K-12 in order to successfully transition to employment through a post secondary program.

Moderator David Test, UNC

Speakers:

David Mank, Indiana University

Patricia Gill, Institute for
Educational Leadership

Q&A / Discussion
(Meeting Room 1)

Q&A / Discussion
(Meeting Room 2)

Q&A / Discussion
(Meeting Room 3)

Q&A / Discussion
(Meeting Room 4)

3:45 pm - 4:00 pm

Break

4:00 pm - 4:15 pm

Keynote speaker: RSA Commissioner Lynnæ Rutledge (Grand Ballroom)

4:15 pm - 5:15 pm

Higher Education Leadership Panel

Alan Merren, President of GMU; Edgar Dyer, Executive Vice President & Chief Operating Officer, Coastal Carolina University;
Douglas Biklen, Dean, School of Education, Syracuse University; William Behre, Dean, School of Education, TCNJ

Moderator: Michael Behrman
(Grand Ballroom)

5:15 pm - 6:15 pm

Reception (Lobby)

6:15 pm - 8:00 pm

Dinner + Keynote Speech: Donald Bailey (Grand Ballroom)



FRIDAY, October 29, 2010

Strands for Day 2 of the Conference:

Strand 1	Academic
Strand 2	Social Life, Independent Living & Community Engagement
Strand 3	Employment
Strand 4	Research & Evaluation
Strand 5	Future Planning, Model Demos, Coordinating Center

8:00 am – 9:00 am

Breakfast (Grand Ballroom)

9:00 am – 9:30 am

ThinkCollege

This session will provide an overview of Think College a consortium of federally funded projects dedicated to creating inclusive postsecondary education as a choice for students with intellectual disabilities in the United States through research, training and technical assistance, and dissemination.

Speakers: Debra Hart and Meg Grigal, Institute for Community Inclusion, University of Massachusetts, Boston

9:30 am – 10:45 am

Theme: Research & Practice

Universal Design for Learning in Post Secondary Education

This session will present an overview of the principles and practices that define the educational framework of universal design for learning (UDL), including equity of access to learning and UDL's roots emerging from how the brain learns. Participants will learn about best practices, national initiatives and emerging programs that are implementing this approach in postsecondary classrooms.

Moderator & Speaker:

Ricki Sabia, NDSSS Policy Center

Social and Community Inclusion

Speakers in this session will address issues and strategies to facilitate successful student inclusion and community integration.

Moderator: George Jesien, AUCCD

Speakers:

Courtney Moffat & student Aliza Claire Bible, Edgewood College

Employment (part I)

Participants in this session will hear from an employer, a student and a job coach who have successfully navigated competitive employment. The job coach will elaborate on a number of different employment opportunities.

Moderator: Robert Taishoff

Speakers:

Employer (William Silverman, World Bank)

Follow-up to 2009 State of the Science Conference

This session will discuss the outcomes of the 2009 conference sponsored by NIDDR and GMU.

Moderator: Dawn Carlson, U.S. DOE

Colleen Thoma & grad. students, VCU

Speakers:

Charlie Lakin & Mary McEathron, University of Minnesota

Coordinating Center & Model Demo Plans (Part I)

This session will provide an opportunity for the new coordinating center and model demos who have been awarded these OPE grants to discuss their plans with other participants.

Moderator & Speakers: Debra Hart and Meg Grigal, ICI

Model Demos:

Dana Yarbrough, VCU

10:45 am – 11:00 am	Elizabeth Dalton, Rhode Island College Fran Smith & Kelly Ligon, VCU	Tammy Day, Vanderbilt	Laura Lee (student) Jen Labbe (GMU LIFE employment coordinator)	Q &A / Discussion (Meeting Room 4)	Jordan Knab, USF
11:00 am – 12:15 pm	<p>Engaging and Supporting Faculty</p> <p>Speakers at this session will address strategies to encourage faculty participation and collaboration across post secondary settings.</p> <p>Moderator: Robert Stodden, University of Hawaii</p> <p>Speakers: Rick Blumberg, TCNJ Cynthia May, College of Charleston</p> <p>Q &A / Discussion (Meeting Room 1)</p>	<p>Models of Inclusive Housing</p> <p>Various models of inclusive housing will be presented including residential on campus housing, and off-campus apartment/houses and strategies to overcome barriers to developing inclusive housing.</p> <p>Moderator: George Jesien, AUCCD</p> <p>Speakers: Kaitlin Zura, Howard Center, VT Sharon Sanders, Clemson</p> <p>Q &A / Discussion (Meeting Room 2)</p>	<p>Employment (part II)</p> <p>Participants in this session will hear about collaborative partnerships between post secondary institutions, vocation rehabilitation agencies, public schools and employers to facilitate employment.</p> <p>Moderator: David Johnson, University of Minnesota</p> <p>Speakers: Sue Onaitis, Mercer County Community College Ann Lindsey, Montgomery County Public Schools</p> <p>Q &A / Discussion (Meeting Room 3)</p>	<p>Program Outcomes and Measuring Student Progress</p> <p>This session will review strategies for measuring academic, social, independent living, and employment outcomes and describe the tools and analysis process related to those outcomes.</p> <p>Moderator: David Mank, Indiana University</p> <p>Speakers: Michael Wehmyer, University of Kansas Rebecca Daley, TCNJ</p> <p>Q &A / Discussion (Meeting Room 4)</p>	<p>Continued Model Demo Presentations (Part II)</p> <p>Model Comprehensive Transition Programs for Students with Intellectual Disabilities (TPSID) award recipients: Jennifer Sandler, Highline Community College Eric Latham, Pathway, UCLA Extension Alisa Lowrey, Louisiana State University Carolyn Tallalian, Wayfinders at Fresno State</p> <p>Q &A / Discussion (Meeting Room 5)</p>
12:15 pm – 1:45 pm	Lunch & Keynote Address: Alexa Posny, U.S. Assistant Secretary for Special Education and Rehabilitative Services (Grand Ballroom)				

1:45 pm – 3:00 pm	<p>Student Access and Success</p> <p>In this session speakers will focus on strategies to facilitate student access and academic success.</p> <p>Moderator: Elizabeth Greczek, OCR</p> <p>Speakers: Susan Onaitis, MCCC Kelly Kelley & Aaron Hoefs, WCU</p>	<p>Promoting Independent Living</p> <p>Session participants will learn various methods to support students as they transition to independent living.</p> <p>Moderator: Olivia Raynor, University of California</p> <p>Speakers: Crystal Makowski, Univ of North Florida Susan Corse-Adams, Univ of North Florida Jeff Ross, Taft College</p>	<p>Resource Mapping and Blending Resources</p> <p>This session will discuss collaborative efforts between state agencies such as Vocational Rehabilitation and institutions of higher education to create post secondary education programs leading to employment.</p> <p>Moderator: Laverdia Roach, ACF</p> <p>Speakers Margo Izzo, Ohio State University Cassandra Shoffler, Rehabilitation Services Administration</p>	<p>Think College Standards, Quality Indicators, & Benchmarks</p> <p>This presentation will provide an overview of the Think College Standards, Quality Indicators, and Benchmarks which are aligned with the HEOA of 2008 to assist in the creation, implementation, and evaluation of postsecondary education programs for individuals with intellectual disabilities. The validation process, the resulting standards, and plans for future use will be described.</p> <p>Moderator: Michael Behrman, GMU</p> <p>Speakers: Meg Grigal & Debra Hart, University of Massachusetts Parent respondent: Phil Pedlikin</p>	<p>Model Demos Part III</p> <p>Robert Stodden, University of Hawaii Jeff Bradford, University of Kentucky Elizabeth Fussell, University of Tennessee Janet E. Green, Minot State University</p>
3:00 pm – 3:15 pm	<p>Q&A / Discussion (Meeting Room 1)</p> <p>Q&A / Discussion (Room 2)</p> <p>Q&A / Discussion (Room 3)</p> <p>Q&A / Discussion (Room 4)</p> <p>Q&A / Discussion (Meeting Room 5)</p>				
3:15 pm – 4:15 pm	<p>Afternoon Break</p>				
4:15 pm – 4:35 pm	<p>Student Panel</p> <p>Speakers: Micah Fralka-Feldman, Erin Thompson, Bryan Burgess; Moderator: Heidi Graff, GMU (Junior Ballroom)</p>				
4:35 pm – 5:00 pm	<p>Wrap-up Meeting for Day and Discussion of Next Steps: Michal Behrman, GMU and Madeline Will, NIDSS (Junior Ballroom)</p> <p>Keynote Speaker: Steve Riggio (Junior Ballroom)</p>				
5:00 pm – 8:00 pm	<p>Dinner (buffer style) and Mason LIFE students/Best Buddies Dance (Grand Ballroom)</p>				

Thursday October 28

8:00am-9:00 am

Registration & Breakfast

9:00am-10:00am

Opening Session (Grand Ballroom)

Welcome and Overview

Michael Behrmann, Ed.D.

Dr. Michael M. Behrmann is a leader/innovator in special education and technology. His over 80 publications and 250 presentations span nearly three decades. He is currently the Director of the Helen A. Kellar Institute for Human Disabilities (KIHd). Current professional activities include the directorship of a state funded training and technical assistance center (TTAC); the Department of Rehabilitation's Northern Region for the Virginia Assistive Technology System (VATS); multi university statewide distance education grants to prepare teachers in the areas of severe disabilities and vision impairments; & a web based professional development site, TTACOnline.org, which has 300,000 visitors per year. He also developed an outreach program where GMU faculty deliver masters/licensure courses in public school settings to teachers and instructional assistants in VA and DC where 22 cohorts are serving some 500 students. With VDOE, he recently established the Accessible Instructional Materials -VA library {NIMAS} at GMU, which promotes universally designed instruction and insures that any qualified student in Virginia can have no-cost accessible media for learning. In 2008 he was awarded the Council for Exceptional Children's (CEC) J. Wallace Wallin Lifetime Achievement Award. In 2009 he received the Outstanding Faculty award from the State Council of Higher Education for Virginia (SCHEV).



Stephanie Smith Lee

Stephanie Smith Lee has over thirty years of public policy experience, including serving in senior Congressional staff positions, as a foundation administrator, and as a nationally recognized disability expert. Since her daughter, Laura, was born with Down syndrome in 1982, she has organized and led many successful bipartisan disability advocacy efforts at the local, state, and Federal levels. As the Director of the Office of Special Education Programs (OSEP) in the US Department of Education, from 2002 through March 2005, Ms. Lee directed the policy development, program planning, monitoring, evaluation, research and implementation of IDEA, the Federal special education law.

Currently Ms. Lee is the Senior Policy Advisor for the National Down Syndrome Society's Policy Center. She provides policy analysis and advice on a wide range of education and disability issues. She offers technical assistance to parents, educators, and institutions of higher education (IHEs) on how to develop and implement high quality inclusive opportunities for students with intellectual disabilities. As Project Leader of the NDSS partnership project with the College Transition Connection, Ms. Lee has directed a grant that has funded five postsecondary projects in South Carolina. Ms. Lee also led an experts group that provided technical assistance to Congress on new provisions for students with intellectual disabilities in the Higher Education Opportunity Act (HEOA) reauthorization and served on the HEOA Negotiated Rulemaking Committee.



David Bergeron
Acting Deputy Assistant Secretary for Policy, Planning and Innovation
Office of Postsecondary Education
U.S. Department of Education

David Bergeron is currently the Acting Deputy Assistant Secretary for Policy, Planning and Innovation and Director of the Policy and Budget Development Staff for the Office of Postsecondary Education in the United States Department of Education. In this position, David is responsible for the program budget for the Federal postsecondary education programs administered by the Office of Postsecondary Education and Federal Student Aid which exceed \$15 billion in fiscal year 2010 and generates more than \$145 billion in financial aid to more than 14 million students enrolled at public and private postsecondary institutions. David is also responsible for legislative, regulatory and other policies affecting the Department's postsecondary education programs including Federal Student Aid. In this capacity he has led key policy groups working on the reauthorization of the Higher Education Act, researched market-based approaches to loan subsidies under the guaranteed loan programs, and approving program regulations and other policy guidelines. Prior to joining the Department, David received his bachelor's of arts in political science and sociology from the University of Rhode Island and worked for a bank in consumer loans.

**10:00am-10:15 am****Break****10:15am-11:30 am****Breakout Sessions (Meeting Rooms 1, 2, 3, 4)**

**Comprehensive Transition and Postsecondary (CTP) Program Approval:
The Process and Lessons Learned**

(Meeting Room 1)

This session will describe the steps an institution of higher education must take to have its CTP Program approved by Federal Student Aid (FSA) so that eligible students with intellectual disabilities may receive financial assistance. Attendees will hear from FSA officials as they explain the approval process and share lessons learned from the applications reviewed to date. Attendees will also learn from a project director about her experiences in submitting a CTP application.

Moderator & Overview:

David Bergeron, Acting Deputy Assistant Secretary for Policy, Planning and Innovation, Office of Postsecondary Education, U.S. Department of Education

Speakers:

Judy L. Shanley, Ph.D., Education Program Specialist, US Department of Education, Office of Postsecondary Education

Dr. Shanley has been an Education Program Specialist at the US Department of Education, Office of Special Education Programs (OSEP) since 2006. In January 2010, Judy was detailed and then transferred to the US Department of Education, Office of Postsecondary Education (OPE). She works half-time with OPE and half-time with Federal Student Aid (FSA). At OPE, she launched programs for students with intellectual disabilities, authorized by the Higher Education Opportunity Act (HEOA) and provides support and advice on disability topics across OPE. With FSA, Dr. Shanley helped to establish the FSA process whereby, eligible students enrolled in approved comprehensive transition and postsecondary programs can receive Federal



student aid. She is active on many interagency committees including the Interagency Committee on Disability Research (ICDR), the Coordinating Council on Access and Mobility (US Department of Transportation), Federal Transition Partners (US Department of Labor), and the Health Transitions Initiative Federal Advisory Committee (Substance Abuse and Mental Health Services Administration). Dr. Shanley has been affiliated with Federal grants administered by the US Department of Education, and other Federal agencies, either while employed at the Department, or employed as a Project Director at organizations such as the American Institutes for Research (AIR) and the Council for Exceptional Children (CEC) for the past 25 years. Her primary interest areas are technical assistance & dissemination, performance measurement, and improving outcomes for students and adults with disabilities across education and employment settings.

Dr. Shanley holds a doctorate in special education with an emphasis on transition, disability services in higher education and educational leadership from the University of Florida, and also a Master's in Rehabilitation Counseling and a Master of Business Administration (M.B.A.) degrees, both from Syracuse University in New York.

**Barbara Murray, Team Leader, Atlanta School Participation Team (DC)
U. S. Department of Education - Federal Student Aid**

Barbara Murray has been with the U.S. Department of Education/Federal Student Aid (FSA) for approximately 20 years, working in various areas of Title IV school eligibility and program compliance. She currently serves as the DC Team Leader for the Atlanta School Participation Team in FSA's Program Compliance Division. Previous to her current position, Barbara served as the Eligibility Liaison for FSA's Performance Improvement and Procedures Branch (PIP). Under PIP, she was a member of the FSA/OPE team that formulated procedures for the eligibility application and review process for Comprehensive Transition and Postsecondary educational programs seeking FSA Title IV program participation approval.



**Rebecca Daley, M.A.
Career and Community Studies Associate Director
Adjunct Professor Department of Special Education, Language and Literacy
The College of New Jersey**

Rebecca Daley has over twenty-five years in the field of Special Education and services for persons with intellectual disabilities. Receiving a Masters in Special Education from the University of Oregon she has worked as an educator and a regional coordinator for children and adults in the state of Oregon. Rebecca founded a transition and post secondary program at Lane Community College in 1983 that continues to thrive.

Currently, Rebecca is working as an adjunct professor for the Dept of Special Education at The College of New Jersey as well as the Associate Director for Career and Community Studies (CCS), a four-year transition and post-secondary college program started in 2006.



Q & A / Discussion

State Systems Change: South Carolina

(Meeting Room 2)

This session will provide a description of stakeholder groups who worked together to develop five programs across the state of South Carolina and actions essential to achieving systems change.

Moderator: Stephanie Smith Lee

Stephanie Smith Lee has over thirty years of public policy experience, including serving in senior Congressional staff positions, as a foundation administrator, and as a nationally recognized disability expert. Since her daughter, Laura, was born with Down syndrome in 1982, she has organized and led many successful bipartisan disability advocacy efforts at the local, state, and Federal levels. As the Director of the Office of Special Education Programs (OSEP) in

the US Department of Education, from 2002 through March 2005, Ms. Lee directed the policy development, program planning, monitoring, evaluation, research and implementation of IDEA, the federal special education law. Currently Ms. Lee is the Senior Policy Advisor for the National Down Syndrome Society's Policy Center. She provides policy analysis and advice on a wide range of education and disability issues.

