



2017 Southeastern Postsecondary Education Alliance Capacity Building Institute

June 26-27, 2017 Vanderbilt University

Title of Presentation	Description of Presentation
<p>Creativity and the Arts as a Tool for Integrative Post-Secondary Classrooms Lead Presenter: Hannah Lazarz Co-Presenters: Nila Huddleston & Alexandra Sargent-Capps, MFA.</p> <p>Hannah Lazarz is a current senior at Vanderbilt University theatre program where she studies Theatre and Communication Studies. Her involvement on campus focuses on the performing arts and working with students with disabilities. She first began working with individuals with disabilities in a creative setting as a volunteer teaching artist at Backlight Productions Theatre, and plans to continue working with this demographic by pursuing a law degree focused on disability rights and advocacy.</p>	<p>This presentation would focus on my experience in an undergraduate theatre arts classroom setting as a peer mentor and classmate of a second-year Next Steps student Nila Huddleston. My insight would be supported by the observations and reflections of our professor Alexandra Sargent-Capps, who structured the class to include a quilting project which served as a capstone of Nila's achievements and experiences over the course of the semester.</p>
<p>Every Voice Counts Lead Presenter: Lauren McCabe Co-Presenter: Jamal Underwood</p> <p>Lauren McCabe is a rising senior at Vanderbilt University majoring in Special Education. Lauren's passion for special education and transition services began when she became a peer mentor with Next Steps at Vanderbilt during her freshmen year and has since also served on the Executive Board. Alongside her work with Next Steps, Lauren is interested in special education advocacy, holding internships at both Advocates for Children of New York in New York City, as well as the Special Education Advocacy Center in Nashville. Besides Lauren's community work, she enjoys her campus involvement in the Ingram Scholarship Program, Best Buddies, and serves as</p>	<p>Let us tell you and SHOW you how to share your VOICE and ideas with your elected officials. We are current college students or graduates from Vanderbilt University. We were supported by Next Steps at Vanderbilt, as we have learning differences. We are going to give you step-by-step directions on ways to let your voices be heard on your own capitol hill.</p>

<p>Vanderbilt's Peabody College student government Vice President.</p>	
<p>Finding ourselves: Our college story Lead Presenter: Jasmine Beville, Shon Cooper, Jessica Guthery, & Kristian Ward Co-Presenters: Clay Stone</p> <p>I am a student in CrossingPoints, a transition program at the University of Alabama. I like to tell people about my experiences as a student in a transition program and want to get more comfortable speaking. I really enjoy working and am excited to get a full time job when I graduate.</p>	<p>As young women with disabilities enrolled in a transition program at a university, we have benefitted in many ways. One of the greatest things about being on campus is all of the different experiences we get to have with our peers in college. In this presentation, we will tell our story of finding our way in campus life at a university as transition students with intellectual disabilities.</p>
<p>Living Independently from Our Perspective Lead Presenter: Joanna Wagner</p> <p>Prior to coming to Lipscomb, Joanna completed her Bachelor's degree in Public Relations and Sociology at Drake University in Des Moines, IA. For the past six years, Joanna has worked with Best Buddies Illinois, Camp PALS Chicago and GiGi's Playhouse. Her experience has ranged from program management to operations to supported employment for people with intellectual and developmental disabilities. In her current role as the Off-Campus Job Developer with Lipscomb's IDEAL program, she works to secure off-site internships for senior students as well as training and support for job coaches and internship supervisor.</p>	<p>Recent graduates of the Lipscomb IDEAL program share their insight into the importance of people with ID living on their own.</p>
<p>Living and Learning with Autism Lead Presenter: Kenneth Kelty</p> <p>Kenneth Kelty is a resident of Raleigh NC and originally from South Florida. He is a graduate of The Western Carolina University Participants Program, class of 2014. While he was a student at WCU he took classes in criminal justice and political science. He was also a LEND Trainee at The Carolina Institute for Developmental Disabilities. Currently he is working with The Arc of The Triangle and is a self-advocate, as well as a</p>	<p>In this presentation, Living and Learning with Autism, I will be talking about my life with autism and pushing my limits at a young age when no one thought I could. My experience with The University Participants Program will be talked about and also being a LEND Trainee at The Carolina Institute for Developmental Disabilities in the self-advocate discipline. The strand for this conference will be what college means to us and after college outcomes. I do plan on talking about my life, my college experiences, current work opportunities, and future goals.</p>

