



THE UNIVERSITY OF
MAINE

**Center for Community Inclusion
and Disability Studies**

University Center for Excellence in Developmental Disabilities ccids.umaine.edu ccidsmail@maine.edu

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Community Advisory Committee Meeting

UMA - Holocaust and Human Rights Center of Maine
Michael Klahr Center Conference Room
46 University Drive, Augusta, ME 04330

Thursday – November 10, 2016

Minutes

Attending: Alan Cobo-Lewis, Susan Russell, Susan Laurintano, Kathy Adams, Maryann Preble, David Lawrence, Sandra Horne, Kile Pelletier, Stacie Converse

Unable to attend: Nancy Cronin, Gail Fanjoy, Tracie Flagg-Tynes, Janice LaChance, Jon McGovern, Kim Moody (represented by Stacie Converse), Paul Picard, Kate Quinn Finley, Toni Wall.

Minutes by Ann Zielinski

Welcome and Introductions: Maryann Preble welcomed the committee and introduced the new members. Maryann then reviewed the agenda for the day.

Alan Cobo-Lewis presented a CAC orientation for the benefit of the new members and review for old members. (See attached pdf)

A short break was called.

After reconvening, Janet May, Coordinator for Transition and Adults, gave an update on her work, Summer Work for ME, The Green Crab Project 2016 and Thriving in Place Piscataquis. (see attached pdf)

Meeting adjourned for Lunch

Upon reconvening, Alan Cobo-Lewis presented the Director's Update.

At the last meeting it was announced that CCIDS had applied for a renewal of the LEND program in partnership with UNH. The grant was renewed. However, the budget was cut but more trainees were required to be included in the program. This program is known as UNH-ME LEND.

The University of New England also applied for and was awarded a LEND program. They will be known as Maine LEND. Maine DD Council is on this LEND program. They have asked us to collaborate with them, but at this point, we do not know how that will work.

The LEND program consists of 2 semesters with a weekly seminar, plus two placements; one clinical and one leadership. Currently the leadership placements are with DHHS, DD Council, Community Housing of Maine, and CCIDS. The clinical placements are with CDS Downeast, Eastern Maine Medical Center, and Maine General Hospital.

Our students generally participate in the LEND program as part of other graduate work. Our current students are from Social Work, Communication Science Disorders and a doctoral student in Psychology.

Personnel changes: Kirstin Hayward who was the Administrative Assistant for the Augusta office and Maine CITE, resigned. We have hired Jackie Wilson to work on the Educare project. Jackie is the local evaluator for the Educare Center and follows the children through the second grade.

Our office space has completed its move. We have new neighbors sharing our floor. It is Native American Programs, and they are a cordial group who offer potential for collaboration.

Linda Labas' contract to provide technical support for KVCAP was renewed.

At the last meeting we discussed the Section 21 changes. We shared that feed back with DHHS.

Old Business

The ad hoc committee was thanked for their service. They met a number of times to review membership and the bylaws.

Some new members were appointed by the ad hoc committee and some are appointed by the respective organizations, with some seats still vacant awaiting appointments. Former Co-Chair Clare Collins has stepped down from the CAC and a card was circulated to thank her for her service.

Kathy Adams, as chair of the Ad Hoc committee reviewed the changes in the By Laws. A motion was made to adopt the changes and was passed unanimously.

New Business

Maryann was appointed to be CCIDS representative on AUCD's Council on Community Advocacy (COCA) and will travel to Washington for the Annual Conference.



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A short review of revised CCIDS Objectives was explained.

Planning for June 2017 CAC meeting and application for next five-year UCEDD Core Grant. June meeting will be held in Orono.

Wrap-up and Meeting Feedback

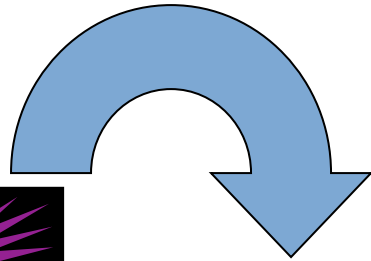
It was noted that signs would have been helpful for new members who had not attended a meeting at the Kahler Center before. Sandra made a note and we will make sure that directional signs are placed in the future.



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Community Advisory Committee Brief Orientation

Updated: November 2016



Developmental Disabilities and Bill of Rights Act
("DD Act")

Administration on Intellectual and Developmental Disabilities (AIDD)

University Centers
for Excellence in
Developmental
Disabilities

CCIDS

Protection &
Advocacy
Organizations

Disability Rights
Maine

Developmental
Disabilities
Councils

Maine DD Council

Projects of
National
Significance

(NEAT Peer-to-
Peer Project)



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The Administration on Intellectual and Developmental Disabilities





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AIDD is located in the Health and Human Services Building in Washington, DC





Mission of the DD Act of 2000

“To assure that individuals with developmental disabilities and their families participate in the design of, and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life...”