She offers technical assistance to parents, educators, and institutions of higher education (IHEs) on how to develop and implement high quality inclusive opportunities for students with intellectual disabilities. As Project Leader of the NDSS partnership project with the College Transition Connection, Ms Lee has directed a grant that has funded five postsecondary projects in South Carolina. Ms. Lee also led an experts group that provided technical assistance to Congress on new provisions for students with intellectual disabilities in the Higher Education Opportunity Act (HEOA) reauthorization and served on the HEOA Negotiated Rulemaking Committee.

Speakers:

Donald Bailey, Chair, College Transition Connection, SC

Donald Bailey is a Charleston, South Carolina resident. He along with his wife Caroline have two children and three grandchildren. Mr. Bailey has an Investment Advisory practice in Charleston.

He and Caroline started a non-profit 501-C3 organization a little over five years ago. College Transition Connection's, CTC, mission is to support the development of post-secondary educational opportunities for young adults with intellectual disabilities.

South Carolina now has five colleges that offer programs.



Anne C. Iriel, Director of Program Development, South Carolina Vocational Rehabilitation Department

Ms. Iriel has been working at South Carolina Vocational Rehabilitation Department since 1988. As Director of Program Development, she manages and supervises agency partnerships, initiatives, contracts and grant programs. Ms. Iriel is a graduate of University of South Carolina and holds a Master's Degree in Public Health. She plans to discuss the SC Vocational Rehabilitation Department's mission and partnership with the College Transition Connection and various universities/colleges in SC with programs for students with intellectual disabilities.

Q & A / Discussion

Self-determination & Person -Centered Planning (Part I)

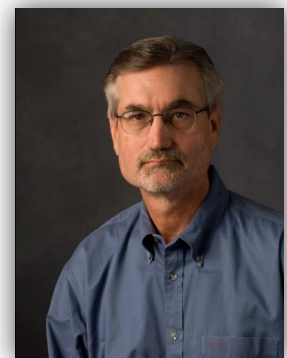
(Meeting Room 3)

This session will provide an overview of student-directed and person-centered planning strategies that are important to promote successful post-secondary education experiences for students with intellectual disability. Presenters will overview student-directed and person-centered planning methods and will present, from the perspective of a student and his faculty support person, what works in the planning process.

Moderator:

Michael L. Wehmeyer, Ph.D., Director, Kansas University Center on Developmental Disabilities, University of Kansas.

Michael L. Wehmeyer, Ph.D. is the Gene A. Budig Teaching Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Senior Scientist, Beach Center on Disability at the University of Kansas. His research and intervention efforts focus on promoting the self-determination of children, youth, and adults with and without disabilities. He is President and a Fellow of the American Association on Intellectual and Developmental Disabilities, past president of CEC's Division on Career Development and Transition, and former Editor-in-Chief of



Remedial and Special Education. He holds undergraduate and Masters degrees in special education from the University of Tulsa, a Masters degree in experimental psychology from the University of Sussex, Brighton, England, and a Ph.D. in Human Development and Communication Sciences from the University of Texas at Dallas.

Speakers:

Colleen Thoma, Director, Doctoral Programs, VCU School of Education Professor, Dept. of Special Education & Disability Policy

Dr. Thoma is a Professor of Special Education in the Department of Special Education and Disability Policy at Virginia Commonwealth University. She has been conducting research on student self-determination for over fifteen years, particularly in facilitating student self-determination in the transition IEP process. She is a member of the Board of Directors of the Council for Exceptional Children (CEC) and a past President of the Division on Career Development and Transition (DCDT). Dr. Thoma has conducted research on the transition of students with ID to post-secondary education, preparation of special educators who are skilled at facilitating student self-determination in transition, the role of self-determination/person-centered planning in post-secondary educational settings, and on universal design for transition planning and services (UDT). She earned her Ph.D. in Curriculum and Instruction/Special Education from Indiana University in 1997.

Rick Blumberg, TCNJ

Dr. Rick Blumberg is an Associate Professor in the department of Special Education, Language and Literacy at the College of New Jersey. He is currently Co-Director of the CCS Plus Project, a Transition and Post secondary Model Demonstration Program for young adults with Intellectual Disabilities. He conducts research and has published articles and book chapters in the areas of the Transition from School to Adult Life, Post-Secondary Education for Young adults with IDD, Autism Spectrum Disorders, Positive Behavioral Support, and the needs of individuals who are dually diagnosed with mental illness and intellectual disability.

The Career and Community Studies Program at the College of New Jersey is in its fifth year of providing a college experience for young adults with Intellectual Disability. Dr. Blumberg will describe the methods the program has used to conduct outreach to faculty, support faculty in their efforts to make coursework accessible, and to support students in typical courses to ensure their success. He will present the "Great Conversations" course, an innovative approach to interdisciplinary studies. Dr. Blumberg will share faculty evaluations of their experiences, and his lessons learned thus far.



Brian Denser, TCNJ graduate

Brian Denser is a recent graduate of the Career and Community Studies program at the College of New Jersey. He has numerous interests including short story writing and Anime scripting and gaming. He divides his time between Egg Harbor and Ewing, New Jersey. He participates in alumni activities and is an intern with Mercer County Public Defenders Office.



Q & A / Discussion

This session will address the competences that students need to develop in K -12 in order to successfully transition to PSE.

Moderator:**Marlene Simon-Burroughs, Ph. D.****Associate Director, Research to Practice Division****Office of Special Education Programs, U.S. Department of Education**

Dr. Marlene Simon-Burroughs is an Associate Division Director responsible for secondary education, transition, and postsecondary projects in the U.S. Department of Education's Office of Special Education Programs (OSEP). In this position, Dr. Simon-Burroughs provides leadership to the team in the Research to Practice Division that administers OSEP's investments in technical assistance, personnel training, model demonstration, technology, and evaluation relating to secondary education, transition and postsecondary outcomes for youth with disabilities. She also helps to guide OSEP's collaboration in this area with other federal partners such as the Rehabilitation Services Administration, the Department of Labor, the Department of Health and Human Services, and the Social Security Administration as well as a host of external partners. Prior to joining OSEP, she worked as a Project Coordinator with the National Transition Network where she focused on providing technical assistance in implementing community-based vocational programs. She also worked for San Francisco State University as a Research Associate conducting studies on inclusion and community-based instructional programs and as a Field Supervisor/Teacher Trainer in the Learning Handicapped Teacher Credential Program. Dr. Simon-Burroughs holds a Ph.D. in special education from the University of California at Berkeley with emphasis in secondary education and special education policy.

Speakers:**Jerry G. Petroff, Ph.D., TCNJ**

Dr. Petroff is an Associate Professor at The College of New Jersey, School of Education in the Department of Special Education, Language and Literacy. Dr. Petroff has over thirty years of experience working on behalf of students, youth and adults with disabilities. Holding a doctorate in psychological studies in special education, he has developed expertise in inclusive education, assistive technology (augmentative and alternative communication), and the transition of students with disabilities from school to adult life. Current areas of research and focus relate to the (1) promotion of early communication in children with complex disabilities specifically those with compounded sensory impairment; (2) post school lives of youth who are deafblind; and (3) post-secondary opportunities for youth with intellectual and/or multiple disabilities.

Elizabeth Evans Getzel, VCU

*The Director of Postsecondary Education Initiatives at Virginia Commonwealth's RRTC, a grant funded center focusing on education and employment needs of individuals with disabilities. She has extensive experience conducting research, evaluation, and training in the areas of transition planning for secondary students with disabilities, postsecondary education for students with disabilities, and career planning/employment for individuals with disabilities. She currently directs projects on supported education in postsecondary education; collaborative career planning for college students with autism; faculty professional development focusing on universal design principles; and supported education for veterans with TBI and SCI. She has authored or co-authored journal articles and book chapters on transition, career development, postsecondary education, and employment and is the co-editor of the book *Going to College: Expanding Opportunities for People with Disabilities*.*

Q & A / Discussion

11:30am-1:00pm:

Lunch & Keynote (Grand Ballroom)

Keynote Speaker: Sharon Lewis

**Commissioner, Administration on Developmental Disabilities
Administration on Children and Families**

Sharon Lewis was appointed Commissioner of the Administration on Developmental Disabilities in March 2010. Well known as an effective advocate, Sharon has a proven track record in championing disability issues, while working for a better quality of life for all.

Sharon has worked in disability policy for more than 10 years at local, state, and national levels. She originally came to Washington, D.C. to serve as a Joseph P. Kennedy, Jr. Foundation Public Policy Fellow, working for Senator Chris Dodd's HELP subcommittee on Children and Families. In 2007, she joined Chairman George Miller's Education & Labor Committee staff as Senior Disability Policy Advisor, where she advised members of the Committee on disability concerns related to education, employment and healthcare.

Sharon is the recipient of numerous awards, including the 2010 Distinguished Leadership in National Disability Policy Award and the Consortium for Citizens with Disabilities Chairman's Award.

In Oregon, Sharon Lewis worked on public policy for the Oregon Developmental Disabilities Coalition and for the Arc. She served as the co-chair of the Oregon Family Action Coalition Team, founded DisabilityCompass.org and managed the Oregon Partners in Policymaking Program, working with individuals with disabilities and family members to participate in policy decisions at all levels.

Sharon is a parent to three daughters, including one with disability. She is a native of Michigan and a graduate of Washington University in St. Louis.



1:00pm-2:15pm

Breakout Sessions

(Meeting Rooms 1, 2, 3, 4)

Eligibility of Students with Intellectual Disabilities to Receive Federal Student Aid:

The FAFSA and More!

(Meeting Room 1)

This session will provide an overview of the FAFSA and the process by which students with intellectual disabilities can participate in the Federal student aid programs. FSA staff will offer suggestions to attendees regarding how to help students and their families apply for aid, describe how Federal aid may impact the receipt of other financial supports, and offer resources and tools to support student participation in Federal student aid.

Moderator: Jessica Finkel, Management/Program Analyst, Office of Postsecondary Education, U.S. Department of Education

Since joining the Department in 2008 as an analyst with the Office of Postsecondary Education, Jessica has worked on a variety of regulatory packages, focusing on issues such as campus safety, financial aid for students with intellectual disabilities, and consumer information. In addition, she spent three months at the Office of Management and Budget this past winter, where she contributed to the formulation of the President's Budget for the 2011 fiscal year. Jessica graduated from the University of Virginia with a BA in psychology.

Speakers:

Judy L. Shanley, Ph.D., Education Program Specialist, US Department of Education, Office of Postsecondary Education

Dr. Shanley has been an Education Program Specialist at the US Department of Education, Office of Special Education Programs (OSEP) since 2006. In January 2010, Judy was detailed and then transferred to the US

Department of Education, Office of Postsecondary Education (OPE). She works half-time with OPE and half-time with Federal Student Aid (FSA). With FSA, Dr. Shanley helped to establish the FSA process whereby, eligible students enrolled in approved comprehensive transition and postsecondary programs can receive Federal student aid. She is active on many interagency committees including the Interagency Committee on Disability Research (ICDR), the Coordinating Council on Access and Mobility (US Department of Transportation), Federal Transition Partners (US Department of Labor), and the Health Transitions Initiative Federal Advisory Committee (Substance Abuse and Mental Health Services Administration). Dr. Shanley has been affiliated with Federal grants administered by the US Department of Education, and other Federal agencies, either while employed at the Department, or employed as a Project Director at organizations such as the American Institutes for Research (AIR) and the Council for Exceptional Children (CEC) for the past 25 years. Her primary interest areas are technical assistance & dissemination, performance measurement, and improving outcomes for students and adults with disabilities across education and employment settings.

Dr. Shanley holds a doctorate in special education with an emphasis on transition, disability services in higher education and educational leadership from the University of Florida, and also a Master's in Rehabilitation Counseling and a Master of Business Administration (M.B.A.) degrees, both from Syracuse University in New York.

Holly Anderson (M.Ed., PMP)

Holly Anderson is a Certified Project Manager in the Customer Experience Office at Federal Student Aid. She has led many consolidation projects at Federal Student Aid including XML Schema development and standardization, Enterprise Data Management, and the current Integrated Student View project - consolidating the content and functionality of 17 student-facing websites. However, she is currently, on a part-time detail to the Office of the Undersecretary where she serves as Policy Liaison for People with Disabilities.

Previous experience includes her work as a Senior Consultant for Bearing Point and time in a variety of positions in financial aid administration in colleges and universities around the country. She holds a Master's degree in higher education administration from The University of Toledo and an undergraduate degree in psychology from Ball State University.

Q & A / Discussion

State Systems Change: California and Tennessee

(Meeting Room 2)

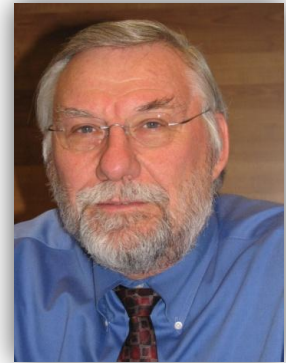
This presentation will address systems change efforts in California and Tennessee. Dr. Raynor will describe new state systems efforts in California that enhance the planning, coordination and implementation of new postsecondary programs. Examples will include: the Department of Rehabilitation's College to Career Project that recently established 5 new postsecondary programs on community college sites, a new interagency joint planning process between the education and developmental disabilities systems, and the CA Consortium on Postsecondary Education for People with Developmental Disabilities, a statewide network that brings together diverse stakeholders for training, technical assistance and policy change. Ms. McMillan will describe the work of the Tennessee Task Force on Postsecondary Education for Students with Intellectual Disabilities. Three years ago, Tennessee had no postsecondary programs, and beginning Fall 2011 there will be two in the state. Ms. McMillan will describe the collaborative work of the UCEDDs at Vanderbilt University and the University of Tennessee, the Tennessee Council on Developmental Disabilities and the Tennessee Higher Education Commission. She will also describe the key roles that national groups including Think College, the National Down Syndrome Society and AUCD have played in systems change in Tennessee.

Moderator:

George Jesien, Ph.D.

Executive Director, Association of University Centers on Disabilities (AUCD)

George Jesien, Ph.D. has had over 30 years of experience in the developmental disabilities field in various capacities as a school psychologist, faculty, and director of state and federally funded programs for children with developmental disabilities and special needs and their families. Currently he is executive director of the Association of University Centers on Disabilities (AUCD) which represents national networks of Universities Centers conducting research, training and service for and with people with developmental disabilities including autism and their families. He directs cooperative agreements with several federal agencies focusing on research, training and service development for individuals with developmental disabilities and autism. He also directs efforts which focus on issues such as disability and health, pre-professional training, disability policy development, national technical assistance, post secondary education and broad based collaboration among numerous national disability organizations. Previous positions include serving as the executive director of the Joseph P. Kennedy, Jr. Foundation, director of the Early Intervention Program at the Waisman Center at the University of Wisconsin-Madison and executive director of the Portage Project. Dr. Jesien was awarded a Joseph P Kennedy, Jr. Foundation Public Policy Fellowship to work with the US Senate Subcommittee On Disability Policy working on disability related legislation. Dr. Jesien received his bachelor's degree from Lemoyne College in English and Philosophy and his masters and doctorate degrees from the University of Wisconsin in Madison in school psychology and human development.



Speakers:

Elise McMillan, JD
Co-Director, Vanderbilt Kennedy Center for Excellence in Developmental Disabilities
Senior Associate, VUMC Department of Psychiatry
Senior Lecturer, VU Department of Special Education

Elise McMillan, J.D., is Director of Community Outreach for the Vanderbilt Kennedy Center for Research on Human Development and Co-Director of the Vanderbilt Kennedy University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). She is a Senior Associate in the Department of Psychiatry and Senior Lecturer in Special Education. She is the Faculty Director of Next Step at Vanderbilt University and also a leader of Tennessee's Task Force for Postsecondary Education for Students with Intellectual Disabilities. She is a board member of The Arc of the US, Tennessee Disability Coalition, Tennessee Council on Developmental Disabilities, Mayor's Advisory Council on Special Education, and the Disability Law and Advocacy Center of Tennessee. She and her husband Tom are the parents of three children, including a son with Down syndrome.