<p>motivational public speaker and author on his experiences with autism and inclusion on a college campus.</p>	
<p>Our College Experience: Student Perspectives on Inclusive Postsecondary Education Lead Presenter: Eddy Maldonado Co-Presenter: Genesis Espallat</p> <p>Eddy is a student in the Panther PLUS program at Florida International University where he has a focus on Health & Wellness. He has participated in Special Olympics with FIU and has presented on behalf of Project Panther PLUS to prospective students. Upon graduation, he wants to secure a job in a gym as a receptionist and live independently.</p>	<p>Students in inclusive postsecondary programs Projects Panther LIFE and Panther PLUS at Florida International University in Miami, FL share a firsthand account of their daily experiences. Outcomes, especially in terms of employment, from the program are also discussed.</p>
<p>UpTech: Peer-to-Peer Program for Technology & Employment for Students with Intellectual Disabilities Lead Presenter: Jonathan Viera Co-Presenter: Nicholas Espinosa</p> <p>Jonathan Viera, a Miami native, is 22 years old. Being born with anoxia posed many challenges in his life, but that never stopped him. Thanks to support from his family, he has been able to progress where he is today. After entering Project Panther LIFE at Florida International University in 2012, many doors were opened for him. He was able to do things he never thought were possible. Upon graduating from the Panther LIFE program, he went on to create the Honors College upTech program and is now the program director.</p>	<p>This session will cover the program design of UpTech and its peer-to-peer mentor model available to the Panther LIFE and Panther PLUS inclusive postsecondary transition programs at Florida International University (FIU). The session will also include a student perspective from a Panther LIFE alumnus and current Panther PLUS student who participated in the pilot launch and now serves as the Assistant.</p>

<p>We made it: Students in transition Lead Presenters: Kristian Ward, Jasmine Beville, Shon Cooper, & Jessica Guthery Co-Presenter: Clay Stone</p> <p>I am a student in CrossingPoints, a transition program at the University of Alabama. I like to tell people about my experiences as a student in a transition program. I really enjoy working and am excited to get a full time job when I graduate.</p>	<p>As students with intellectual disabilities, we never thought that we would make it to college, especially not at a big 4-year university, but, we're here! We want to share two parts of our story. First, we want to tell you about our experiences in a transition program on a college campus and everything that we've done and learned. Second, we want to share why we think it is so important for other students like us to have the chance to go to college.</p>
<p>Collaborating to Meet Student Needs on an Inclusive College Campus Lead Presenter: Wanda Routier, Ed.D. Co-Presenter: Carol Burns</p> <p>Dr. Wanda Routier is the Director of Graduate Special Education Programs, and Assistant Professor at Concordia University Wisconsin. Dr. Routier also serves as the Faculty Liaison for Bethesda College of Applied Learning at Concordia University and helped create the program. She is a former music and special education teacher, and worked in Washington DC where she was involved in the reauthorization of IDEA at the federal level. Dr. Routier has presented workshops and seminars at many professional conferences; has authored curricula and articles; and serves as a consultant on gifted, disability, education, and technology issues.</p>	<p>Five years ago two organizations began planning a two-year post-secondary program for students with significant disabilities. From this emerged Bethesda College at Concordia University, an innovative blended program operated by two distinct non-profit organizations-Bethesda Lutheran Communities and Concordia University Wisconsin (CUW) and located on the campus of CUW. This innovative collaborative partnership provides a richer college experience than one organization could do alone. Data from the past three years will be shared to show how Bethesda College has produced benefits for all students and others on campus and changed the culture of the campus in positive ways.</p>
<p>Developing an Engaging and Sustainable Mentoring Program Lead Presenter: Danielle Roberts-Dahm</p> <p>L. Danielle Roberts-Dahm, M.A., is the Director for Project 10 STING RAY (Students Transitioning Into the Next Generation, Recognizing Alternatives for Youth) at the University of South Florida St. Petersburg (USFSP) and the USFSP partnership with the Florida Consortium on Inclusive Higher Education. Danielle's experiences working in transition and postsecondary programs for students with disabilities inspired her to continue her education in the field of Special Education and policy studies through pursuit of a doctorate at University of South Florida (USF).</p>	<p>Project 10 STING RAY will share techniques and resources they used to build a successful mentoring program at USFSP, and provide helpful tips that can be adapted to develop or expand upon at your IHE. The purpose of this presentation is to provide an overview of the framework required to develop a mentoring program that is beneficial and sustainable for IHE programs. Mentor selection, training, role related responsibilities, documentation and budgeting/finances will be discussed.</p>