(Subtitle B – Section 121 – Public Law 106-402)



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Themes

The DD Act Programs all share 3 major themes:

- Advocacy
- Capacity Building
- Systemic Change



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Advocacy: active support for a program, initiative, or change.

Capacity Building: strengthening local, state, regional, and national communities.

Systemic Change: modifying entire programs, policies, services, and/or funding streams.



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The Basics:

University Centers for Excellence in
Developmental Disabilities (UCEDD)

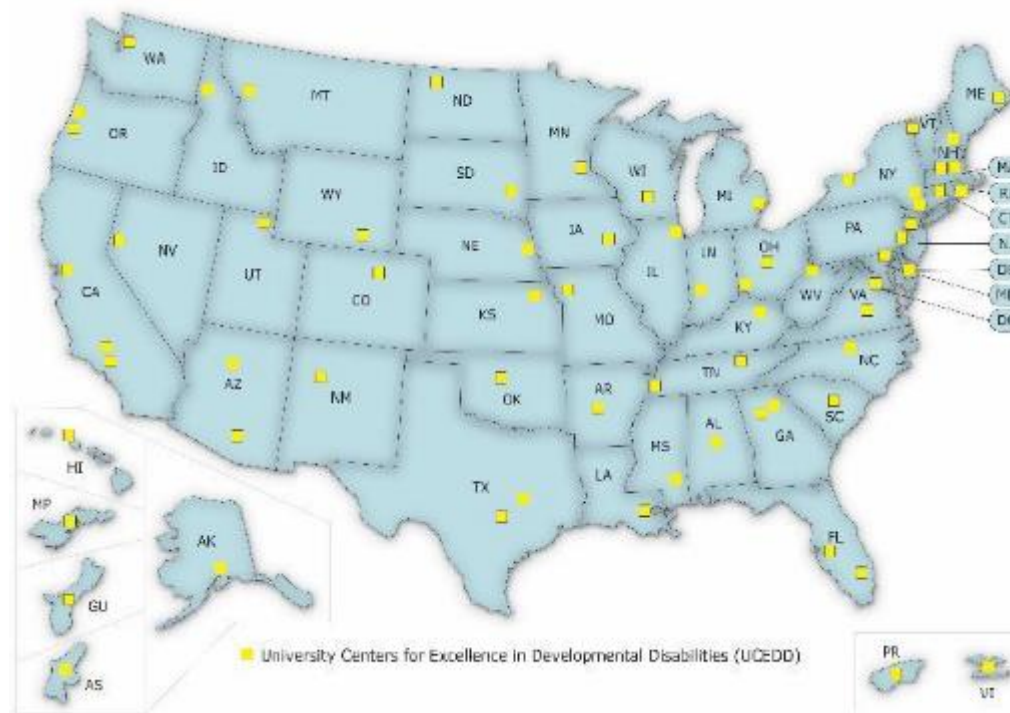
and the

Community Advisory Committee (CAC)



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National Network of UCEDDs



In General, What is a UCEDD?

UCEDDs are leaders in four core function areas...

- Training
- Service
- Research
- Information Sharing

...all related to people with intellectual and developmental disabilities.



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UCEDDs advise federal, state, and local policymakers on strategies to promote...

- Self-determination
- Independence
- Productivity
- Community integration

...of people with intellectual and developmental disabilities.



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UCEDDs

UCEDDs must be associated with a University





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Understanding the UCEDD

Ice Cream Metaphor:

All UCEDDs start with the basic ingredients, but become their own particular flavor.





