

# EmploymentFirstMaine

## EFM Coalition Meeting Minutes April 8, 2016

**Present:**

**Elaine Ecker, NAMI**

**Nancy Souza, Orono**

**Charles Woodbury, disability resource coordinator – Aug/Wilton Career Center.**

**Vicki Morton Hope Assoc Rumford.**

**Terry Morrell DDHH**

**Jeanie Coltart**

**Sitara Sheik VR**

**Janet May CCIDS**

**Karen Fraser BRS**

**Roberta Lucas, DOE for Jan Breton**

**Rachel Dyer, MDDC**

**Peaches Bass, MDOL disability employment initiative**

**Betsy Hopkins VR**

**Katherine Johnson Hope Assoc.**

**Leticia Huttman, DHHS SAMHS**

**Richard Brown, Charlotte White Center**

**Meg Dexter, Commtty Partners Biddeford**

**David Dubay, Community Work Incentives Coordinator, MMC**

**Debbie Gilmer, Syntiro APSE**

**Libby Stone Sterling VR**

**Simonne Maline CCSM**

**Kevin Owen**

**Jay Richardson Collins, SILC, State Rehab Council**

**Ann Long, MPF**

**Gail Fanjoy, KFI**

**Christine McKenzie, MMC**

- 1. Correction: Jeanie and Christine not listed as participants last time.**
- 2. Minutes approved.**
- 3. Transition recommendations/discussion:**

### **Reaction to recommendation #1:**

Consensus reached to get behind recommendation. Evidence shows more success when students have experience working.

Goal for everyone to achieve HS diploma

Labor: Integration of apprenticeships, summer employment

Good baseline—have opportunities for more

Personal Genius in recommendations from Capacity workgroup, could be integral to this goal. Included in a broader repertoire of tools?

High School & Beyond Transition Guide – Muskie/DHHS/Interagency

Youth in Transition Group: Looking to take all the work happening around transition and move it forward. Could help with this moving forward.

### **Reaction to recommendation #2**

“Doing for” – dependency – enabling relationships – educate all players including families.

IEPs often do not include the student – make requirement for students to run IEP meetings. Work with students before the IEP meetings to be more comfortable with this.

Start younger teaching advocacy skills.

Tools/instruction for school personnel to make this kind of change.

Working with helping deaf students to develop self-advocacy skills. Practical

TCEW – Transition Career Exploration Workshop

Deaf Self-Advocacy Training

Engage parents: Student-led conferences rather than parent/teaching conferences. Significant increase in parental involvement.

Included in WIOA – VR already working

## Communication & Language skills measurements

### **Reaction to recommendation #3**

Law requires by 9<sup>th</sup> grade have in IEP

Website needed in Maine with all resources, information, tools, etc., everyone could be using

Parents follow dr. and medical model which focuses on fixing. (deaf)

Getting parents on board and providing them with the information they'll need later, early on. Before 9<sup>th</sup> grade.

“process early or throughout their school careers”

Include depictions of people with disabilities: Career Days or other venues

Keep focused on parent/families

Parents educated early & encouraged to raise expectations and empowerment for children from very early ages.

Give kids tools early—don't just ask them what they want to be.

Many families in poverty—

EF law: Everyone can work. Obligation to start early to show educators and communities that it's possible.

Expose community to people with disabilities success stories.