<p>Employment Preparation for Students with Intellectual Disabilities in Inclusive Postsecondary Transition Programs Lead Presenter: Jennifer Martin, M.S. Co-Presenters: Amanda Giust, M.S. & Diana M. Valle-Riestra, Ph.D.</p> <p>Ms. Jennifer Martin is currently the Program Coordinator for Project Panther PLUS: Postsecondary Learning for Universal Success in the School of Education & Human Development at Florida International University in Miami, Florida and is responsible for the daily implementation of the program and direct student services. She graduated with a Bachelor's degree in English and will be graduating in December 2016 with a Master's degree in Higher Education Administration, both from Florida International University.</p>	<p>Projects Panther LIFE and Panther PLUS at Florida International University share strategies and best practices for preparing students with intellectual disabilities for meaningful paid employment upon program completion.</p>
<p>Florida's Academic Access & Programs of Study for Co-Eds with Intellectual Disabilities Lead Presenter: Kathleen Becht, Ph.D. Co-Presenter: Lead Presenter: Danielle Roberts-Dahm, M.A.</p> <p>Kathy has been in the field of Exceptional Education for over 25 years with a passion for the self-determination of students with disabilities. Kathy is an educator, advocate, sister, and parent of individuals with disabilities. Currently, the Director of Florida's Consortium on Inclusive Higher Education (FCIHE), Kathy is immersed in supporting institutions of higher education, community agencies, K-12 schools, and families to see the potential in and opportunities for students with intellectual disabilities as literate citizens; life-long learners, college students, consumers, employees, and neighbors.</p>	<p>The Florida Consortium on Inclusive Higher Education, supporting the development and enhancement of inclusive postsecondary education (IPSE), will discuss the diversity of Florida's 15 established and emergent PSE programs from the country's 2nd largest university to state, and career and technical colleges. In light of Think College's Report identifying less than half of TPSID's 746 students with intellectual disabilities enrolled in academically inclusive courses (Grigal, et al., 2015), in-depth data will be presented on typical college course access in Florida's IPSE programs. Program descriptions, component & curricular examples, and practical issues involved at varying levels of institutions will be addressed.</p>
<p>How to maintain rigorous standards for students with ID/DD in college classes? Lead Presenter: Nora Krasowski Co-Presenters: Edie Cusack</p> <p>Nora Krasowski received her MAT from the College of Charleston with a concentration in Intellectual Disabilities. Since 2013, Nora has been a Support Coordinator for the REACH Program at</p>	<p>This presentation will focus on how to modify coursework in traditional college classes in order to match the functional level of students with ID so they are held to a rigorous yet attainable standard. It will detail the steps for collaboration between the professor and the REACH program staff in order to set a challenging but, appropriate set of assignments that parallel that of a traditional student.</p>

<p>the College of Charleston, a postsecondary program for students with intellectual and/or developmental disabilities, where she teaches and provides support and transition services for the Program's freshmen. She also developed and implemented the Program's travel training curriculum.</p>	
<p>Instilling Independence In Adults with Disabilities: Transitioning to the use of natural supports through purposeful fading of human prompts. Lead Presenter: Meghan Anglim</p> <p>Meghan obtained her 7-12 math teaching license and bachelor of science as a part of Lipscomb's graduating class of 2015. After serving as a peer mentor for the IDEAL Program and President of the Best Buddies' chapter, she enrolled to pursue a Master's in Special Education. She served one semester as the IDEAL Graduate Assistant before being hired as a program manager. Her interests include disability advocacy and presenting opportunities for all types of learners to discover their potential as an individual and as part of the community.</p>	<p>It is highly recommended that students with disabilities learn to utilize natural supports in their environment to effectively develop their independence. One way to support students in their transition to gaining independence is through a systematic prompting procedure - strategically removing outside human involvement and simultaneously requiring more student responsibility. This process reduces reliance on human reminders, as students are able to start with what they know, and be challenged in a tiered manner to have more autonomy. This session will outline the sequential levels of prompting with accompanying strategies to use in order to successfully implement with students.</p>
<p>Vocational Rehabilitation Meeting Organized and Facilitated by Susanna Miller-Raines, MSW</p> <p>Susanna Miller-Raines, MSW is the Statewide Coordinator for the Georgia Inclusive Postsecondary Education Consortium and Community Support Specialist at the Center for Leadership in Disability at Georgia State University.</p>	<p>The Southeast is leading the way when it comes to partnerships between vocational rehabilitation (VR) and inclusive postsecondary education (IPSE). There are some great examples of collaborations, and we want to work together to learn from each other in order to maximize our collaborations. This post conference session will be a time for representatives from VR agencies across the Southeast to come together and learn more about the partnership between VR and IPSE programs. We will present about partnerships already in existence as well as time to think through and brainstorm relationships between VR & IPSE. Experts from VR and IPSE will be present to field questions and provide guidance.</p>