Olivia Raynor, Ph.D.
Director, Tarjan Center
Adjunct Professor, Dept. of Psychiatry and Biobehavioral Sciences
University of California Los Angeles

Olivia Raynor, Ph.D. is the Director of the Tarjan Center, a University Center for Excellence in Developmental Disabilities (UCEDD) and Adjunct Professor, Dept. of Psychiatry and Biobehavioral Sciences at the Semel Institute, University of California Los Angeles. Within the Center, Dr. Raynor has developed three program initiatives the National Arts and Disability Center; the Tarjan Center Service Inclusion Project and Open the Doors to College. Dr. Raynor is the founding and current Director of the National Arts and Disability Center, an internationally recognized information and training center dedicated to the career development of



artists with disabilities and visitor accessibility to the cultural arts. Within postsecondary education, she is the technical assistance, training and policy consultant to the California Community College Chancellor's Office and their 108 community colleges. In addition she is responsible for the overall leadership of the Consortium on Postsecondary Education for Students with Developmental Disabilities, a statewide group dedicated to improving access to college by students with intellectual disabilities and autism. In collaboration with Think College, a national initiative in postsecondary education, she also provides national training and dissemination of information that details how postsecondary education initiatives implement promising practices and the types of activities and outcomes (employment, independent living, and continued postsecondary education access) available for students with intellectual disabilities. Dr. Raynor serves on the State Council on Developmental Disabilities and is Chair of the Council's Strategic Planning Subcommittee, and is a member of the Employment First Committee. She is also a member of the North Los Angeles Autism Regional Task of the Senate Select Committee on Autism & Related Disorders. In 2006, Dr. Raynor was a recipient of a Visionary Award by Kern Regional Center, California.

Q & A / Discussion

Collaboration with Teacher Preparation Programs

(Meeting Room 3)

This session will describe the relationships between teacher preparation programs and programs serving students with ID

Moderator & Speaker: Michael Behrmann, GMU with a co-presenter Suri Raut, GMU student who works with the LIFE program

Speakers:

Dr. Caroline Everington & Dr. Deb Leach, Winthrop University

Deb Leach is an Assistant Professor of Special Education at Winthrop University. She is also a Board Certified Behavior Analyst with specializations in inclusion, autism spectrum disorders, positive behavioral supports, and differentiated instruction. She is on the advisory board for the Winthrop Transition to College Project and enjoys working with others to support the inclusion of students with intellectual disabilities on the Winthrop campus.



Dr. Everington has worked in the area of special education and intellectual disabilities for over 30 years. She has been a special education teacher of children with autism spectrum disorders and intellectual disabilities and worked as a behavior intervention specialist and a curriculum specialist. She has worked in teacher training for over 20 years. She has a strong commitment to inclusive practice. In this capacity, she was involved in numerous projects involving inclusion of students with intellectual disabilities in general education and authored a textbook (with Lee Hamill) on inclusive practice: *Teaching Students with Moderate to Severe Disabilities: An Applied Approach for Inclusive Environments*. She is currently involved with the Winthrop Transition to College Project, an inclusive postsecondary program for students with intellectual disabilities. Education: Ph.D., Special Education, University of New Mexico, Albuquerque, NM M.S., Special Education, Peabody College, Vanderbilt University, Nashville, TN B.S., Dual Major: Elementary and Special Education, Peabody College, Vanderbilt University, Nashville, TN

Kathleen Miller, Institute on Disabilities at Temple University

Kathleen Miller is the Assistant Director of Training at the Institute on Disabilities at Temple University, Pennsylvania's University Center for Excellent in Developmental Disabilities. Ms. Miller is responsible for overseeing the Institute's Academy for Adult Learning, a postsecondary educational experience for young adults with intellectual disabilities. She also manages the Institute sponsored leadership development training programs for self-advocates and family members as well as the Supported Leadership



Initiative providing supports to self-advocates serving on boards and committees throughout the Commonwealth of Pennsylvania. Kathy has a Masters Degree in Social Work, and has worked along with and for people with disabilities for over 30 years.

Q &A / Discussion

Self-determination & Person-Centered Planning (Part II) (Meeting Room 4)

This session will highlight using person-centered planning (PCP) to implement a program of study at two different higher education institutions and be divided into four sections: person-centered-collaboration; samples and program of study; student insights; and parent perspective. The first part of the session will discuss using PCP to support adults with intellectual disabilities through a person-centered- collaborative approach for individualized supports with a focus what the person wants rather than what the system already provides or has in place. The second section will show various samples of PCP meeting outcomes, how they convert into a plan of action, and the student's program of study at the university level. The third part of the session will have a student with an intellectual disability present her perceptions of the meetings and what she learned from each, both short and long term goals. Lastly, the fourth section will concentrate on the student's parent perspective and will impart information about parent input during the meetings.

Moderator: Jennifer G. Johnson, Ed.D.

Supervisory Program Specialist, Administration on Developmental Disabilities

Dr. Jennifer Johnson is a Supervisory Program Specialist with the Administration on Developmental Disabilities, Administration for Children and Families, U.S. Department of Health and Human Services where she oversees the Office of Program Support. This Office is responsible for the coordination, oversight, management and evaluation of the State Councils on Developmental Disabilities, the Protection and Advocacy Systems, and the University Centers for Excellence in Developmental Disabilities grant programs.

Prior to joining ADD, Dr. Johnson worked at The George Washington University on a variety special projects, including those related to the National Board for Professional Teaching Standards. She also served as an Adjunct Lecturer teaching master's level coursework in research methodology and public policy. She has consulted to a variety of national organizations providing expertise on issues related to special education, early childhood, disabilities, and research design. Dr. Johnson earned her doctorate in special education from the George Washington University.

Speakers:

Heidi Graff, Ph.D.

Heidi Graff obtained her doctoral degree in Education from George Mason University in May of 2007. Dr. Heidi Graff has personal and professional experience in working with students with intellectual disabilities in addition to being a parent of a child with autism. Currently, Dr. Graff is the Director of the Mason Learning into Future Environments (LIFE) Program. The Mason LIFE Program, established in 2002, serves to provide young adults with an inclusive university experience that will further their academic skills, prepare them for employment, and encourage independent living in their communities. Moreover, the Mason LIFE Program is an apprenticeship to provide other GMU students with a hands-on opportunity to work with individuals with disabilities. As such, the program provides GMU students who are majoring in human service studies to serve as mentors, best buddies, instructors and residential assistants. This experience of learning, working, and living together mutually benefits all individuals and is the basis for the Mason LIFE Program. More information about the Mason LIFE Program can be found at the website: <http://masonlife.gmu.edu>. Dr. Graff is also a Co-PI on the on the U.S. Department of Education Steppingstones of Technology grant aimed to develop ACTIV 1.0 software tool to create adapted and interactive video clips. Prior to her work with the KIHd System project, for almost ten



years, Dr. Graff administered and co-partnered a private practice to assist families and children diagnosed with Autism Spectrum Disorder.

Jeanne Holden (parent) & Jenny Holden (Mason LIFE student)

Jennifer Holden is a 4th year student in the Mason LIFE Program at George Mason University. Upon program completion, she hopes to get a job working with children.

Jeanne Holden is a free-lance writer with expertise in economic issues. She worked as a writer-editor in the U.S. Information Agency for 17 years.

Cate Weir, M.Ed.

Cate Weir is the project coordinator for the NIDRR funded Center on Postsecondary Education Options for Students with Intellectual Disabilities, the ADD funded Consortium on Postsecondary Education for Individuals with Developmental Disabilities and the Office of Postsecondary Education funded Think College Coordinating Center at the Institute for Community Inclusion at the University of Massachusetts Boston. Previously, she served as project coordinator for the OSEP funded Postsecondary Education: A Choice for Everyone and the OPE funded Equity and Excellence in Higher Education at the Institute on Disability at the University of NH. She has also worked as a disability support coordinator and faculty member for the NH Community College System and in many capacities with adults with developmental disabilities in community settings. Cate's expertise includes the provision of individual supports for postsecondary education for people with intellectual or developmental disabilities, universal design for learning, and person-centered planning.

Q &A / Discussion

Changing Role of Family (Meeting Room 5)

Parents and faculty will discuss the changing role of families as students move from high school to a more independent post secondary education setting.

Moderator:

Kudy Giwa-Lawal, Mason LIFE Program Coordinator, Helen A. Kellar Institute for Human disAbilities, College of Education and Human Development.



Kudy is currently an Instructor and Coordinator of the Mason Learning Into Future Environment (LIFE) Program <http://masonlife.gmu.edu> at George Mason University, Fairfax, Virginia. She has worked with diverse learners of various ages, cultures, and languages from preschool age to college level. She conducts research, designs curriculum, and teach classes for college students with intellectual and developmental disabilities. She collaborates with instructors, faculty, staff, parents, and guardians to facilitate productive learning and maximize students' potentials.

She has a Master's of Education in Special Education and Bachelor of Individualized Studies (BIS) degree in Special Education Communication from George Mason University (GMU). Kudy believes in the potential of all students to learn and achieve. She has received several awards, including the Undergraduate Researcher award from Virginia Association of Communication, Arts, and Sciences (VACAS), for her in-depth research work on leadership in the field of special education.

Speakers:

Eleanor Voldish

Eleanor is the parent of a 4th year student attending George Mason University's LIFE program, co-owner of Advocacy by Pegasus LLC, and a former executive director of The Arc of Loudoun County. She has over 20 years

experience providing special education advocacy, training, and consulting services to families in the Northern Virginia region. Eleanor was recognized as "Woman of the Year" by the Loudoun Commission on Women and the Loudoun Board of Supervisors in 2005 for her work in the area of Education and Training. The same year, she received a Special Commendation from The Senate of the Commonwealth of Virginia, and in 2009 she was awarded Exceptional Parent Magazine's Maxwell J. Schleifer Distinguished Service Award. Eleanor has been a member of the Loudoun County Special Education Advisory Committee since 1993. She and her husband have 4 adult children and 4 grandchildren.



Julie Sinclair

Julie is a dreamer. But she's not the only one. A dreamer of what could be possible for people with developmental differences. She has a dual degree in Special Education and Regular Education from Seattle Pacific University. For 30 years she has taught school, volunteered on various committees, and worked with a variety of agencies that support individuals with developmental differences. For the past 11 years, Julie has worked for the Parent Training and Information Center (PTI) at the Federation for Children with Special Needs in Massachusetts. She dreamed of what could be possible for others, and discovers ways in which her dreams can be achieved. She and her husband continue to dream of what can be possible for their 3 young adult children, particularly for their son Andrew with Trisomy 21. Andrew has attended college and has gained great skills and now is the Sole Proprietor of his own business: Mr. Drew's Designs. Julie has been honored with several awards and citations from Community Resources for People with Autism, The United ARC of Franklin and Hampshire Counties and the Department of Developmental Services for providing exceptional support and advocacy for individuals with developmental differences and the families that dream with them.



Sharon Sanders

Dr. Sharon P. Sanders is currently the program manager of the ClemsonLIFE Postsecondary Transition Program at Clemson University. She has been in the field of special education for over 35 years and in the university setting for seven years. This career has included teaching adults with disabilities in a residential setting, teaching students with disabilities in public school settings, and more recently in teaching special education teacher candidates. Dr. Sanders has also been involved with mathematics curriculum development along with writing and providing the supporting teacher in-service trainings. While at Clemson University, Dr. Sanders has been involved in postsecondary transition and was instrumental in establishing and organizing the ClemsonLIFE program which has 12 students with disabilities working with nine education graduate students and over 100 volunteers from the Clemson student body. Through her work with the ClemsonLIFE program, Dr. Sanders has worked closely with university administration, including the administration of a nearby community college where some ClemsonLIFE students take classes, and with transition teams from surrounding school districts. She is very interested in improving and expanding the reach of postsecondary transition programs so that all students with disabilities are aware of their opportunities and are prepared to pursue their own choices.



Q &A / Discussion

2:15pm-2:30pm	Break	
2:30 pm – 3:45 pm	Breakout Sessions	(Meeting Rooms 1, 2, 3, 4, 5)

This session will highlight the efforts in Virginia and Florida to build partnerships that further the collaboration between state and local agencies and organizations to increase the number of individuals with disabilities attending two and four year colleges.

State Perspective (presented by Samantha A. Marsh): This presentation will focus on state partnerships through projects and demonstrations currently in the state of Virginia. It will include support and resources that serve as a bridge from school to post-secondary opportunities for students.

UCED Perspective (presented by Dana Yarbrough): This presentation will focus on the THINK COLLEGE mini grant and how VCU pulled together a state group to help form Virginia's vision and strategic plan for inclusive PSE. To include the process of working together to apply for the 5 year TPSID grant.

Existing Post Secondary Education Site Perspective (presented by Charlotte Temple): Presenting how a group of committed community members and agencies came together to create a unique, innovative, inclusionary, educational opportunity for young people with intellectual disabilities at the University of North Florida. And how continued collaboration with state agencies, businesses and private foundations has expanded the opportunities for young adults transitioning into a community life of their choosing.

Moderator: Stephanie Smith Lee

Stephanie Smith Lee has over thirty years of public policy experience, including serving in senior Congressional staff positions, as a foundation administrator, and as a nationally recognized disability expert. Since her daughter, Laura, was born with Down syndrome in 1982, she has organized and led many successful bipartisan disability advocacy efforts at the local, state, and Federal levels. As the Director of the Office of Special Education Programs (OSEP) in the US Department of Education, from 2002 through March 2005, Ms. Lee directed the policy development, program planning, monitoring, evaluation, research and implementation of IDEA, the Federal special education law. Currently Ms. Lee is the Senior Policy Advisor for the National Down Syndrome Society's Policy Center. She provides policy analysis and advice on a wide range of education and disability issues.

She offers technical assistance to parents, educators, and institutions of higher education (IHEs) on how to develop and implement high quality inclusive opportunities for students with intellectual disabilities. As Project Leader of the NDSS partnership project with the College Transition Connection, Ms Lee has directed a grant that has funded five postsecondary projects in South Carolina. Ms. Lee also led an experts group that provided technical assistance to Congress on new provisions for students with intellectual disabilities in the Higher Education Opportunity Act (HEOA) reauthorization and served on the HEOA Negotiated Rulemaking Committee.

Speakers:

Charlotte Temple, University of N. Florida

Charlotte Temple has served as the Director of Advocacy at The Arc Jacksonville for the past eight years. She has worked for over 18 years in field of disability advocacy, training and information services. She currently serves on the State of Florida Advisory Committee for Exceptional Student Education and is a Commissioner, State of Florida Transportation Disadvantaged Commission and President of the Board of the Central Florida Parent Center, a PTI under IDEA, and is actively involved in the Down Syndrome Association of Jacksonville.

Samantha Marsh, VA DOE

Samantha A. Marsh is the Educational Specialist for Autism and Intellectual Disabilities with the Virginia Department of Education. She is a doctoral candidate in the Special Education and Disability Policy Leadership Program at Virginia Commonwealth University. Samantha is also a graduate of the Virginia Leadership Education in Neurodevelopmental Disabilities (Va-LEND) program. Previous positions include Virginia Public Schools, as a special education teacher; Virginia Commonwealth University, as an adjunct professor and researcher; and the Association of University Centers on Disabilities in Washington, D.C. as a Policy Analyst, Lobbyist and Disability

Fellow. While in D.C., Samantha focused on the policy agenda of education, employment and training and civil rights of persons with disabilities. Samantha continues to participate in national and state conferences and conducts trainings and presents on issues related to the education of children with autism and intellectual disabilities.

Dana Yarbrough, Virginia Commonwealth University

Dana Yarbrough is the mother of a 16 year old daughter, Brooke, who has significant physical, intellectual and sensory disabilities. Having disabilities is only a part of who Brooke is and it is Dana's vision not to change Brooke...but to change the world around her.

Dana serves as the Program Leader for Family & Individual Involvement and Support projects for the Partnership for People with Disabilities, Virginia's University Center for Excellence in Developmental Disabilities located at Virginia Commonwealth University. In her role, Dana coordinates 10 family support and self-advocacy projects and supervises the work of 8 parents and individuals with disabilities on staff. Since 1996, Dana has volunteered with the Henrico Juvenile & Domestic Relations Court as a Court Appointed Special Advocate for children with disabilities who have been abused or neglected and served on a variety of state and local advisory boards and committees. Dana holds a certificate from George Washington University as a Special Education Transition Specialist; a Masters Degree in Non-Profit Leadership, and a Bachelors Degree in Criminal Justice.

Q & A / Discussion

Program Administration Issues

(Meeting Room 2)

This presentation describes administrative issues which arise in college/university-based transition and postsecondary programs. Questions are explored which arise from the development of a program of study, admission and advising procedure and needed on and off-campus partnerships. Necessary professional development for faculty and staff will also be discussed.

Moderator: William J. Behre, Ph.D., TCNJ

William J. Behre joined the faculty at The College of New Jersey in 1997. He currently serves as Dean of the School of Education. Prior to this appointment he was Chair of the Department of Special Education Language and Literacy. Dr. Behre received his AB in economics from Vassar College, his MSed in special education from Hunter College, and his Ph.D. in education from the University of Michigan.

Dr. Behre started his career in education as a middle school social studies teacher in Williamsburg, Brooklyn, an inner-city New York neighborhood. He soon found himself drawn to students with learning and behavior difficulties and spent most of his k-12 teaching career working with adolescents in inner-city special-education settings. Dr. Behre's early research interests centered on how teachers reason about and deal with difficult situations. The bulk of this research has focused on how teachers address issues of school violence. Some of this work earned him and his coauthors the 2000 Palmer O. Johnson Award for an outstanding article appearing in an American Educational Research Association journal.