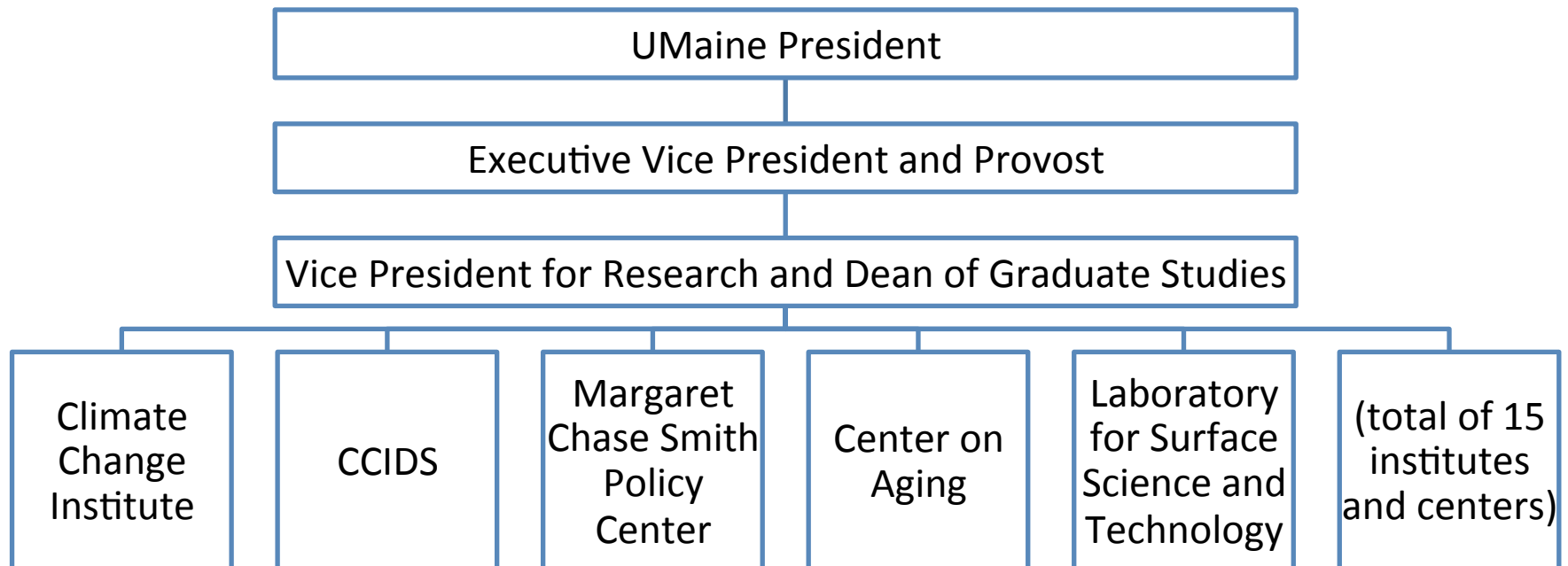
UCEDDs

- UCEDDs “live” at different places in different universities
- Some live in a medical school
- Some live in a college of education
- Some live in a different college
- Some—like CCIDS—live outside a college.



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- At UMaine, CCIDS is an interdisciplinary center that lives outside a college. We report to the UMaine vice president for research.





Core Funding and Leveraging Funds

- UCEDDs apply to AIDD for core funding
- UCEDDs submit a 5-Year Plan to AIDD
- The DD Act requires the UCEDD to use the core funding to leverage funding
 - Leverage funding means to get money from other sources
 - UCEDDs do this by getting other grants and contracts



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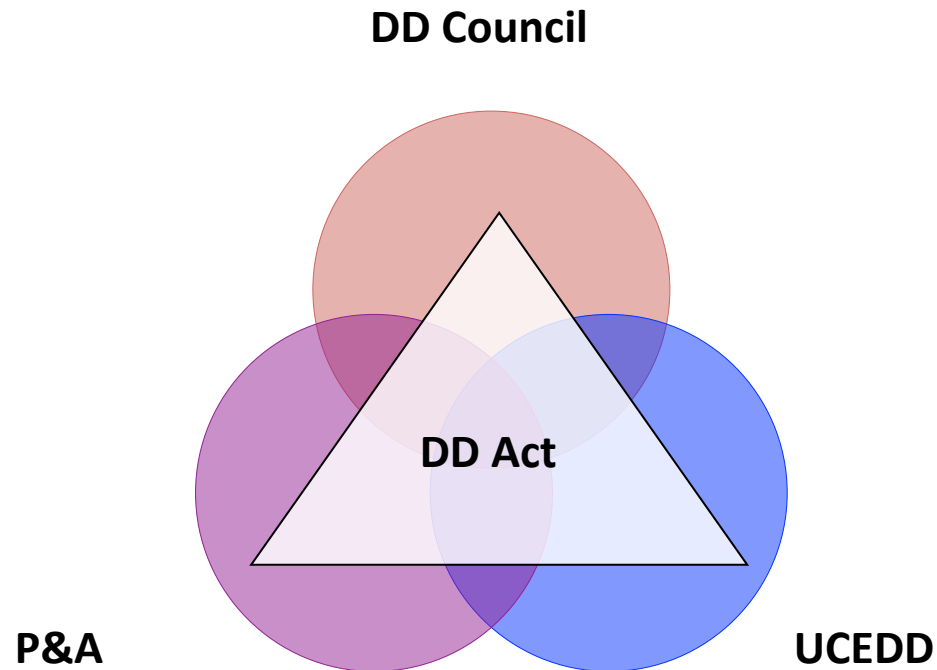
The State DD Network



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What is the State DD Network?