<p>Peer Job Coaches: A New Model Lead Presenter: Joanna Wagner</p> <p>Prior to coming to Lipscomb, Joanna completed her Bachelor's degree in Public Relations and Sociology at Drake University in Des Moines, IA. For the past six years, Joanna has worked with Best Buddies Illinois, Camp PALS Chicago and GiGi's Playhouse. Her experience has ranged from program management to operations to supported employment for people with intellectual and developmental disabilities. In her current role as the Off-Campus Job Developer with Lipscomb's IDEAL program, she works to secure off-site internships for senior students as well as training and support for job coaches and internship supervisors.</p>	<p>It is well documented that students with disabilities benefit from peer mentors, but there is little research on using peers as one-on-one job coaches. By utilizing peer job coaches, students are able to receive individualized support to prepare them for meaningful employment after college. IDEAL began using a peer job coach model in 2014, which this session will outline in detail. The student learns how to work independently and embrace the natural supports within his or her workplace. This session will outline how to recruit and train university students for the peer job coaching role, as well as provide examples of successful peer job coaching strategies and the process of implementation while on the job site.</p>
<p>Self-Awareness as a Critical Step Toward Self-Determination Lead Presenter: Rebekah Cummings</p> <p>Dr. Rebekah Cummings enjoys helping students navigate the physical, social, and academic environments of college, develop life skills they will use regularly in adulthood, and learn strategies that will support their academic success. She has a Ph.D. in Human Development from Virginia Tech with a graduate certificate in Autism Spectrum Disorders from University of North Carolina - Charlotte. Dr. Cummings has been teaching at ASU since 2009, has served as an academic coach for students seeking to improve their academic performance, and is the primary course instructor for the 1 credit hour seminar course our scholars take each semester.</p>	<p>This presentation will demonstrate and discuss strategies we use in the Scholars with Diverse Abilities Program at Appalachian State University to help students notice their physical and emotional selves in order to develop greater self-awareness. This helps students begin to recognize their thought patterns and unmet needs, which then leads students to seeking out ways to meet those needs. We will discuss strategies used in the classroom and in one-on-one meetings. Before students can self-advocate, they must have sufficient self-awareness to know what they want or need, which is why we invest time in helping students tune into themselves.</p>
<p>The Dignity of Knowing: Helping students come to terms with their disability Lead Presenter: Emily Barcel</p> <p>Emily Barcel received her Master's in Professional Counseling and became a LPCI in 2014. Prior to receiving her degree, Emily worked for several years as an Applied Behavioral Analysis (ABA) therapist and autism testing assistant. Since 2015, Emily has been a Support Coordinator for the REACH Program at the College of Charleston</p>	<p>Educating and supporting students through the process of understanding and coming to terms with their disability.</p>

<p>where she teaches and provides support and transition services for the Program's juniors. Emily also develops and facilitates psycho-educational groups for the Program; topics include personal development, communication, and self-care.</p>	
<p>The Intersection of Service-Learning, Disability Studies, & Inclusive Post-Secondary Education Lead Presenter: Anna Lawrence Co-Presenter: Carol Britton Laws, Ph.D.</p> <p>Anna Lawrence is a graduate of the University of Georgia (COE '10). She serves as the Program Coordinator for Destination Dawgs, UGA's first inclusive postsecondary opportunity. She received her Bachelor's degree in Special Education from the University of Georgia, emphasizing ages Birth through Five. She has honed her skills as both a data collection specialist for clinical research through UGA's Owens Institute on Behavioral Research and Coordinator of Administration and Family Support at a local non profit</p>	<p>This presentation will describe a post-secondary education program designed to support the full inclusion of students with intellectual and developmental disabilities (IDD) on campus through the intersection of service-learning in a disability studies certificate program and peer mentoring by traditionally enrolled students. Program design, collaborative person centered planning, and the preliminary impact of student service on the inclusion of students with IDD on campus through this partnership will be discussed.</p>
<p>Building successful programs through cross-campus collaborations Lead Presenter: Lisa Ulmer, Ph.D. Co-Presenters: Carol Britton Laws, Ph.D. & Anna Lawrence</p> <p>Lisa Ulmer joins Destination Dawgs as the Academic Instructor through a partnership with Georgia Vocational Rehabilitation Agency. Lisa earned her PhD from UGA in Special Education in 2008 and her Master's and Bachelor's degrees from Florida State University. Lisa has worked in special education for the past thirteen years and has taught students with intellectual disabilities in a community based vocational setting as well as in an inclusive classroom setting. She most recently served as a Department Head for Special Education in Oconee County. She is a member of the NEGATT RESA Transition Consortia and the GA Council for Exceptional Children among others.</p>	<p>1. The University of Georgia's (UGA) IPSE program design capitalizes on a number of national best practices in order to support students with intellectual and developmental disabilities and prepare them for employment via inclusion in higher education. Cross-campus collaboration is the backbone to the success of this fully inclusive program. The program utilizes pre-existing programs and structures at UGA as it provides students with an authentic, organic college experience that better prepares them to generalize skills and to work and live independently. Presenters will highlight creative on-campus partnerships that have been developed to support students in areas including: academics, counseling, health and wellness, career exploration, socialization, and leadership.</p>