In recent years, Dr. Behre's research has looked at the challenges faced by teachers in trying to include students with disabilities in general education classrooms. This has led him to look at how students with disabilities can find success in the college classroom.

Speakers:

Molly Boyle, Institute for Community Inclusion

Molly is the project coordinator for the Equity and Excellence project at the Institute for Community Inclusion at the University of Massachusetts Boston. Molly provides professional development training and technical assistance to college faculty, administrators and disability support personnel around Universal Course Design, effective teaching strategies for ensuring equal access for all students including those with disabilities. Previously, she coordinated the Inclusive Concurrent Enrollment project for students with intellectual disabilities at MassBay Community College in

Wellesley, MA. This project partnered with state agencies, public school systems and families to support students to take college courses in their area of interest.

Molly's expertise includes the provision of individual supports for postsecondary education for people with intellectual or developmental disabilities, universal design for learning, online teaching, and adaptive technologies.

Robert (Pete) Flexer, Emeritus Professor at Kent State University.

Dr. Flexer's presentation will describe administrative issues which arise in a transition and postsecondary program at a four year university. Questions are explored which arise from the development of a program of study, admission and advising procedures, and needed partnerships.

Q &A / Discussion

Self-advocacy

(Meeting Room 3)

Students with Intellectual and Developmental Disabilities will share their experiences representing several institutions of higher learning. Each student will express their individual views and how various aspects of their journey have shaped their goals in establishing a future life plan. Information shared will provide a discussion for advocacy in the area of post-secondary education.

Moderator: Karen Ingram

Karen M. Ingram has long held an active role in the support of persons with intellectual and developmental disabilities. Over the past several years she has worked to improve the lives of those with disabilities through education, therapy, advocacy and determination. As a parent, Karen sought to gain proper educational and therapeutic support for her own two children with disabilities –significantly recovering one child with autism. Trained in applied behavior analysis (ABA), she engaged in recovery work for families of children afflicted by autism. Karen has also served as family advocate, championing educational rights in the support of children with disabilities. She studied at Oxford University, England and attained her Masters in Education, specializing in Special Education from George Mason University. She has taught in the field of special education within diverse groups, cultures and languages from kindergarten to university graduate level. Currently, Karen is the Academic Coordinator for the Mason LIFE Program, a program designed to support young adults with intellectual and developmental disabilities in a university setting at GMU.



Speakers:

Darryl Gray, Mason LIFE student

Darryl spent his early childhood in Philadelphia and struggled in school. One day a third-grade special education teacher called him "stupid". The family reacted swiftly, relocating Darryl and younger sister to his aunt and uncle's home in Woodbridge. The subsequent changes in Darryl were remarkable. He began to communicate more fluidly, his school behavior and self-esteem improved, and he volunteered to help his classmates.

Today, Darryl has beaten the odds and attends George Mason University's Mason LIFE Program. Established to help young adults with developmental disabilities, this program enables its students to live independently in residence halls and encourages growth in their verbal and mathematical skills. Most impressive is Darryl's passion for giving back to the community. With more than 800 hours of community service make him a contender for the 2011 Congressional Award Gold Medal. He spends much of his free time volunteering for political campaigns, including Barack Obama's presidential campaign, Senator Warner and Congressman Connolly, at homeless shelters, his church, and a senior citizen home. He is also an active member of The Arc of Northern Virginia, where he teaches and helps with special events. A highlight was co-hosting a charity event with local ABC-7 meteorologist Brian van de Graaff.

Gerry Griffin, a member of Darryl's church, describes him as a "dependable and polite young man who takes initiative and is always willing to do whatever he can to help out where needed."

Nancy Mercer, co-executive director of The Arc of Northern Virginia, agrees: "Darryl has the sprit and talents to change the world."

Aliza Claire Bible

Aliza Claire Bible, who goes by Claire, is a student in the Cutting-Edge program at Edgewood College in Madison. After graduating from James Madison Memorial High School, Claire went to Boston to attend a special 2 year program at Leslie University. After completing the program where she studied child care, Claire decided to continue pursuing her dream of a career in the arts. She enrolled in the Cutting-Edge Program at Edgewood College and is particularly interested in earning a certificate in the arts. Claire has been involved in numerous theatrical productions on campus and is a second place winner of a college wide poetry writing contest.

Andrew Sinclair

I am Andrew Sinclair. I have completed High School and 14 classes at Holyoke Community College in the area of photography, videography, dance, painting, piano, drama and more. I did an internship and was the school mascot. I enjoy painting with watercolors, playing the piano and of course eating out. I live with my family and work in our town and I also have my own business, Mr. Drew's Designs. I make quality signs carved out of wood and paint or stain them. I also sell my paintings or copies of my paintings soon to be available online. I love my life!



Rafael Garcia, MCCC

Transition to Employment

(Meeting Room 4)

A quality education should be expected to be aligned with a career of choice. While post-secondary education brings value to lives in many ways, employment should be a part of the successful definition of transition to adulthood. This session will address the need for employment opportunities and related "resume building" experiences as well as the kinds of competencies students need in K-12 in order to successfully transition to employment via post-secondary education.

Moderator: David Test

Professor, Special Education Program, UNC Charlotte Co-Principal Investigator, National Secondary Transition Technical Assistance Center

Dr. David W. Test, Professor of Special Education at the University of North Carolina at Charlotte, teaches courses in single subject research, transition, classroom management, and professional writing. The majority of Dr. Test's publications have focused on self-determination, transition, community-based training, and supported employment. Along with Dr. Nellie Aspel and Dr. Jane Everson he wrote the first transition methods textbook titled *Transition Methods for Youth with Disabilities*. Dr. Test currently serves as a Co-Principle Investigator (with Dr. Paula Kohler and Dr. Larry Korterling) of the National Secondary Transition Technical Assistance Center, Co-Director on the North Carolina Indicator 14, Postsecondary Outcomes Project (with Dr. Claudia Flowers), and the UNC Charlotte Doctoral Leadership Personnel Preparation Program (with Dr. Diane Browder). Finally, he and Dr. Bob Algozzine currently serve as co-editors of *Career Development for Exceptional Individuals*. He just does not seem to be able to do anything by himself.



Speakers:

David Michael Mank, Ph.D., Director, Indiana Institute on Disability and Community Professor, School of Education, Indiana University

David M. Mank, Ph.D., is the Director of the Indiana Institute on Disability and Community at Indiana University, Indiana's University Center for Excellence on Disabilities. In addition, he is a Professor in the School of Education, Department of Curriculum and Instruction.

As a writer and researcher, Dr. Mank has a long background in the education and employment for persons with disabilities. He has authored or coauthored more than one hundred articles or book chapters. His interests have long included quality improvement, organizational change and transition of persons with disabilities from school to work and adult life.

Since 1985, Mank has been responsible for grant writing and management of dozens of state or federally funded projects in which he has been the Principal Investigator, Director or Co-Director. Mank holds a bachelor's degree in psychology and English from Rockhurst College in Kansas City (1975), a master's from Portland State University in special education (1977), and a doctorate in special education and rehabilitation from the University of Oregon, Eugene (1985). He has served on the Board of Directors of the American Association on Intellectual and Developmental Disabilities, the Council on Quality and Leadership and was one of the founding board members of the APSE, The Network on Employment. He is Past President of the Association of University Centers on Disabilities. He has been the recipient of the Franklin Smith Award for National Distinguished Service from The Arc of the United States.



Patricia D. Gill, Senior Program Associate Center for Workforce Development Institute for Educational Leadership

Patricia Gill is the Senior Program Associate for the Center for Workforce Development (CWD) at the Institute for Educational Leadership (IEL) and serves as the workforce development liaison for The National Collaborative on Workforce and Disability for Youth. As such, Patricia conducts research and evaluation of policies, programs, and practices, and provides guidance to the workforce development field. She currently leads their youth service professional development efforts, as well as a new multi-site career-focused mentoring program for youth with disabilities. Patricia has over 20 years experience in youth program management and technical assistance. This includes directing workforce development, after-school, juvenile reentry, and mentoring programs in the United States and the opportunity to conduct site visits, youth focus groups, and program standards development in Haiti. Her areas of expertise include: juvenile reentry, youth development, college preparation, workforce development, positive discipline, training facilitation, and community youth mapping.



Q &A / Discussion

3:45pm-4:00pm

4:00pm-4:15pm

Break

Keynote speaker: RSA Commissioner Lynnae Rutledge

(Introduced by Ruth Brannon, Director, Division of Research Sciences, NIDRR, Office of Special Education and Rehabilitative Services, US Dept. of Education)

(Grand Ballroom)

Commissioner Lynnae Ruttledge will speak about RSA's support for postsecondary education opportunities leading to competitive, integrated employment for students with intellectual disabilities and the importance of collaboration by and with state VR agencies.

Lynnae M. Ruttledge is a Presidential appointee and serves as the Commissioner for the Rehabilitation Services Administration with the U.S. Department of Education in Washington DC. In this role, she leads the public vocational rehabilitation program that serves more than 1 million individuals with significant disabilities annually, partnering with more than 200,000 businesses across the country in meeting their workforce needs.

Ms. Ruttledge has been a strong supporter of Business Leadership Networks in the Pacific Northwest and the USBLN now at the national level. As a person born with a disability, she received assistance from the vocational rehabilitation program and graduated from Northern Michigan University with a Bachelor of Science degree in Education.



4:15pm-5:15pm

Higher Education Leadership Panel

(Grand Ballroom)

Alan G. Merten, President

Alan G. Merten became president of George Mason University on July 1, 1996. George Mason University, located in Northern Virginia and within the Washington, D.C. metropolitan area, is a doctoral granting institution with an enrollment of over 30,000 students.

Dr. Merten was previously the Dean of the Johnson Graduate School of Management of Cornell University. He was Dean of the College of Business Administration at the University of Florida and Associate Dean for Executive Education and Computing Services at the University of Michigan. Dr. Merten has an undergraduate degree in mathematics from the University of Wisconsin, a master's degree in computer science from Stanford University, and a Ph.D. degree in computer science from Wisconsin. He has held academic appointments in both engineering and business, and academic and business positions in Hungary and France. He has been recognized for his contributions to the Northern Virginia technology community, and as a leader of the Greater Washington, D.C. business community. He has also been recognized for promoting volunteerism and service to the community, and for his contributions to the use of information technology in the federal government. In 2006, he was recognized for outstanding community service and dedication to improving the quality of life in the region and as one of the most powerful people in the National Capital Region in 2007.

He and his wife, Sally, have two children and four grandsons.



Edgar Dyer, Executive Vice President & Chief Operating Officer, Coastal Carolina University

Edgar (Eddie) Dyer is Executive Vice President and Chief Operating Officer at Coastal Carolina University, where he has also been a member of political science faculty since 1976. He has also served as University Counsel, Vice President for University Relations, Dean of Humanities & Fine Arts, Executive Director of the Coastal Educational Foundation, Director of Interdisciplinary Studies, Chair of the Department of Political Science, and interim Athletic Director.

He was the inaugural recipient of the HTC Teacher-Scholar Award and has also received the Distinguished Teaching Award, the Student Development Award, was inducted into the local chapter of Omicron Delta Kappa and is an honorary inductee of the CCU Athletic Hall of Fame. He has a variety of scholarly publications in the areas of state and local government, higher education law, and American legal history. He is a member of the Horry County Planning Commission and has served on the boards of a number of community groups for better local government, youth sports, medical care for the indigent and other charitable initiatives.

A native of High Point, NC, he is an alumnus of Guilford College and has a graduate degree in public administration and a law degree from the University of South Carolina. His wife, Cynthia, is a writer and retired United Methodist minister. Their two children are Emerson, a CCU alumnus and writer currently attending graduate school, and Hilary, an admissions counselor and graduate student at the University of South Carolina.

Douglas Biklen, Syracuse University, School of Education

Douglas Biklen is the Dean of the School of Education and founder of the Inclusion Institutes at Syracuse University and author of *Autism and the Myth of the Person Alone* as well as more than 100 research articles and a dozen other books. Biklen was the co-producer of *Autism is a World*, and served as an advisor on Gerardine Wurzburg's films *Educating Peter* and *Graduating Peter*. He was the Executive Producer of *Regular Lives*, and the Producer/Director with Zach Rozetti of *My Classic Life as an Artist: A Portrait of Larry Bissonnette*. He is producer, with Gerardine Wurzburg, of the film *Wretches and Jabberers*(2010) <http://www.wretchesandjabberers.org/>

William J. Behre, Ph.D., Dean, TCNJ

William J. Behre joined the faculty at The College of New Jersey in 1997. He currently serves as Dean of the School of Education. Prior to this appointment he was Chair of the Department of Special Education Language and Literacy. Dr. Behre received his AB in economics from Vassar College, his MSed in special education from Hunter College, and his Ph.D. in education from the University of Michigan.

Dr. Behre started his career in education as a middle school social studies teacher in Williamsburg, Brooklyn, an inner-city New York neighborhood. He soon found himself drawn to students with learning and behavior difficulties and spent most of his k-12 teaching career working with adolescents in inner-city special-education settings. Dr. Behre's early research interests centered on how teachers reason about and deal with difficult situations. The bulk of this research has focused on how teachers address issues of school violence. Some of this work earned him and his coauthors the 2000 Palmer O. Johnson Award for an outstanding article appearing in an American Educational Research Association journal.

In recent years, Dr. Behre's research has looked at the challenges faced by teachers in trying to include students with disabilities in general education classrooms. This has led him to look at how students with disabilities can find success in the college classroom.

Moderator: Michael Behrmann

5:15pm-6:15pm

Reception (Lobby)

6:15pm-8:00pm

Dinner (Grand Ballroom)

Keynote Speaker: Donald Bailey

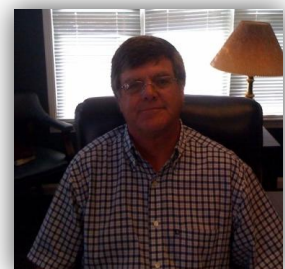
Acknowledgements

Donald Bailey, Chair, College Transition Connection, SC

Donald Bailey is a Charleston, South Carolina resident. He, along with his wife Caroline, have two children and three grandchildren. Mr. Bailey has an Investment Advisory practice in Charleston.

He and Caroline started a non-profit 501-C3 organization a little over five years ago. College Transition Connection's, CTC, mission is to support the development of post-secondary educational opportunities for young adults with intellectual disabilities.

South Carolina now has five colleges that offer programs.



Friday October 29

8:00am-9:00am

Breakfast (Grand Ballroom)

9:00am-9:30am

ThinkCollege (Grand Ballroom)

This session will provide an overview of Think College, a consortium of federally funded projects dedicated to creating inclusive postsecondary education as a choice for students with intellectual disabilities in the United States through research, training and technical assistance, and dissemination.

Speakers:

Debra Hart, M.S., is Director of Education and Transition at the Institute for Community Inclusion, University of Massachusetts, Boston. She is the Principal Investigator (PI) for three national postsecondary education initiatives, including: 1. Administration on Developmental Disabilities Consortium on PSE for Students with Intellectual Disabilities, through which substantial national training and TA is provided; 2. NIDRR funded Center on PSE for Students with ID, which conducted a national survey of PSE programs for students with ID and secondary data analysis of two national databases (NLTS2 & RSA 911); and 3. Office of Postsecondary Education's new National Coordinating Center, which will work with 27 postsecondary transition programs for students with ID (TPSID).

Meg Grigal, Ph.D.

**Senior Research Fellow at the Institute for Community Inclusion (ICI),
University of Massachusetts, Boston**

Meg Grigal, Ph.D., Senior Research Fellow at the Institute for Community Inclusion (ICI), University of Massachusetts, Boston where she serves as the Co-Principal Investigator for the National Institute on Disability and Rehabilitation Research (NIDRR) funded Center on Postsecondary Education for Students with Intellectual Disabilities; the Administration on Developmental Disabilities (ADD) funded National Training Initiative, the Consortium for Postsecondary Education for Individuals with Developmental Disabilities; and the Office of Postsecondary Education's Coordinating Center for the Transition Programs for Students with Intellectual Disabilities (TPSID) Model Demonstration Programs. Prior to her work at ICI, Dr. Grigal was a Senior Research Associate at TransCen, Inc. where she served as the Principal Investigator and Director of the Office of Special Education Programs funded Postsecondary Education Research Center (PERC) Project (www.transitiontocollege.net). Dr. Grigal conducts research and provides evaluation and technical assistance on exemplary practices for supporting students with intellectual disabilities in postsecondary education settings. She has co-authored two books on postsecondary education options for students with intellectual disabilities and has conducted and published research in the areas of postsecondary education options, transition planning, families, self-determination, inclusion, and the use of person-centered planning techniques.