Creative Staffing Solutions by Using Partnerships

Lead Presenter: Susanna Miller-Raines, MSW
Co-Presenter: Lisa Ulmer, Ph.D

Susanna Miller-Raines, MSW is the Statewide Coordinator for the Georgia Inclusive Postsecondary Education Consortium and Community Support Specialist at the Center for Leadership in Disability at Georgia State University. Her career interests are inclusive community building and promotion self-determination and leadership amongst youth and young adults with IDD. She is the co-chair of the Georgia Transition Community of Practice, an interagency group focused on students transitioning into adulthood. Susanna co-founded the Southeastern Postsecondary Education Alliance to promote resource sharing, collaboration, and improved outcomes for IPSE in the southeast. She has her Master's in Social Work from the University of Georgia. Lisa Ulmer joins Destination Dawgs as the Academic Instructor through a partnership with Georgia Vocational Rehabilitation Agency. Lisa earned her PhD from UGA in Special Education in 2008 and her Master's and Bachelor's degrees from Florida State University. Lisa has worked in special education for the past thirteen years and has taught students with intellectual disabilities in a community based vocational setting as well as in an inclusive classroom setting. She most recently served as a Department Head for Special Education in Oconee County. D'Arcy Robb is the Special Projects Coordinator for the Vocational Rehabilitation division of the Georgia Vocational Rehabilitation Agency. In that role, D'Arcy has the pleasure of managing the agency's relationships with Georgia's inclusive postsecondary programs and represents GVRA as an active member of the Georgia Inclusive Postsecondary Education Consortium. Prior to her role at GVRA, D'Arcy was involved with advocacy efforts around inclusive postsecondary education in her work for the Georgia Council on Developmental Disabilities. D'Arcy is the former coordinator of Employment First Georgia and is passionate about Employment First, and was proud to recently organize the Georgia Evolution Conference. She lives in

Through the Georgia Inclusive Postsecondary Education Consortium, a partnership between the Georgia Vocational Rehabilitation Agency (GVRA), Georgia Department of Education (GDOE) and colleges and universities emerged. Through this partnership GVRA & GDOE pay for an Academic Transition Teacher to on each IPSE program to be an academic liaison between the program and the faculty and maintain student portfolios of academic progress, work samples, activities, and experiential learning.

<p>Decatur, Georgia, with her husband Todd and daughter Annika.</p>	
<p>Ensuring Higher Education is Affordable for All Lead Presenter: Elise McMillan, JD Co-Presenter: Susanna Miller-Raines, MSW</p> <p>As the Co-Director of the Vanderbilt Kennedy University Center for Excellence in Developmental Disabilities (UCEDD), Elise McMillan has more than 20 years' experience in leading programs and projects that support individuals with intellectual and developmental disabilities, their families, and their communities. She holds leadership roles in numerous national, state, and community disabilities organizations, including The Arc U.S., the Tennessee Council on Developmental Disabilities, Disability Law and Advocacy Center of Tennessee, and the Tennessee Disability Coalition. As Co-Director of the Center's UCEDD, she provides oversight of daily operations and assists area coordinators and directors of core functions in planning and implementation. She is responsible for personnel, budget oversight, and representing the UCEDD at the local, state, and national level. She is an attorney and Senior Associate in the VUMC Department of Psychiatry. She holds leadership roles with TennesseeWorks, Tennessee Disability Pathfinder, and Next Steps at Vanderbilt.</p>	<p>Making inclusive higher education affordable is at the forefront of all of our efforts. This session will share information for students, family members, educators, administrators and policy makers on the ways Tennessee and Georgia are working to address using private, local, state, and federal dollars to provide tuition assistance.</p>

<p>Inclusive Higher Education and Employment: Perspectives from Program Components and Participants Lead Presenter: Danielle Roberts-Dahm, M.A.</p> <p>L. Danielle Roberts-Dahm, M.A., is the Director for Project 10 STING RAY (Students Transitioning Into the Next Generation, Recognizing Alternatives for Youth) at the University of South Florida St. Petersburg (USFSP) and the USFSP partnership with the Florida Consortium on Inclusive Higher Education. Danielle's experiences working in transition and postsecondary programs for students with disabilities inspired her to continue her education in the field of Special Education and policy studies through pursuit of a doctorate at University of South Florida (USF).</p>	<p>This presentation features an overview of results from a secondary analysis of three cohort 1 TPSID programs paired with perspectives from program exiters in order to identify the aspects of the postsecondary education programs that facilitated their ability to gain employment. The purpose of this presentation is to provide a look at employment outcomes paired with programmatic components of inclusive higher education that facilitate program outcomes, both from the data reported from the first TPSID cohort in Florida and from program exiters. Implications and tips for practitioners will also be shared.</p>
<p>Integrating Evaluation: IPSE Program Development and Sustainability Lead Presenter: Donna Carlson Yerby Co-Presenter: Deborah Zuver, MA, LMFT</p> <p>Donna Carlson Yerby, M.Ed., is Special Education Faculty Chair, Clinical Scientist, and Assistant Director at the Carolina Institute for Developmental Disabilities at UNC, where she is involved in training, clinical services, program development, research, and evaluation. She was formerly a clinical instructor at UNC School of Education. Donna co-facilitates the NC Postsecondary Education Alliance, participates in evaluation of a postsecondary education program, and developed a transition clinic for students with intellectual and developmental disabilities. Donna has published and presented on differentiation of instruction, postsecondary education issues, and education reform.</p>	<p>Successful and sustainable program development is contingent on meaningful, objective evaluation. This presentation is based on a state initiative to expand IPSE opportunities and an iterative evaluation process that informed program development and refinement. The findings of two projects (TPSIDS) assessing the impact on students, families, faculty, considerations for sustainability, and the impact on campus life now serve as framework for developing a new program at UNCCH with potential impact on systems change. This presentation will include specific components and procedures that can be applied to inform initial program development or to effect change in existing programs.</p>

<p>Reflections, Follow-up, and Next Steps - HBCU Summit on TPSID programs</p> <p>Lead Presenter: Chrisann Schiro-Geist</p> <p>Dr. Schiro-Geist serves as the Director of the University of Memphis Institute on Disability. She is also a full professor in the Department of Counseling, Educational Psychology and Research.</p>	<p>The University of Memphis Institute on Disability and Alabama A & M piloted a summit focusing on disseminating information to several HBCUs on expanding Inclusive Post-Secondary Education programming to their institutions. This presentation will 1) provide an overview of the summit and 2) follow-up on the development of HBCU IPSE programming. This presentation will serve as capacity building, as individual program development will be highlighted. This workshop will also focus on 1) assisting in the finalization of CTP applications, 2) the structuring of the HBCU caucus of SEPSEA, and 3) the development of opportunities for research, partnership development and sustainability.</p>
<p>The Importance of Guidance from University Administrators</p> <p>Lead Presenter: Sharon Shields, Ph.D. Co-Presenters: G.L. Black, J.D., M.Ed., Sandy Stahl, Ph.D., & Tammy Day, M.Ed.</p> <p>Shields' teaching has been focused on issues of health service delivery to diverse populations. She also teaches in the areas of social justice, diversity, gender equity, and underserved populations as it relates to health and physical activity issues. While her list of accomplishments is long, one of her proudest contributions has been advising the development of Next Steps at Vanderbilt from day one.</p>	<p>Top-notch dreaming, designing, and planning occurs when people at the top are engaged and at the table. When working to build an inclusive higher education experience on a university campus, these people know the answers to two important questions. Firstly, 'How is this situation handled on our campus for all our students?', and secondly, 'How could we approach this programmatic procedure on our campus?' Next Steps at Vanderbilt has been fortunate enough to have had such administrators serving as Steering Committee members from the beginning. During this session, some of these members will share their insight into the importance and value of their guidance.</p>
<p>Unifying Higher Education and PSE Programs: Making Strong Connections</p> <p>Lead Presenter: Lauren Bethune, Ph.D. Co-Presenter: John Cayton, M.Ed.</p> <p>Lauren Bethune oversees the program of study and all academics support initiatives at Next Steps at Vanderbilt. She works closely with a growing number of faculty and academic support services to expand academic course participation and progress. Her responsibilities include supporting admissions/recruitment, supporting faculty, collaborating with various on-campus academic supports on best teaching practices for faculty, and assisting with the evaluation of academic supports. Lauren earned her Doctorate of Philosophy in special education from the University of North Carolina at Charlotte in 2015. During her doctoral studies, she worked with the National Secondary Transition Technical Assistance Center (NSTTAC) as a graduate researcher focusing on synthesizing research on</p>	<p>With a call for adopting diversity initiatives on campuses nationwide, an emphasis is placed on forming relationships among university entities and higher education programs to provide an inclusive environment for all students with different learning needs, including persons with intellectual and developmental disabilities. This presentation will share innovative ways for collaboration among a comprehensive transition program and the supporting university, specifically ways to utilize already-existing supports. Lessons learned in the process of establishing rapport campus-wide for enhancing community and administrative support and student participation will also be shared.</p>