Introduction: Dawn Carlson

9:30am-10:45am

Breakout Sessions

(Meeting Rooms 1, 2, 3, 4, 5)

Universal Design for Learning in Post Secondary Education (Meeting Room 1)

This session will present an overview of the principles and practices that define the educational framework of universal design for learning. Participants will learn about best practices, national initiatives and emerging programs that are implementing this approach in postsecondary classrooms. In the context of some recent changes in the Higher Education Opportunities Act, this session will address three areas relevant to postsecondary experiences for persons with intellectual disabilities and Universal Design for Learning (UDL). Presenters will discuss:

- *The basic principles of UDL, including equity of access to learning and UDL's roots emerging from how the brain learns;*
- *The relevance of UDL for persons with intellectual disabilities, including relation to transition & transition goals, inclusion, access to work, and building community knowledge & understanding; and will share*
- *Examples of program models, in the areas of awareness building, higher education development and support, and related pre-service education training programs.*

Moderator & Speaker: Ricki Sabia, Associate Director of NDSS National Policy Center, National Down Syndrome Society

Ricki Sabia resides in Maryland and is a graduate of Georgetown University and the University of Maryland School of Law. She has two sons, David, a recent college graduate, and Steve, who has Down syndrome and is planning to go to a postsecondary program next year. Ricki has been an advocate for children with disabilities and their families since Steve was born in 1992. She is currently the Associate Director of the National Down Syndrome Society Policy Center. In that capacity Ricki chairs the National Universal Design for Learning Task Force and is on three national advisory committees for federally funded projects on assessments for student with disabilities. She is also a nationally recognized speaker on the Individuals with Disabilities Education Act, the Elementary and Secondary Education Act, Universal Design for Learning, and inclusive education.



Speakers:

Elizabeth Dalton, Ph.D.

Dr. Dalton is Assistant Professor of Special Education at Rhode Island College and Coordinator of Assistive Technology for the Paul V. Sherlock Center on Disabilities, a UCEDD Center. Assistive technology has been a primary focus for Dr. Dalton for more than 25 years, founding the TechACCESS Center of RI in 1991, and the first collaborative statewide assistive technology conference in 1988, a conference that has continued annually in RI since that time. Her dissertation was a national study of "The Relationship Between Assistive Technology State Standards for Teachers, Assistive Technology Implementation, and Student Performance in the Context of Evidence-Based Practice". Dr. Dalton's grant initiatives have focused on educational change and include the RI School-to-Career Institute, Changing the Culture in Post-Secondary Education, and the RI Assistive Technology Access Partnership. Other positions held include special education teacher in urban and suburban public schools, diagnostic-prescriptive specialist, and counselor for non-traditional higher education students in the Access to Opportunity Program at the Community College of RI for over 10 years. Most recently, Dr. Dalton's work focuses on practical strategies for teacher preparation, with emphasis on Universal Design for Learning (UDL). She has presented nationally and internationally, and is currently a UDL Leadership Fellow in the joint post-doctoral program developed by Boston College and the Center for Applied Special Technology (CAST), with areas of focus in assessment and teacher preparation.



Fran G. Smith, Ed.D., CVE

Dr. Smith is the Technology Coordinator for the Virginia Department of Education's Training & Technical Assistance Center (T/TAC) and Collateral Instructional Faculty for the School of Education at Virginia Commonwealth

University. Dr. Smith is a member of Virginia's State Directed Project on Assistive Technology. She has followed the fields of instructional and assistive technology for the past 25+ years and integrated these approaches in her work as a vocational evaluation practitioner in rehabilitations, secondary public schools, and postsecondary classrooms. She earned her Ed.D. from GW University in 2008 for her study "Perceptions of Universal Design for Learning in College Classrooms". She is the co-author of a national position paper, Universal design for learning in vocational evaluation and assessment for the Vocational Evaluation and Career Assessment Professionals Association (VECAP). She was a participant at the 2007 national summit on UDL in Washington, DC, currently represents VECAP on the National Taskforce on UDL and co-moderates a National Community of Practice on UDL for Sharedwork.org. She is also a visiting adjunct professor at the George Washington University where she has taught a graduate course in UDL for the Department of Teacher Preparation and Special Education since 2003. Dr. Smith's has presented nationally and internationally on UDL, and is currently involved in research around perceptions of UDL in classroom settings.



Kelly Ligon, M.Ed. worked for several years with students with intellectual disabilities as a teacher at the elementary, middle and high school levels. She earned her BS degree in Mental Retardation from James Madison University, Endorsement in Severe Disabilities from Virginia Commonwealth University and her M.Ed. in Special Education/ Assistive Technology from George Mason University. Kelly's interests are in collaboration/ inclusion, assistive technology, augmentative communication and secondary transition. For the last ten years, Kelly has been employed with the Virginia Department of Education's Training and Technical Assistance Center at VCU. She is a Program Specialist in Intellectual Disabilities and has been an active member of the VDOE's state directed projects for Intellectual Disabilities and Self Determination.

Q & A / Discussion

Social and Community Inclusion

(Meeting Room 2)

Speakers in this session will address issues and strategies to facilitate successful student inclusion and community integration.

Courtney Moffatt, inclusion director of the **Cutting-Edge**, along with a Cutting Edge student and her mentor, will describe their college support program developed for people with developmental disabilities. Together they will describe how these individuals successfully live and learn on a regular college campus. The program strives to use only best practices such integration, peer mentoring, and specific social skill instruction in appropriate behavior in school, at home with a roommate and in personal friendship and intimate relationships.

Students are also taught how to keep themselves safe in many "adult" situations. The Cutting Edge program pairs "regular" college students with Cutting Edge students with disabilities in the classroom and in the social activities available on a small liberal arts college campus. Students are also paired to do volunteer work in the community and asked to develop presentations for their classmates on their experiences describing what they learned from each other working in the community.

Cutting Edge students take regular education college classes for audit or credit and participate to such a high degree that many regular students, when surveyed, did not know there was a student in their class with a disability. Our research suggests that the level of understanding and growth reached by the classmates of these students is rich and meaningful.

As Vanderbilt's new postsecondary program was being developed, one of the over-arching questions was how do we provide our students with opportunities for authentic social interactions throughout the day while providing them with the supports needed to be successful. Individual circles of support,

*comprised of volunteer members from the general student body, has more than met this goal. Tammy Day, program director of **Next Steps at Vanderbilt**, explains in detail how these circles are built. This presentation also describes how the circles themselves are supported and the research that is being conducted. The personal growth of the Next Steps students and their peer mentors is indication of a model with great potential.*

Moderator:

George Jesien, Ph.D.

Executive Director

Association of University Centers on Disabilities (AUCD)

George Jesien, Ph.D. has had over 30 years of experience in the developmental disabilities field in various capacities as a school psychologist, faculty, and director of state and federally funded programs for children with developmental disabilities and special needs and their families. Currently he is executive director of the Association of University Centers on Disabilities (AUCD) which represents national networks of Universities Centers conducting research, training and service for and with people with developmental disabilities including autism and their families. He directs cooperative agreements with several federal agencies focusing on research, training and service development for individuals with developmental disabilities and autism. He also directs efforts which focus on issues such as disability and health, pre-professional training, disability policy development, national technical assistance, post secondary education and broad based collaboration among numerous national disability organizations. Previous positions include serving as the executive director of the Joseph P. Kennedy, Jr. Foundation, director of the Early Intervention Program at the Waisman Center at the University of Wisconsin-Madison and executive director of the Portage Project. Dr. Jesien was awarded a Joseph P Kennedy, Jr. Foundation Public Policy Fellowship to work with the US Senate Subcommittee On Disability Policy working on disability related legislation. Dr. Jesien received his bachelor's degree from Lemoyne College in English and Philosophy and his masters and doctorate degrees from the University of Wisconsin in Madison in school psychology and human development.



Speakers:

**Dr. Courtney Moffat, Professor Special Education Program
Coordinator Academic Inclusion Cutting Edge, School of
Education Edgewood College**

*Courtney Moffatt has been a Special Education professor in the School of Education at Edgewood College since 1994. She earned her PhD. from the University of Wisconsin Madison in the Department of Rehabilitation Psychology and Special Education and her MA in Behavior Disabilities from the University of Wisconsin as well. She is certified to teach children with learning disabilities, cognitive disabilities and emotional disturbance. She is the author of two books: *How to get a Teaching Job* and *Handbook for the Beginning Teacher* both published by Allyn and Bacon. Courtney is a co founder of the Cutting Edge and serves as the Integration Coordinator of the Cutting Edge Program while maintaining her teaching and professorship in Special Education at Edgewood College.*



Aliza Claire Bible

Aliza Claire Bible, who goes by Claire, is a student in the Cutting-Edge program at Edgewood College in Madison. After graduating from James Madison Memorial High School, Claire went to Boston to attend a special 2 year program at Leslie University. After completing the program where she studied child care, Claire decided to continue pursuing her dream of a career in the arts. She enrolled in the Cutting-Edge Program at Edgewood College and is

particularly interested in earning a certificate in the arts. Claire has been involved in numerous theatrical productions on campus and is a second place winner of a college wide poetry writing contest.

Tammy Day, M.Ed., Program Director, Vanderbilt

Tammy Day, Program Director, is responsible for the development and direction of the Next Steps at Vanderbilt program for 18- to 29-year-olds with intellectual disabilities on the Vanderbilt campus. This semester marks the end of the first-year of students on campus. Day works to research best practices for postsecondary education programs across the country, to develop and identify the curricula used for life skills classes, to write and implement the students Independent Learning contracts for their Vanderbilt classes, and to explore potential opportunities on the Vanderbilt campus with student organizations, faculty members, and future employers. She is also responsible for working with the Tennessee Board of Regents and the Tennessee Technology Centers to assist in the creation of vocational training opportunities for the students.

Q & A / Discussion

Employment (Part I)

(Meeting Room 3)

Participants in this session will hear from an employer, a student and a job coach who have successfully navigated competitive employment. The job coach will elaborate on a number of different employment and internship opportunities for students with intellectual and developmental disabilities.

Moderator:

Captain Robert P. Taishoff

Captain Robert P. Taishoff, JAGC, USN (ret) most recently served as the Director of the Appellate Defense Division for Navy-Marine Corps Appellate Review Activity, managing Navy and Marine Corps attorneys and civilians who represent service members with cases on appeal at the Navy-Marine Corps Court of Criminal Appeals, the Court of Appeals for the Armed Forces, and the United States Supreme Court. Captain Taishoff graduated from Syracuse University in 1986 and received a law degree from Widener Law School in May 1989. He completed an LL.M with highest honors at George Washington University School of Law in 2002. He has established a number of philanthropic programs through his family foundation, for which he is President and Trustee. Captain Taishoff established the Taishoff Center for Inclusive Higher Education at the Syracuse University School of Education. He serves on the Syracuse University Board of Trustees and the Board of Directors for the National Down Syndrome Society. He and his wife Laurie have three children including their daughter Jackie (9) who has Down syndrome.



Speakers:

Bill Silverman (Employer), Program Manager, HR Service Center, World Bank Group

Bill Silverman has worked in HR at the World Bank Group in Washington, DC for most of the 28 years of his tenure there. Most recently, he is a program manager in the HR Service Center, which provides call center and back office services to the Bank Group's employees. Bill concentrates on business process reengineering, HR systems, HR data integrity and audit support functions. He is also the Bank Group's Custodian of Records.

Laura Lee (Employee at the World Bank)

Laura Lee was one of the first students in the inclusive Options program at Paul VI High School in Fairfax, VA and one of the first students in the Mason LIFE program at George Mason University. Laura graduated from the Mason Life program and now participates in the vocational internship and works part-time at the World Bank.

Over the years Laura has been an active advocate speaking on behalf of students with disabilities at various hearings, including a Congressional hearing, and at conferences.



Jennifer Labbe, Employment Coordinator, Mason LIFE Program

Jen Labbe has worked in the Mason LIFE Program at George Mason University in Fairfax, Virginia for 3 years. She has served as the Employment Coordinator with Mason LIFE, identifying and training Mason LIFE students and interns for professional opportunities. Jen coordinates on and off campus employment experiences, the one-to-one instructor support for each student, and transportation logistics for students to get to and from work. During her time at Mason LIFE, she earned her Master's Degree in Special Education from George Mason University. Prior to joining the Mason LIFE Program, Jen taught both general and special education at the elementary level.



Q &A/Discussion

Follow-up to 2009 State of the Science Conference

(Meeting Room 4)

This section aims at promoting and advancing empirical research on postsecondary education (PSE) for students with intellectual disabilities (ID) deemed significant by national expert panels at last year's state of the science conference on PSE for students with ID. The speakers will present findings from a qualitative data analysis of last year's discussion transcripts, outline the contents of a research agenda for the field, and introduce a systematic approach for developing a taxonomy to guide future research, practice and evaluation efforts in PSE programs that serve students with ID.

Moderator:

Dawn Carlson, Ph.D.

U.S. Department of Education

National Institute on Disability and Rehabilitation Research

Dawn Carlson, Ph.D., is a program officer at the National Institute on Disability and Rehabilitation Research located in the US Department of Education. Dr. Carlson has developed and implemented a number of initiatives that serve persons with intellectual and developmental disabilities. He organized and moderated the 2009 State of the Science Conference on Postsecondary Education for Students with Intellectual Disabilities.

Overview: Colleen Thoma, Director, Doctoral Programs, VCU School of Education Professor, Dept. of Special Education & Disability Policy

Dr. Thoma will be co-presenting with a group of her graduate students participating in research: Kimberly Boyd, Edwin Achola, Cecilia Batalo, Diane Wolfe, Sandra Fritton, Ph.D.

Dr. Thoma is a Professor of Special Education in the Department of Special Education and Disability Policy at Virginia Commonwealth University. She has been conducting research on student self-determination for over fifteen years, particularly in facilitating student self-determination in the transition IEP process. She is a member of the Board of Directors of the Council for Exceptional Children (CEC) and a past President of the Division on Career Development and Transition (DCDT). Dr. Thoma has conducted research on the transition of students with ID to post-secondary education, preparation of special educators who are skilled at facilitating student self-determination in transition, the role of self-determination/person-centered planning in post-secondary educational

settings, and on universal design for transition planning and services (UDT). She earned her Ph.D. in Curriculum and Instruction/Special Education from Indiana University in 1997.

Speakers:

K. Charlie Lakin, Ph.D., Director

Research & Training Center on Community Living/ICI, University of Minnesota

Mary McEathron, Ph.D.

Dr. McEathron will present the preliminary work on the development of the taxonomy of postsecondary education programs for students with intellectual disabilities. Currently, the descriptions of programs and program components tend to be applied inconsistently. The taxonomy of PSE programs aims to increase clarity and provide a foundation for more organized understanding and synthesis of the nature and outcomes of these programs.

Mary A. McEathron, Ph.D., director of the Evaluation Group at the Institute on Community Integration, received her Ph.D. in Evaluation Studies at the University of Minnesota. She has extensive training and experience in evaluation design and methods. Current evaluation projects conducted by Dr. McEathron and The Evaluation Group include an evaluation of *Making the Connection: Engaging and Retaining Young Adults in Postsecondary Education*, a community college-based retention project funded by the Institute on Education Sciences.



Q & A / Discussion

Coordinating Center & Model Demo Plans (Part I)

(Meeting Room 5)

This session will provide an opportunity for the new coordinating center and model demos who have been awarded these OPE grants to discuss their plans with other participants.

An overview of the Think College National Coordination Center for the 27 TPSID grantees and beyond will be presented. Specifically, the three project goals will be highlighted and include: 1. Evaluation, 2. Training and technical assistance, and 3. Coordination and collaboration. Related key activities for each goal will also be discussed.

Moderator & Speakers:

Debra Hart

Director of Education and Transition

Institute for Community Inclusion, University of Massachusetts, Boston

Debra Hart, M.S., is Director of Education and Transition at the Institute for Community Inclusion, University of Massachusetts, Boston. She is the Principal Investigator (PI) for three national postsecondary education initiatives, including: 1. Administration on Developmental Disabilities Consortium on PSE for Students with Intellectual Disabilities, through which substantial national training and TA is provided; 2. NIDRR funded Center on PSE for Students with ID, which conducted a national survey of PSE programs for students with ID and secondary data analysis of two national databases (NLTS2 & RSA 911); and 3. Office of Postsecondary Education's new National Coordinating Center, which will work with 27 postsecondary transition programs for students with ID (TPSID).

Meg Grigal, Ph.D.