<p>evidence-based practices in academic skills, transition policy, Common Core State Standards, and 21st century skills. Prior to doctoral pursuits, she served as a coordinator for the Arc Jacksonville's Academy- On Campus Transition program, an 18-22 year old transition program dedicated to providing an authentic college experience for students with intellectual and developmental disability.</p>	
<p>Baking a Success Cake: From an IQ of 63 to a GPA of 3.1 Lead Presenter: Dena Gassner</p> <p>Dena Gassner is a PhD Candidate in Social Welfare at Adelphi University and has a MSW from the University of Kentucky. She is on the Board of Directors for the Arc US and provides articles to many publications nationwide. She has contributed chapters to <i>Scholars With Autism: Achieving Dreams</i> and <i>College for Students with Disabilities</i>. She is an award winning advocate for autism related issues and has presented at multiple national conferences (Autism Society; Arc US; TASH; IMFAR) and has expanded her outreach internationally to include the United Nations in Geneva, University of Birmingham (UK) and the team of researchers at Cambridge working with Dr. Simon Baron-Cohen.</p>	<p>This presentation will address how one student, previously presumed to be unable to learn, persisted with multiple supports to be able to successfully live independently and attend college. Specific focus will lie on strategies that were maximized to prepare for academics AND independent living. Failure to see his capacity by some Post-sec programs will be discussed, as well as advocacy efforts to see beyond the interview.</p>
<p>College and ASD: Advocating for Appropriate Accommodations in Higher Education Lead Presenter: Whitney Meade</p> <p>Dr. Whitney Meade is an Assistant Professor at the University of Alabama in Huntsville. Spending many years working hands-on with children and adults with disabilities, Dr. Meade now works in the College of Education with undergraduate and graduate students.</p>	<p>Making the transition from high school to college can be challenging for any student. This session will discuss the characteristics of Autism Spectrum Disorders (ASD), models of best practice for ASD and strategies for empowering students to advocate for the supports and services needed for success in the classroom.</p>

<p>Connecting the Dots: From VR counselor to Higher Education Lead Presenter: Cherrelle Singleton</p> <p>I am a full-time Ph.D. student at Western Michigan University, where I study Educational Leadership. I am also a full-time wife and mother to two beautiful kids, ages 5 and 1. My interest and research include, impact of WIOA on faculty in HE and accessibility/equitability for online learning. After working seven years with the state of Michigan as a Vocational Rehabilitation Counselor and Vision Rehab Therapist I decided to return to school in hopes to close the gap and open new doors for students with disabilities. I have also developed several programs for transition and college students.</p>	<p>This presentation will discuss and provide insight for working with a rehabilitation counselor and key ways to take full advantage of WIOA. As a former rehabilitation counselor and current Ph.D. student and employee in higher education I will also discuss key ideas and points for collaboration with higher education institutions in order to break barriers for students with disabilities. Lastly, this presentation will discuss programs that were designed and developed for transition students with consideration of WIOA requirements.</p>
<p>Engaging & Empowering Families in Inclusive Postsecondary Higher Education Programs Lead Presenter: Ana Laura dos Santos Lara</p> <p>Ana Laura dos Santos Lara has been working with families at Parent to Parent of Miami since 2008. In 2014, she was promoted to work with Panther LIFE and Panther PLUS Projects. Her work promotes parent involvement and awareness of the needs of young adults with disabilities in the transition process and supports the efforts of the Project of promoting self-determination, advocacy and independent living skills. Mrs. dos Santos Lara is an experienced presenter, grant writer, and develops curriculum and program manuals to guide, support, and engage families in post-secondary transition programs.</p>	<p>The proposed presentation will discuss the role of families and their engagement in Inclusive Postsecondary program in Higher Education. It will explain the Parent to Parent's model and how it has been adapted to serve the young adults involved with Panther LIFE and Panther PLUS Projects at Florida International University. The effectiveness of this model has allowed to provide continuous support to the families while promoting young adults' self-determination, growth and independence. We will analyze benefits families experienced from the implementation of program activities during and after their participation in post-higher education. Challenges, vision and hopes for the future will also be discussed.</p>
<p>How to Prepare for IHE while in High School Lead Presenter: Shelley Vanegas</p> <p>I am the Transition Consultant for Sumner County Schools and I serve on the WBL Counsel for the State of TN. I have been a participant in the Post-Secondary Ed. Alliance for a number of years and have worked diligently to assist students in applying for the IHE programs in TN.</p>	<p>Students/parents/teachers will get a glimpse at what skills can be worked on in the High school environment and at home to better prepare them to attend an IHE program.</p>