Senior Research Fellow at the Institute for Community Inclusion (ICI), University of Massachusetts, Boston

Meg Grigal, Ph.D., Senior Research Fellow at the Institute for Community Inclusion (ICI), University of Massachusetts, Boston where she serves as the Co-Principal Investigator for the National Institute on Disability and Rehabilitation Research (NIDRR) funded Center on Postsecondary Education for Students with Intellectual Disabilities; the Administration on Developmental Disabilities (ADD) funded National Training Initiative, the Consortium for Postsecondary Education for Individuals with Developmental Disabilities; and the Office of Postsecondary Education's Coordinating Center for the Transition Programs for Students with Intellectual Disabilities (TPSID) Model Demonstration Programs. Prior to her work at ICI, Dr. Grigal was a Senior Research Associate at TransCen, Inc. where she served as the Principal Investigator and Director of the Office of Special Education Programs funded Postsecondary Education Research Center (PERC) Project (www.transitiontocollege.net). Dr. Grigal conducts research and provides evaluation and technical assistance on exemplary practices for supporting students with intellectual disabilities in postsecondary education settings. She has co-authored two books on postsecondary education options for students with intellectual disabilities and has conducted and published research in the areas of postsecondary education options, transition planning, families, self-determination, inclusion, and the use of person-centered planning techniques.



Speakers:

Dana Yarbrough, Program Leader, Family & Individual Involvement and Support, Partnership for People with Disabilities Virginia Commonwealth University

Dana Yarbrough is the mother of a 16 year old daughter, Brooke, who has significant physical, intellectual and sensory disabilities. Having disabilities is only a part of who Brooke is and it is Dana's vision not to change Brooke...but to change the world around her.

Dana serves as the Program Leader for Family & Individual Involvement and Support projects for the Partnership for People with Disabilities, Virginia's University Center for Excellence in Developmental Disabilities located at Virginia Commonwealth University. In her role, Dana coordinates 10 family support and self-advocacy projects and supervises the work of 8 parents and individuals with disabilities on staff. Since 1996, Dana has volunteered with the Henrico Juvenile & Domestic Relations Court as a Court Appointed Special Advocate for children with disabilities who have been abused or neglected and served on a variety of state and local advisory boards and committees. Dana holds a certificate from George Washington University as a Special Education Transition Specialist; a Masters Degree in Non-Profit Leadership, and a Bachelors Degree in Criminal Justice.

Dana Yarbrough will discuss Virginia's plan for using the TPSID grant to accomplish the following:

- *further expand Virginia' state vision for an inclusive, individualized model of PSE*
- *continue the Virginia Collaborative for College as the consortium to provide advice and technical assistance to VCU on piloting the initiative on 4 two year/four year campuses;*
- *incorporate (and refine) existing statewide person-centered planning, positive behavioral support, and customized employment efforts into the TPSID demonstration sites*
- *develop a comprehensive evaluation system of TPSID demonstration sites and student outcomes.*

Jordan T. Knab, Ed.S.

***Director, Project 10: Transition Education Network
Principal Investigator, Florida Consortium on Postsecondary Education and Intellectual Disabilities
University of South Florida St. Petersburg***

Jordan Knab is currently the Director of Project 10: Transition Education Network. Project 10 is the state of Florida's discretionary project that addresses transition needs of Florida's youth with disabilities, ages 14 to 22. The project is funded by the Florida Department of Education and is housed at the University of South Florida St. Petersburg. Prior to Project 10, Jordan served as the director of the Transition to Independence Process project, or TIP project, based out of USF/Florida Mental Health Institute. The TIP project focused on the successful transition of Florida youth with emotional and behavioral disabilities.

Prior to his move to Florida in 2002, Jordan was employed in Washington, D.C., where he managed state and federal projects related to transition of youth with disabilities with the Academy for Educational Development, an international non-profit firm. He completed his Ed.S. degree and doctoral studies at The George Washington University in the area of transition leadership. Jordan's Master's degree is in school psychology and he has practiced psychology and assessment in public school settings and private practice.

Jordan Knab will discuss Florida's plan for using the TPSID grant to accomplish the following:

- further expand and develop Florida's pilot model TPSID, STING RAY;
- align existing TPSID sites throughout Florida with Federal Title IV funding criteria;
- form a Consortium of 3 Florida TPSIDs to provide technical assistance to developing sites;
- expand the number of TPSID sites and provide mini grants to cover individual student supports;
- host an annual statewide symposium of Florida TPSIDS to include a needs assessment;
- develop a comprehensive statewide evaluation system of TPSID sites and student outcomes.

Q &A / Discussion

10:45am-11:00am	Break	
11:00am-12:15p	Breakout Sessions	(Meeting Rooms 1, 2, 3, 4, 5)

Engaging and Supporting Faculty **(Meeting Room 1)**

Speakers at this session will address strategies to encourage faculty participation and collaboration across post secondary settings. The REACH program at the College of Charleston was developed in the 2009-2010 academic year, and the first students matriculated in the Fall of 2010. Dr. May will describe the approach she used to introduce the concept of inclusion to the faculty and the campus at large, and the various mechanisms of support that are currently in place for this emerging program. Dr. May will discuss this work-in-progress, highlighting strategic steps taken to enhance faculty comfort, interest, and participation.

The Career and Community Studies Program at the College of New Jersey is in its fifth year of providing a college experience for young adults with Intellectual Disability. Dr. Blumberg will describe the methods the program has used to conduct outreach to faculty, support faculty in their efforts to make coursework accessible, and to support students in typical courses to ensure their success. He will present the "Great Conversations" course, an innovative approach to interdisciplinary studies. Dr. Blumberg will share faculty evaluations of their experiences and his lessons learned thus far.

Moderator: Robert A. Stodden
Director & Professor, Center on Disability Studies, University of Hawaii at Manoa

Speakers:

Rick Blumberg, Associate Professor, TCNJ

Dr. Rick Blumberg is an Associate Professor in the department of Special Education, Language and Literacy at the College of New Jersey. He is currently Co-Director of the CCS Plus Project, a Transition and Post secondary Model Demonstration Program for young adults with Intellectual Disabilities. He conducts research and has published articles and book chapters in the areas of the Transition from School to Adult Life, Post-Secondary Education for Young adults with IDD, Autism Spectrum Disorders, Positive Behavioral Support, and the needs of individuals who are dually diagnosed with mental illness and intellectual disability. Engaging and Supporting Faculty The Career and Community Studies Program at the College of New Jersey is in its fifth year of providing a college experience for young adults with Intellectual Disability. Dr. Blumberg will describe the methods the program has used to conduct outreach to faculty, support faculty in their efforts to make coursework accessible, and to support students in typical courses to ensure their success. He will present the "Great Conversations" course, an innovative approach to interdisciplinary studies. Dr. Blumberg will share faculty evaluations of their experiences, and his lessons learned thus far.

Cynthia May, College of Charleston

Dr. Cindi May is a Professor of Psychology at the College of Charleston. Cindi has collaborated with a team of faculty and administrators at the College to initiate the REACH Program, a Transition and Post secondary Model Demonstration Program for young adults with intellectual disabilities. Her research focuses broadly on issues related to human learning and memory, inclusive educational practices, and successful aging.



Cate Weir, M.Ed.

Cate is the project coordinator for the NIDRR funded Center on Postsecondary Education Options for Students with Intellectual Disabilities, the ADD funded Consortium on Postsecondary Education for Individuals with Developmental Disabilities and the Office of Postsecondary Education funded Think College Coordinating Center at the Institute for Community Inclusion at the University of Massachusetts Boston. Previously, she served as project coordinator for the OSEP funded Postsecondary Education: A Choice for Everyone and the OPE funded Equity and Excellence in Higher Education at the Institute on Disability at the University of NH. She has also worked as a disability support coordinator and faculty member for the NH Community College System and in many capacities with adults with developmental disabilities in community settings. Cate's expertise includes the provision of individual supports for postsecondary education for people with intellectual or developmental disabilities, universal design for learning, and person-centered planning.

Q &A / Discussion

Models of Inclusive Housing

(Meeting Room 2)

This session will discuss the models of inclusive housing for postsecondary transition programs. A representative from the Howard Center in Vermont and the program manager of the ClemsonLIFE program will each present an overview of inclusive housing options, the skills addressed, and the involvement of other college students. The programs will also cover barriers and expectations, both of parents and of university officials, and will close with lessons learned as well as a discussion of student growth in the area of independent living.

Moderator: George Jesien, AUCD

Speakers:

Kaitlin Zura, Howard Center, VT

For the past 7 years, Kaitlin Zura has served in various capacities at Howard Center, New England's largest human service organization. As Intake Coordinator, she determined eligibility and secured funding resources through the Vermont Service System. She served as the Director of Outdoor Adventure for three years, developing a camp experience for children with multiple disabilities. Her expertise in creative support strategies also proved essential during the implementation of Howard Center's SUCCEED, an innovative post secondary education option for people with developmental disabilities. In her current leadership role within SUCCEED, she's responsible for the oversight of the ever growing student housing option, fiscal management of resources, as well as the oversight of both housing and campus support staff.



Sharon Sanders, Clemson

Dr. Sharon P. Sanders is currently the program manager of the ClemsonLIFE Postsecondary Transition Program at Clemson University. She has been in the field of special education for over 35 years and in the university setting for seven years. This career has included teaching adults with disabilities in a residential setting, teaching students with disabilities in public school settings, and more recently in teaching special education teacher candidates. Dr. Sanders has also been involved with mathematics curriculum development along with writing and providing the supporting teacher in-service trainings. While at Clemson University, Dr. Sanders has been involved in postsecondary transition and was instrumental in establishing and organizing the ClemsonLIFE program which has 12 students with disabilities working with nine education graduate students and over 100 volunteers from the Clemson student body. Through her work with the ClemsonLIFE program, Dr. Sanders has worked closely with university administration, including the administration of a nearby community college where some ClemsonLIFE students take classes, and with transition teams from surrounding school districts. She is very interested in improving and expanding the reach of postsecondary transition programs so that all students with disabilities are aware of their opportunities and are prepared to pursue their own choices.



Q & A / Discussion

Employment (Part II)

(Meeting Room 3)

Participants in this session will hear about collaborative partnerships between post secondary institutions, vocation rehabilitation agencies, public schools and employers to facilitate employment.

Moderator:

David R. Johnson, Ph.D., is currently Senior Associate Dean for Research and Policy, Birkmaier Professor of Educational Leadership, and Director of the Institute on Community Integration, College of Education and Human Development, University of Minnesota. Dr. Johnson has conducted several research, training, and demonstration projects focused on postschool outcomes of exiting high-school students, dropout/school-completion, postsecondary education support services, state and local graduation policies, and other research. He has published more than 100 book chapters, journal articles, research monographs, technical reports, and other products on these and other themes. Dr. Johnson is also the Director of the National Center on Secondary Education and Transition, a national technical assistance and dissemination center on information concerning the transition of youth with disabilities to postsecondary education and employment. He has served as consultant to several national and state organizations including National Institute on Disability and Rehabilitation Research, National Governor's Association, Office of Special Education Programs, Rehabilitation Services Administration, and several Congressional Committees.

Speakers:

Susan Onaitis, Ph.D., Mercer County Community College, New Jersey

Susan Onaitis, Ph.D. is a Counseling Specialist in the Office of Special Services at Mercer County Community College, West Windsor, New Jersey, where she assists students with disabilities with their transition to college life. She is a co-developer and coordinator of the college's DREAM (Developing Expectations for Achieving Real Mastery) program, an individualized, inclusive transition and postsecondary initiative. The DREAM program, originally funded by the National Down Syndrome Society through a gift from the Riggio family, is in its fourth operational year and currently helps 24 students achieve their dream of a college experience.

Ann Lindsey, Transition Specialist, Montgomery County Public Schools (MCPS)

Ms. Lindsey is a Transition Specialist with Montgomery County Public Schools (MCPS) located in Rockville, Maryland. In her role she provides transition support and training to students, parents and teachers. She maintains partnerships on behalf of MCPS with several governmental agencies and community organizations. Previously, Ms. Lindsey was a teacher in the Transition Training for Independence (TTI) class, a post-secondary education option for MCPS students ages 19-21 located on the campus of Montgomery College, Germantown Maryland.

She collaborated with ThinkCollege on product development and participated in the Post-Secondary Education Research Center (PERC) Project which demonstrated and researched exemplary practices for supporting students with intellectual disabilities (ID) ages 18-21 in post-secondary settings.

Ms. Lindsey has served as a liaison between MCPS and the Career Transition Program of St. Luke's House as it has conducted the Youth Transition Demonstration Project (YTD). Its' purpose has been to learn how youth with disabilities can improve their education and employment outcomes and become independent adults.

She is a member of the Business Advisory Council for the Marriott Foundation: Bridges from School to Work Program, the Advisory Board for Best Buddies of Maryland, the Council for Exceptional Children, and the Division on Career Development and Transition.

Q & A / Discussion

Program Outcomes and Measuring Student Progress

(Meeting Room 4)

This session will review strategies for measuring academic, social, independent living, and employment outcomes and describe the tools and analysis process related to those outcomes. This session will also include discussion of tools used to report student disposition, academic progress, faculty feedback and program outcomes in careers, independent living and social engagement. In addition, the potential of the Supports Intensity Scale and measures of self-determination will also be discussed.

Moderator: David Michael Mank, Ph.D.

Director, Indiana Institute on Disability and Community Professor, School of Education, Indiana University

David M. Mank, Ph.D., is the Director of the Indiana Institute on Disability and Community at Indiana University, Indiana's University Center for Excellence on Disabilities. In addition, he is a Professor in the School of Education, Department of Curriculum and Instruction.

As a writer and researcher, Dr. Mank has a long background in the education and employment for persons with disabilities. He has authored or coauthored more than one hundred articles or book chapters. His interests have long included quality improvement, organizational change and transition of persons with disabilities from school to work and adult life.

Since 1985, Mank has been responsible for grant writing and management of



dozens of state or federally funded projects in which he has been the Principal Investigator, Director or Co-Director. Mank holds a bachelor's degree in psychology and English from Rockhurst College in Kansas City (1975), a master's from Portland State University in special education (1977), and a doctorate in special education and rehabilitation from the University of Oregon, Eugene (1985).

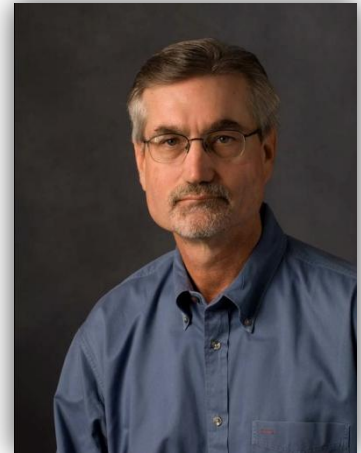
He has served on the Board of Directors of the American Association on Intellectual and Developmental Disabilities, the Council on Quality and Leadership and was one of the founding board members of the APSE, The Network on Employment. He is Past President of the Association of University Centers on Disabilities. He has been the recipient of the Franklin Smith Award for National Distinguished Service from The Arc of the United States.

Speakers:

Michael L. Wehmeyer, Ph.D.

**Director, Kansas University Center on Developmental Disabilities
University of Kansas.**

Michael L. Wehmeyer, Ph.D. is the Gene A Budig Teaching Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Senior Scientist, Beach Center on Disability at the University of Kansas. His research and intervention efforts focus on promoting the self-determination of children, youth, and adults with and without disabilities. He is President and a Fellow of the American Association on Intellectual and Developmental Disabilities, past president of CEC's Division on Career Development and Transition, and former Editor-in-Chief of Remedial and Special Education. He holds undergraduate and Masters degrees in special education from the University of Tulsa, a Masters degree in experimental psychology from the University of Sussex, Brighton, England, and a Ph.D. in Human Development and Communication Sciences from the University of Texas at Dallas.



Rebecca Daley, M.A.

Career and Community Studies Associate Director

**Adjunct Professor Department of Special Education, Language and Literacy
The College of New Jersey**

Rebecca Daley has over twenty-five years in the field of Special Education and services for persons with intellectual disabilities. Receiving a Masters in Special Education from the University of Oregon she has worked as an educator and a regional coordinator for children and adults in the state of Oregon. Rebecca founded a transition and post secondary program at Lane Community College in 1983 that continues to thrive.

Currently, Rebecca is working as an adjunct professor for the Dept of Special Education at The College of New Jersey as well as the Associate Director for Career and Community Studies (CCS), a four-year transition and post-secondary college program started in 2006.



Q &A / Discussion

Jenni Sandler

Program Director, ACHIEVE, Highline Community College

Jenni has over 15 years of experience working with individuals with intellectual disabilities in employment and educational settings. Her nine years at Highline Community College have included positions within Continuing Education, Community & Employment Services, and Access Services. She currently manages both the ACHIEVE Program and Access Services, the disability support office for the college. Jenni has a Master's Degree in Adult Education from Seattle University; she has a passion for promoting Universal Design for Learning as a framework for building inclusive and accessible post secondary education and training opportunities. She has also had the opportunity to work with educational institutions in South Africa to assist in building their capacity to serve students with disabilities.