<p>Innovating, Igniting, and Including: An Exploration of Inclusive Postsecondary Education for Students with Intellectual and Developmental Disabilities in Florida</p>	<p>Since 2008 and the passage of the Higher Education Opportunity Act, institutions of higher education have created opportunities for students with intellectual and developmental disabilities to participate in postsecondary education with their typically developing peers. In 2016, Senate Bill 672 charged the Florida Center for Students with Unique Abilities to create and expand programs in Florida. This presentation will explore current program options and services for students with intellectual and developmental disabilities in Florida.</p>
<p>My Transition to College Life Lead Presenter: Robert Lewis</p> <p>I am from Nashville, TN and am a freshman in the ClemsonLIFE (Learning Is For Everyone) program at Clemson University. I graduated from the Heart to Heart program at Franklin Road Academy in Nashville where I managed several sports teams and participated in Best Buddies.</p>	<p>I would like to share what it was like to move 6 hours away from home and become a student in the ClemsonLIFE program. My mother can add from her perspective what aspects were challenging and what the ClemsonLIFE program did to help.</p>
<p>Orientation: Starting Each Semester off Right Lead Presenter: John Cayton, M.Ed.</p> <p>John Cayton joined the Next Steps team in May 2016. He oversees the Ambassadors student organization and all efforts involving Next Steps students' campus involvement opportunities. Knowing who to join while eating meals, exercising, studying, or participating in group(s) adds so much to a student's overall college experience, and John looks forward to ensuring all Next Steps students can participate in and contribute to Vanderbilt's campus life. John earned his Bachelor's degree in psychology from Monmouth College, his Master's degree in Leadership in Higher Education from Baldwin Wallace University, and previously managed community integration and residential services for individuals with disabilities in Indianapolis.</p>	<p>Orientation in higher education is typically associated with first semester, first-year students. However, orientation is prime opportunity for all students: providing meaningful acclimation to their respective program and campus, reinforcing and introducing skill development, and providing an appropriate amount of structure while all other moving pieces (peer mentors, class placements, internships, etc.) are being solidified. More specifically, this presentation will share the ways in which Next Steps at Vanderbilt has done this through a combination of tapping into university, program, and natural peer supports.</p>

SEPSEA Leadership Discussion

Lead Presenter: Susanna Miller-Raines, MSW

Susanna Miller-Raines, MSW is the Statewide Coordinator for the Georgia Inclusive Postsecondary Education Consortium and Community Support Specialist at the Center for Leadership in Disability at Georgia State University. Her career interests are inclusive community building and promotion self-determination and leadership amongst youth and young adults with IDD. She is the co-chair of the Georgia Transition Community of Practice, an interagency group focused on students transitioning into adulthood. Susanna co-founded the Southeastern Postsecondary Education Alliance to promote resource sharing, collaboration, and improved outcomes for IPSE in the southeast. She has her Master's in Social Work from the University of Georgia. Lisa Ulmer joins Destination Dawgs as the Academic Instructor through a partnership with Georgia Vocational Rehabilitation Agency. Lisa earned her PhD from UGA in Special Education in 2008 and her Master's and Bachelor's degrees from Florida State University. Lisa has worked in special education for the past thirteen years and has taught students with intellectual disabilities in a community based vocational setting as well as in an inclusive classroom setting. She most recently served as a Department Head for Special Education in Oconee County. D'Arcy Robb is the Special Projects Coordinator for the Vocational Rehabilitation division of the Georgia Vocational Rehabilitation Agency. In that role, D'Arcy has the pleasure of managing the agency's relationships with Georgia's inclusive postsecondary programs and represents GVRA as an active member of the Georgia Inclusive Postsecondary Education Consortium. Prior to her role at GVRA, D'Arcy was involved with advocacy efforts around inclusive postsecondary education in her work for the Georgia Council on Developmental Disabilities. D'Arcy is the former coordinator of Employment First Georgia and is passionate about Employment First, and was proud to recently organize the Georgia Evolution Conference. She lives in Decatur, Georgia, with her husband Todd and daughter Annika.

As the inclusive postsecondary education movement grows across the United State, the Southeast is growing as a leader in the field. The Southeast Postsecondary Education Alliance (SEPSEA) was formed in 2015. Our goal is to bring together IPSE professionals and students from across the Southeast to learn and grow together. Growth in the movement is making SEPSEA more and more relevant. We are looking to formalize our Alliance and are looking for individuals interested in taking on some leadership roles. We want to take this time to brainstorm and begin the path to becoming more formalized. Please join us if you are interested in exploring further.