Eric M. Latham, MPA, Executive Director, Pathway at UCLA Extension

Eric Latham joined UCLA Extension in 2006 as the founding director of Pathway. Eric began his career 25 years ago coordinating community support staff in an institutional residential setting for young adults with severe developmental disabilities. This work inspired him to pursue post-graduate studies in Special Education at the University of Oregon, Eugene. He then moved to Seattle and served as the Chief Operating Officer for PROVAIL, a recognized leader in the field of supported services for children and adults with disabilities. In 2002, Eric and his family moved to California, where he oversaw development and staff training related to day programs serving adults with developmental disabilities for the MENTOR Network. In 2006, Eric received his Masters in Public Administration, with a unique specialization focusing on the administration of programs for populations with disabilities.



In his presentation Mr. Latham will be touching on Pathway's experience and lessons learned over the last 5 years and then moving into a description of their TPSID project.

K. Alisa Lowrey, Ph.D.

Associate Professor

PEAC Project Director

LSU HSC Human Development Center

Dr. Alisa Lowrey is an Associate Professor at LSU Human Development Center. She has more than 20 years of experience in the field of special education working with individuals with developmental disabilities and preparing others to work in this field. Primarily, she is interested in improving real life outcomes for individuals with developmental disabilities in the areas of employment, independent living, community involvement, post-secondary education and opportunities for relationships. Current projects include the Louisiana Autism and Related Disabilities Project (LASARD), Ready to Achieve Mentoring Project (RAMP), the Employment Consortium and Post-secondary Education for All Collaborative (PEAC).

Dr. Lowrey will present the Post-secondary Education for All Collaborative (PEAC) model recently awarded under the TPSID grants. The PEAC Model is fully inclusive. It incorporates partnerships with Local Education Agencies and the Delgado Community College system.

The purpose of PEAC is to establish a model practice postsecondary education site for individuals with intellectual disabilities that can be replicated across sites within and around the state of Louisiana. Principal Investigators are K. Alisa Lowrey, Ph.D. and Philip Wilson, Ph.D.



Carolyn Tellalian, LCSW

Wayfinders Program at Fresno State, Project Co-developer

Ms. Tellalian is a parent of 3 young adults, one with Down Syndrome who is 21 years old. Over the past 21 years, she helped to found Parenting Network, a parent support group in Visalia, California, now a County Family Resource Center; initiated an Inclusive Preschool Program at our YMCA; was the first to sign up a kindergartner in a regular education class in Tulare County; served on the Community Advisory Board for Special Education in Fresno, California; organized a conference for 60 parents throughout the Central Valley at our local Regional Center focused on "Post-Secondary Education Options"; introduced independent pre-skills assessment tools to my daughter's Adult Transition Program for IEP goals; and currently she is developing the Wayfinders Program at Fresno State which will open it's doors in August 2011.



Seventeen years ago she went back to school and graduated with a Bachelor's degree in Psychology and then a Master's degree in Social Work, and worked with the HIV/AIDS community at our local hospital for 2 1/2 yrs. For the past 10 years she has worked as a Licensed Clinical Social Worker at Children's Hospital Central California, working with patients and their families (including abused and neglected children) , and is President of the CEU Committee bringing continuing education conferences to the Social Work Department and the community.

Ms. Tellalian will introduce participants to the Wayfinders Program at Fresno State in California. Will review how the program went from an idea shared by a few young adults to receiving TPSID grant. Will cover steps it took to identify champions for the program from the university campus to other established programs and resources from the community to the internet. Will also cover the many inclusive opportunities and unique qualities of the program.

Q &A / Discussion

12:15pm-1:45pm **Lunch & Keynote Address (Grand Ballroom)**
Keynote Speaker: Alexa E. Posny
(Introduced by Madeleine Will)

Alexa E. Posny, Assistant Secretary for Special Education and Rehabilitative Services

Alexa E. Posny comes to the department from Kansas where she served as commissioner of education for the state. As commissioner, Posny was responsible for helping over 450,000 students meet or exceed high academic standards, licensing over 45,000 teachers and overseeing a state education budget of more than \$4.5 billion. Prior to her work as commissioner, Posny served as the director of the Office of Special Education Programs (OSEP) for the U.S. Department of Education, a position in which she assisted state and local efforts to effectively educate all children and youth with disabilities. Posny has also served as the Kansas deputy commissioner of education, Kansas state director of special education, director of special education for the Shawnee Mission School District, director of the Curriculum and Instruction Specialty Option as part of the Title I Technical Assistance Center (TAC) network of TACs across the United States, and a senior research associate at Research and Training Associates in Overland Park, Kan. Posny earned her bachelor's degree from the University of Wisconsin at Stevens Point, a master's degree in behavioral disabilities and a doctorate in educational administration both from the University of Wisconsin in Madison. Posny has also served on the Board of Directors for the Chief State School Officers, the National Council for Learning Disabilities, and chaired the National Assessment Governing Board's Special Education Task Force. Posny has also been a teacher at the elementary, middle school, high school and university levels.

Student Access and Success**(Meeting Room 1)**

This session will: (a) provide practical information related to procedures and activities for coordinating and directing postsecondary programs for students with intellectual disabilities; (b) discuss the impact this program has for individuals with intellectual disabilities, their families, students without disabilities, faculty members, and community; and (c) explore challenges and future directions of postsecondary programs for students with intellectual disabilities related to ADA and 504 rights and responsibilities in postsecondary education.

Moderator & Speaker: Elizabeth Greczek

Elizabeth Greczek is an attorney in the Program Legal Group of the Office for Civil Rights, U.S. Department of Education. Elizabeth is part of the Program Legal Group's disability team, which is responsible for advising OCR leadership on policy issues concerning compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act.

In this session, Ms. Greczek will provide a brief explanation of Section 504 and Title II and explain how these laws apply to students with disabilities in the postsecondary context.

Speakers:**Susan Onaitis, Ph.D.****Mercer County Community College (MCCC)**

Dr. Onaitis is a Counseling Specialist in the Office of Special Services at Mercer County Community College, West Windsor, New Jersey, where she assists students with disabilities with their transition to college life. She is a co-developer and coordinator of the college's DREAM (Developing Expectations for Achieving Real Mastery) program, an individualized, inclusive transition and postsecondary initiative. The DREAM program, originally funded by the National Down Syndrome Society through a gift from the Riggio family, is in its fourth operational year and currently helps 24 students achieve their dream of a college experience.

Kelly R. Kelley

Ms. Kelley is a former special education teacher, has worked in higher education for over four years and is "all but dissertation" as a doctoral candidate in special education at the University of North Carolina at Charlotte. She will complete her Ph.D. in 2011 with a specialization in travel training and secondary transition. Ms. Kelley has recently published an intervention study on ADA and 504 Rights and Responsibilities in Postsecondary Education. Ms. Kelley was also instrumental in the creation of the Western Carolina University's University Participant (UP) program, recruiting and supporting the first two participants in the program when she was employed at WCU as the project coordinator under a previous OSEP personnel preparation grant. Ms. Kelley recently returned to WCU to resume a position as the UP project coordinator supporting four participants under a grant from the Walmart Foundation School-to-Work transition grant facilitated through the Arc of Haywood County. Ms. Kelley has published or co-published three book chapters, six refereed journal publications, three on-line publications, and presented at more than 12 national or international conferences.



Aaron Hoefs

Mr. Hoefs is a first year University Participant at Western Carolina University and is active in the community as a Special Olympics athlete participating in bowling, golf skills, bocce and track and field. He not only participates in the local, regional and state games, he was also selected in 2003 to compete in the Special Olympics World Games in Ireland. Hoefs is currently the Global Messenger for the North Carolina Special Olympics. In this position he speaks on behalf of the organization and its athletes throughout North Carolina. Hoefs works as a trainee at Haywood Vocational Opportunities and is active in church activities. In his free time he enjoys sporting events, travel, and meeting new people.



Q &A / Discussion

Promoting Independent Living

(Meeting Room 2)

Session participants will learn various methods to support students as they transition to independent living.

Jeff Ross will present a description of the Transition to Independent Living Program at Taft Community College in California. This very successful two year residential program has been serving student from throughout California since 1995. Mr. Ross will discuss the 32 courses that comprise the California Community College approved Certificate in Independent Living and the coursework that these students are enrolled in the traditional curriculum. He will also explore the career education opportunities available to these students. The presentation will detail the outcomes that have been documented through a longitudinal study that tracks each of the more than 200 graduates for a period of ten years.

Crystal Makowski will present and discuss the On Campus Transition at the University of North Florida (OCT). This presentation session will discuss how young adults with intellectual disabilities receive transition services where the university is their classroom. These students engage in experiential and transformational learning opportunities that enhance their socioemotional development and employment skills, as well as increase their integration and inclusion within the university community. This part of the presentation will also discuss the importance of giving young adults with intellectual disabilities an authentic college experience in order to assist them into become well-adjusted and productive adults.

Susan Corse-Adams will discuss the independent living component of the On Campus Transition at the University of North Florida (OCT). OCT students are provided the opportunity to live within off-campus student housing apartments with peers that do not have intellectual disabilities. This presentation will focus on the benefits of providing young adults with intellectual disabilities the opportunity to learn life skills through social learning and peer support. In addition, The Arc Jacksonville's LIFE (Learning Independently; Finding Enrichment) Experience summer program will also be presented. A spin-off from the OCT Residential Program, this summer program provides individuals with intellectual/developmental disabilities an intensive independent living experience, where participants receive supports and trainings from peers without intellectual disabilities, as well as explore the possibilities of living independently.

Moderator:

Olivia Raynor, Ph.D.

Director, Tarjan Center, Adjunct Professor, Dept. of Psychiatry and Biobehavioral Sciences, University of California Los Angeles

Olivia Raynor, Ph.D. is the Director of the Tarjan Center, a University Center for Excellence in Developmental Disabilities (UCEDD) and Adjunct Professor, Dept. of Psychiatry and Biobehavioral Sciences at the Semel Institute, University of California Los Angeles. Within the Center, Dr. Raynor has developed three program initiatives the National Arts and Disability Center; the Tarjan Center Service Inclusion Project and Open the Doors to College. Dr. Raynor is the founding and current Director of the National Arts and Disability Center, an internationally recognized information and training center dedicated to the career development of artists with disabilities and visitor accessibility to the cultural arts. Within postsecondary education, she is the technical assistance, training and policy consultant to the California Community College Chancellor's Office and their 108 community colleges. In addition she is responsible for the overall leadership of the Consortium on Postsecondary Education for Students with Developmental Disabilities, a statewide group dedicated to improving access to college by students with intellectual disabilities and autism. In collaboration with Think College, a national initiative in postsecondary education, she also provides national training and dissemination of information that details how postsecondary education initiatives implement promising practices and the types of activities and outcomes (employment, independent living, and continued postsecondary education access) available for students with intellectual disabilities. Dr. Raynor serves on the State Council on Developmental Disabilities and is Chair of the Council's Strategic Planning Subcommittee, and member of the Employment First Committee. She is also a member of the North Los Angeles Autism Regional Task of the Senate Select Committee on Autism & Related Disorders. In 2006, Dr. Raynor was a recipient of a Visionary Award by Kern Regional Center, California.



Speakers:

Susan Corse-Adams

Board of Directors, Down Syndrome Association of Jacksonville; Past Board Member, National Down Syndrome Society; Parent of child with Down Syndrome

Crystal Makowski, CRC

Director of the On Campus Transition at the University of North Florida; M.S. in Rehabilitation Counseling; Currently obtaining Ed.D. in Organizational Leadership.

Jeff Ross, Director, Taft College Student Support Services

Jeff Ross is the Director of Student Support Services, at Taft College, a position he has held since 1976. He is a Learning and Developmental Disabilities Specialist. Jeff recently served as the co-chair of the Kern Autism Task Force and also held a position on California State Blue Ribbon Task Force on Autism.

Among Jeff's many professional accomplishments is the design and implementation of the Taft College Transition to Independent Living (TIL) Program for individuals with autism and other intellectual disabilities. This highly successful on-campus residency program for young adults is the only one of its kind on a community college campus and has received both local and national recognition for its outstanding accomplishments.

Jeff is co-founder of the California Consortium for Post-Secondary Options for Individuals with Developmental Disabilities and the National Community College Consortium for Autism and other Intellectual Disabilities.



Q & A / Discussion

This session will discuss collaborative efforts among state and local agencies including education, vocational rehabilitation, institutions of higher education, and others who collaborate to create postsecondary education options leading to employment.

Moderator:**Laverdia Roach, President's Committee for People with Intellectual Disabilities, the Administration for Children and Families (ACF), U.S. Department of Health and Human Services**

Laverdia Taylor Roach serves as Acting Executive Director of the President's Committee for People with Intellectual Disabilities (PCPID) within the Administration for Children and Families (ACF), United States Department of Health and Human Services. The Committee, established and continued by Executive Order, has the responsibility to provide advice and assistance to the President of the United States and the Secretary of Health and Human Services on a broad range of topics related to intellectual disabilities. Prior to her government experience, Ms. Roach worked as Assistant Professor in the Department of Special Education at Southern University and A& M College in Baton Rouge, Louisiana where she taught courses in Speech Pathology, Audiology, General Speech, and Psychology. Mrs. Roach is the recipient of numerous honors and awards, and holds membership in many national and local professional and civic organizations. She received a Bachelor of Science degree from Southern University and A&M College and a Master of Arts degree from Bradley University in Peoria, Illinois. She pursued post-graduate studies at Syracuse University and the University of California at Los Angeles.

**Speakers****Margaretha (Margo) Vreeburg Izzo, Nisonger Center, Ohio State University**

Dr. Vreeburg Izzo completed her Ph.D. in Special Education, Rehabilitation and Research at OSU in 1998, and received her MA from George Washington University in Washington D.C. She is a recipient of a Mary E. Switzer Fellowship from the National Institute on Disability and Rehabilitation Research (NIDRR) and is also a Past President of the Division of Career Development and Transition (DCDT) within the Council for Exceptional Children (CEC).

Dr. Vreeburg Izzo is Research Associate and Program Manager for the Special Education and Transition area at the Nisonger Center, a University Center of Excellence on Disabilities at the Ohio State University. With over 26 years experience in the special education field, Dr. Vreeburg Izzo has extensive experience with grant management, program evaluation, and political advocacy. Currently, Dr. Vreeburg Izzo is the Principal Investigator of two federally funded education grants designed to improve the academic outcomes of students with disabilities at both the secondary and postsecondary levels.



Dr. Vreeburg Izzo has also developed educational curricula for students with disabilities and their parents, conducted numerous trainings, focus groups, and interviews with teachers and students, managed the development of websites, videocassettes, and other dissemination products including a national teleconference, and has published numerous articles, papers, and information briefs on disability and transition issues.

Cassandra Shoffler, U.S. DOE, Rehabilitation Services Administration

Cassandra Shoffler serves as the Rehabilitation Services Administration (RSA) Strategic Partnership Lead for cross-agency initiatives and cross-component work, strategic planning around specific topics and public outreach related to the public vocational rehabilitation programs.

Prior to joining RSA, she worked as a Rehabilitation Supervisor and a Rehabilitation Technical Specialist for the Maryland Division of Rehabilitation Services. She also has experience as an adjunct faculty member at the University of Maryland Eastern Shore in the Rehabilitation Counseling Department.

She is a Certified Rehabilitation Counselor with a Master's degree in Education and Human Development from The George Washington University and an undergraduate degree in psychology from the University of Maryland at College Park.

Q &A / Discussion

Think College Standards, Quality Indicators, & Benchmarks (Meeting Room 4)

This presentation will provide an overview of the Think College Standards, Quality Indicators, and Benchmarks which are aligned with the HEOA of 2008 to assist in the creation, implementation, and evaluation of postsecondary education programs for individuals with intellectual disabilities. The validation process, the resulting standards, and plans for future use will be described.

Moderator:

Michael Behrmann

Speakers:

Meg Grigal, Ph.D.

**Senior Research Fellow at the Institute for Community Inclusion (ICI)
University of Massachusetts, Boston**

Meg Grigal, Ph.D., Senior Research Fellow at the Institute for Community Inclusion (ICI), University of Massachusetts, Boston where she serves as the Co-Principal Investigator for the National Institute on Disability and Rehabilitation Research (NIDRR) funded Center on Postsecondary Education for Students with Intellectual Disabilities; the Administration on Developmental Disabilities (ADD) funded National Training Initiative, the Consortium for Postsecondary Education for Individuals with Developmental Disabilities; and the Office of Postsecondary Education's Coordinating Center for the Transition Programs for Students with Intellectual Disabilities (TPSID) Model Demonstration Programs. Prior to her work at ICI, Dr. Grigal was a Senior Research Associate at TransCen, Inc. where she served as the Principal Investigator and Director of the Office of Special Education Programs funded Postsecondary Education Research Center (PERC) Project (www.transitiontocollege.net). Dr. Grigal conducts research and provides evaluation and technical assistance on exemplary practices for supporting students with intellectual disabilities in postsecondary education settings. She has co-authored two books on postsecondary education options for students with intellectual disabilities and has conducted and published research in the areas of postsecondary education options, transition planning, families, self-determination, inclusion, and the use of person-centered planning techniques.



Debra Hart

Debra Hart, M.S., is Director of Education and Transition at the Institute for Community Inclusion, University of Massachusetts, Boston. She is the Principal Investigator (PI) for three national postsecondary education initiatives, including: 1. Administration on Developmental Disabilities Consortium on PSE for Students with Intellectual Disabilities, through which substantial national training and TA is provided; 2. NIDRR funded Center on PSE for Students with ID, which conducted a national survey of PSE programs for students with ID and secondary data

analysis of two national databases (NLTS2 & RSA 911); and 3. Office of Postsecondary Education's new National Coordinating Center, which will work with 27 postsecondary transition programs for students with ID (TPSID).

Parent respondent: Phil Pedlikin

Q &A / Discussion

Model Demos Part III

(Meeting Room 5)

Robert A. Stodden, Director & Professor, Center on Disability Studies, University of Hawaii at Manoa: Hawaii Transition/ Dual Enrollment With Individualized Supports Model for Students with Intellectual Disabilities

About the Program:

Purpose: Applying the principles of inclusion and self-determination, the Dual Enrollment With Individualized Supports Model for Students with Intellectual Disabilities (DEIS) demonstration project will develop successful transition practices and promote quality, inclusive postsecondary services and supports within the campuses of the University of Hawai'i system, resulting in improved outcomes for students with Intellectual Disabilities (ID) ages 18-21. The plan and components of the DEIS project are designed by the University of Hawai'i at Mānoa - Center on Disability Studies and its consortium partners to support eligible students with ID in a sustainable manner. This will be accomplished by demonstrating a comprehensive transition model that 1) provides individualized supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of PSE; 2) offers opportunities for academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment; and 3) integrates PCP in the development of the course of study for each student. This will result in the attainment of a meaningful credential and/or diploma for students with ID upon the completion of the model program.

Setting: DEIS will be initially developed and demonstrated with students with ID enrolled at two high schools and community colleges and with their respectively assigned vocational rehabilitation counselors.

Population: Participants in the model demonstration include: (1) Students with ID: Enroll 30 students with ID per project year (i.e., 15/HS school/year; total 150 participants in 5 years), ages 18-21, from two high schools, who have not exited high school with their same-age peers and who continue to be eligible for IDEA services will participate with their teachers and support personnel; (2) Educational Partners: a. Community College faculty and staff from two community colleges: admissions, generic student support, disability support, and instructional personnel, and b. Secondary School faculty and staff: two high schools as partnering feeder schools; and (3) Community Partner: Division of Vocational Rehabilitation counselors assigned to students (potential or active clients) at two high schools.

Model: DEIS will consist of two overarching components important for a successful transition to and participation in a postsecondary education program of studies: (1) a sequence of preparation and linkage activities based upon principles of person centered planning and self-determination, and (2) individualized, inclusive supports, services, and accommodations which propel a student toward their postsecondary goals and post-school outcomes. The two model components will be driven and supported by an interagency team partnership and detailed in an individualized student support plan. The interagency partnership protocol will guide the participation, role definition, and fiscal/service provision alignment of each of the three partners and the person centered planning protocol will guide the individual student planning and service delivery aspects of the DEIS model. The proposed iterative development process will lead to refinement and demonstration of the model on two campuses in Years 1-3, resulting in program expansion and sustainability outcomes in Years 4-5. Evaluation data collected through this process will be used annually to refine, adjust and improve the (1) participation of partner's in DEIS, (2) participant definition and participation, and (3) refining model components over the three years of the project. These data will

also inform participants in the project and gauge student progress toward outcomes, as well as participants' delivery and implementation of the intervention.

Jeff Bradford, MSW
Project Director, Human Development Institute
University of Kentucky

For the past three years, Jeff Bradford has been the director of the Postsecondary Inclusion Partnership (PIP) at the Human Development Institute at the University of Kentucky. The PIP is a model demonstration project aimed at including students with intellectual and other developmental disabilities in postsecondary education. Jeff will now become the director for the Supported Higher Education Project (SHEP) which will develop a comprehensive system of support for students with intellectual disabilities throughout the state of Kentucky. Jeff has a master's in social work and has worked with children and adults with disabilities for over twenty years.



In his presentation, Mr. Bradford will talk about how the PIP project was created and will share some of the student success stories.

The Supported Higher Education Project (SHEP) will develop a comprehensive system of support for students with intellectual disabilities (ID) throughout the state. The objectives of the project are to: 1. support 150 students with ID in inclusive higher education settings using authentic person-centered planning, 2. train 2,000 professionals in secondary and higher education and in disability services to effectively serve a broader audience of learners, 3. implement individualized Certificates and meaningful academic recognition that promotes improved educational and employment outcomes, and, 4 - create viable funding streams to sustain project efforts beyond the project funding. The foci of the project will be the inclusion of young adults with ID in all aspects of college life, integrating academics, socialization, and meaningful work experiences within student centered plans.

Elizabeth (Liz) Fussell
Program Director, Connections for Disability and Employment, FUTURE Program
Center for Literacy Studies, University of Tennessee

Elizabeth Fussell is the Program Director for Connections for Disability and Employment and **FUTURE** Program at the University of Tennessee's Center for Literacy Studies. She provides training, technical assistance, and curriculum development in community employment, person-centered planning, self-determination, and related topics to community rehabilitation providers. Applying customized services and train-the-trainer concepts, Liz strives to build capacity in the area of community-based and person-directed services that will empower community rehabilitation staff to provide consistent and competency-based services.

The University of Tennessee **FUTURE** Program is designed as a 2-year program culminating with a vocational certificate and job placement. Applicants from Knox County Schools, Tennessee School for the Deaf, by referral of the Korn Learning, Assessment, and Social Skills (KLASS) Center, or individuals from the community who meet the eligibility requirements will be selected by a panel of the advisory committee.



The mission of this program is to empower students to achieve gainful employment in the community. This program will provide individualized academic, social, vocational, and living skills to students ages 18-29 who did not earn a high school diploma and will benefit from additional community-based and skills-based training to achieve successful employment outcomes. Upon completion of the program, students will receive a University of Tennessee **FUTURE** Program Vocational Certificate. Connections for Disability and Employment (CDE) staff will ensure that employers are familiar with the significance of this certificate.

The **FUTURE** Program will feature an individualized schedule for each student based on their vocational aspirations compiled through a person-centered planning process. Over the course of four semesters, students will have the opportunity to experience four internships on or off campus. The students will choose, with the help of a graduate student in counseling, university courses related to their internships that will expand their academic enrichment. Planned and naturally occurring events on campus will focus on socialization and independent living skills. Students will develop personal goals in the areas of academic enrichment, vocational skills, communication/self-advocacy, independent living, and socialization using their vocational goals and with the assistance of university peers.

The curriculum designed for the **FUTURE** Program is comprised of eight components: (1) university courses, (2) basic academics, (3) independent living skills, (4) vocational instruction, (5) career development services, (6) socialization skills, (7) internship, and (8) vocational skills training. Program services will continue toward the student securing a job in the community and establishing connections with the Tennessee Division of Rehabilitation Services (DRS), a Community Rehabilitation Provider (CRP), and other adult resources. If a student is not eligible to receive DRS services, we will encourage private pay with the CRP.

Janet E. Green, MS, Project Director, North Dakota Center for Persons with Disabilities

Ms. Green is a Project Director at the North Dakota Center for Persons with Disabilities (NDCPD), a University Center of Excellence at Minot State University. She has five years of experience working on multiple projects while writing for grant dollars to carry out research, training, and service related projects in North Dakota. Ms. Green also has five years of classroom teaching experience at all levels (grades 1-12) in a variety of educational settings supporting children and youth with intellectual disabilities, learning disabilities, and emotional disorders. Her experience includes teaching in public school settings as well as at a private residential facility.



Ms. Green holds a Master's degree in special education with certifications to teach students with intellectual disabilities, learning disabilities, and emotional disorders in grades 1-12. She is working toward her PhD in special education with an emphasis on the transition to postsecondary adult roles, including postsecondary education when it is appropriate.

Ms. Green will provide an overview of the Adult Student Transition Education Program (A-STEP), a model demonstration program funded through the US Department of Education, Office of Postsecondary Education. A-STEP promotes inclusive postsecondary education, social, and employment opportunities for students with intellectual disabilities. Projected outcomes, essential partnerships, and first steps will be discussed.

3:00pm-3:15 pm	Break
3:15pm-4:15 pm	Student Panel (Junior Ballroom) Speakers: Micah Fialka-Feldman, Erin Thompson, & Bryann Burgess Moderator: Heidi Graff
4:15pm-4:35 pm	Wrap-up and Discussion of Next Steps: Michael Behrmann and Madeleine Will (Junior Ballroom)

Dr. Michael M. Behrmann is a leader/innovator in special education and technology. His over 80 publications and 250 presentations span nearly three decades. He is currently the Director of the Helen A. Kellar Institute for Human disabilities (KIHD). Current professional activities include the directorship of a state funded training and technical assistance center (TTAC); the Department of Rehabilitation's Northern Region for the Virginia Assistive Technology System (VATS); multi university statewide distance education grants to prepare teachers in the areas of severe disabilities and vision impairments; & a web based professional development site, TTACOnline.org, which has 300,000 visitors per year. He also developed an outreach program where GMU faculty deliver masters/licensure courses in public school settings to teachers and instructional assistants in VA and DC where 22 cohorts are serving some 500 students. With VDOE, he recently established the Accessible Instructional Materials -VA library {NIMAS} at GMU, which promotes universally designed instruction and insures that any qualified student in Virginia can have no-cost accessible media for learning. In 2008 he was awarded the Council for Exceptional Children's (CEC) J. Wallace Wallin Lifetime Achievement Award. In 2009 he received the Outstanding Faculty award from the State Council of Higher Education for Virginia (SCHEV).



Madeleine Will has been an advocate for persons with disabilities for three decades. She has led efforts to establish services nationally for infants and toddlers with disabilities and their families. In addition, she has worked to promote the concept of inclusion general education classrooms for students with disabilities and to create transition and supported employment programs.

In 2004, Ms. Will was named Director of the National Policy Center of the National Down Syndrome Society. The National Down Syndrome Society, a disability organization made up of 190 affiliates across the country, seeks to improve the quality of life for persons with Down syndrome through efforts in education, research and advocacy.

Her professional experience includes being appointed Assistant Secretary of the Office of Special Education and Rehabilitation Services (OSERS) in the U.S. Department of Education (DOE) for six years. During this time she managed three principal components of the DOE (Office of Special Education, the Rehabilitative Services Administration, and the National Institute on Disability and Rehabilitation Research).

From 2002 to 2006, Mrs. Will was Chairperson of the President's Committee for People with Intellectual Disabilities (PCPID). The (PCPID) is a Federal Advisory Committee whose members are appointed by the President of the United States.

From 1989-1997, Ms. Will worked as director of Childlink International, a nonprofit focused on developing community-based services and supports to people with disabilities in Czech Republic, Slovakia, Hungary, Russia, Bulgaria.



In 2004, Mrs. Will received the Presidential Award for Moral and Policy Leadership from the American Association for Mental Retardation. She has received many other professional honors and special awards, including: The ARC "IDEA Hero Award"; Smith College Medal (1989); Temple University Outstanding Educator Award (1987); Federal Management Award (1986); U.S. Department of Education Secretary's Special Citation (1984).

Mrs. Will is the parent of three children. Her son, Jonathan, has Down syndrome.

4:35 pm-5:00 pm

***Keynote Speaker: Stephen Riggio
(introduced by Madeleine Will)
(Junior Ballroom)***

Steve Riggio

Stephen Riggio is the vice chairman of Barnes & Noble, Inc. He also serves as a member of the company's board of directors.

Mr. Riggio, a 30-year veteran of the bookselling business, joined Barnes & Noble in 1975 after graduating from Brooklyn College. From 1981 to 1987, he was vice president and general manager of Barnes & Noble's direct mail division. After the company acquired B. Dalton Booksellers in 1987, Mr. Riggio was appointed executive vice president of merchandising, responsible for the buying and marketing functions for the company's 800 retail stores. In 1991, Mr. Riggio played an instrumental role in the conception, design and marketing campaign of Barnes & Noble's strategy for book superstores. In 1995, he was appointed the company's chief operating officer. While executing an aggressive retail expansion, Mr. Riggio also led the company's efforts into e-commerce. Barnes & Noble.com opened for business in March 1997 and has grown to become one of the largest e-commerce businesses in America.



Mr. Riggio was appointed chief executive officer of Barnes & Noble, Inc. in February 2002. In January of 2003, Mr. Riggio expanded the company's publishing operations with the acquisition of Sterling Publishers, one of the largest book publishers of how-to and reference books in the world.

A long time advocate for individuals with Down syndrome and developmental disabilities, he serves on the board of The Association for the Help of Retarded Children Foundation.

5:00pm-8:00pm

***Dinner and Mason LIFE students/Best Buddies Dance
(Grand Ballroom)***

A Special Thank You

The program committee would like to extend appreciation to Ala Showers whose countless hours on logistics, program design and detail have resulted in the success of this event.

Working Group Meetings (by invitation only)

Thursday, October 28th, 2:45 - 3:45 p.m.

Office of Postsecondary Education (OPE), External Feedback Working Group.

John Clement, Director of Strategic Planning, OPE; Jessica Finkel, Management/Program Analyst, OPE; & Judy Shanley, Education Program Analyst, OPE. For questions regarding this previously arranged forum, contact Judy Shanley.

Friday, October 29th, 3:00 - 4:00 p.m.

Office of Postsecondary Education (OPE), External Feedback Working Group.

John Clement, Director of Strategic Planning, OPE; Jessica Finkel, Management/Program Analyst, OPE; & Judy Shanley, Education Program Analyst, OPE. For questions regarding this previously arranged forum, contact Judy Shanley.

Thursday, October 28th, and Friday, October 29 (times to be announced)

Mary McEathron, PhD, University of Minnesota: Development of a taxonomy for research and evaluation of postsecondary education programs for students with intellectual disabilities. Speakers to be announced: Review of recommendations for research on postsecondary education for students with intellectual disabilities obtained during expert panel discussions at the 2009 state of the science conference

The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)

The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) provided grants to 27 institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. The following programs are represented at this conference:

- University of Hawaii (represented by Robert A. Stodden)
- Virginia Commonwealth University (represented by Dana V Yarbrough)
- Highline Community College (represented by Jennifer Sandler)
- University of Kentucky (represented by Jeff Bradford)
- University of California (represented by Eric Latham)
- Minot State University (represented by Janet Green)
- California State University-Fresno (represented by Carolyn Tellalian)
- Louisiana State University (represented by K. Alisa Lowrey)
- Western Carolina University (represented by Kelly R. Kelley)
- University of Tennessee (represented by Elizabeth Fussell)
- CA Taft West Kern Community College District (represented by Jeffrey G. Ross)
- Indiana University (represented by David M. Mank)
- College of Charleston (represented by Cynthia May)
- Ohio State University (represented by Margo Vreeburg Izzo)
- College of New Jersey (represented by Jerry Petroff, Rebecca Daley, Richard Blumberg, William Behre and Brian Danser)
- University of South Florida-St. Petersburg (represented by Jordan T. Knab)

Think College National Coordination Center (represented by Meg Grigal and Debra Hart)

Melissa Ann Riggio, who was born with Down Syndrome, lived a full and extraordinary life. She was a strong and optimistic young woman and was an inspiration to everyone who had the opportunity to know her. In May 2003, Melissa received the Self Advocate Award from The National Down Syndrome Society at their annual spring luncheon in Manhattan, which also honored Senator Hillary Rodham Clinton. A graduate of Bernards High School, Class of 2007, Melissa was so loved and admired by her classmates that they crowned her Prom Queen at her senior prom. She was employed by the Somerset Hills YMCA in Basking Ridge, where she worked in the office and assisted in the Wellness Center. Melissa had plans to enter a post secondary program so that she could become a counselor at the Y. She loved to read and listen to music. And she loved to write - as a poet and a songwriter, Melissa was taking voice, drama and dance lessons, and aspired to become a singer one day. Melissa Ann Riggio was 20 years old when she passed away after a courageous battle with leukemia in 2008.