UCEDD + DD Council + P&A = State DD Network





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In Maine, Speaking Up for Us (SUFU),
Maine's self-advocacy organization, is also
considered a member of the State's DD
Network.

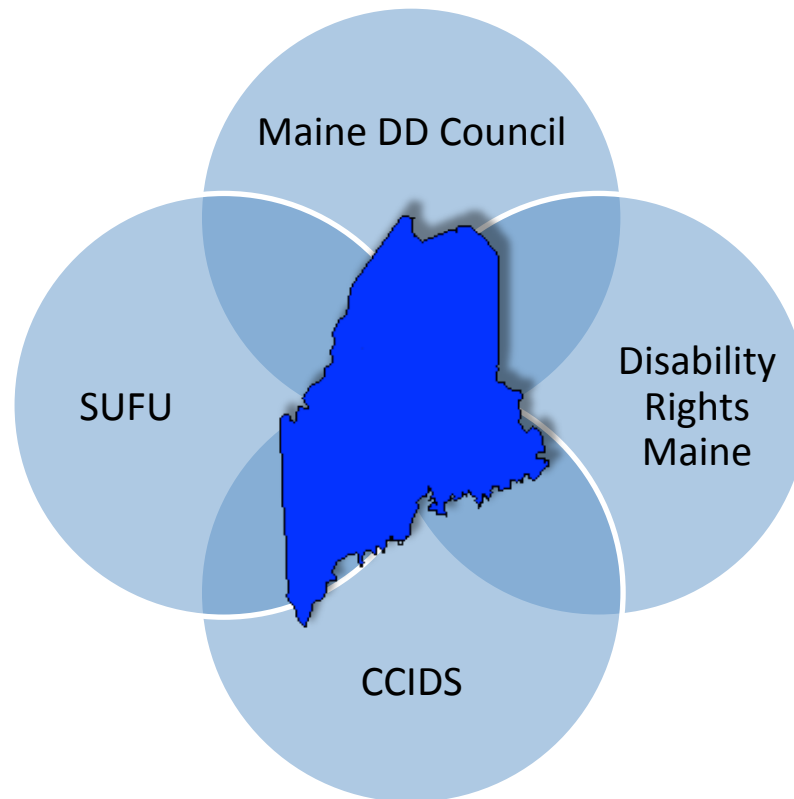
sufumaine.org



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What is Maine's DD Network?

UCEDD + DD Council + P&A + Self-Advocacy Organization
= Maine DD Network





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The Community Advisory Committee (CAC)

So where do you fit in the picture?

What does the DD Act say about the Purpose of the CAC?

- ***Advise*** the director
- Provide guidance and feedback in the ***development*** of the 5-year plan
- Each year, provide guidance and feedback on ***how the UCEDD is doing*** with their 5-year plan
- Make recommendations to director about ***revisions*** to the 5-year plan



What does the DD Act say about the Members of the CAC?

The majority (over half of the CAC members) must be individuals with developmental and related disabilities and family members.



What does the DD Act say about the Members of the CAC?

Must reflect the racial and ethnic diversity of the state





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The CAC **must** include representatives from:

- State P&A (Disability Rights Maine)
- State DD Council (Maine DD Council)
- Other UCEDDs in the state (there aren't any others in Maine)
- Self-Advocacy organization (SUFU)

And **may** include representatives from organizations such as:

- Parent and Training Information Center (Maine Parent Federation)
- Those carrying out the Assistive Technology Act (Maine CITE)
- Relevant state agencies (Maine DHHS, DOE, etc)
- Community groups concerned with people with developmental disabilities and their family members



What is the Basic Role of a CAC?

- Advise and guide the work of the UCEDD
- Help create and move toward the vision of the UCEDD
- Serve as an informal bridge between the community and the university in our state



Advisory Committees vs. Boards

- A *Board of Directors* guides an organization, and its members are legally responsible for the actions of the organization.
- *Advisory Committees* offer advice to an organization, but its members have no legal responsibility for the actions of the organization.

UCEDDs have Advisory Committees

What are Benefits of the CAC-UCEDD Relationship?

- The CAC is a **bridge** from the university and the UCEDD to the community.
- Participation in the CAC can be a **leadership opportunity** for members as disability advocates and mentors.
- CACs bring together decision-makers and people with **different ways of looking at issues** that may not have met before.
- CACs provide an opportunity for a **culturally diverse forum** on disability.

END

[Return to Minutes](#)



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Summer Work for ME, Green Crab Project 2016, Thriving in Place Piscataquis

Janet May, M.Ed.

Center for Community Inclusion & Disability Studies

Community Advisory Committee

November 10, 2016



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Summer Work for ME Project

Partnership between Vocational Rehabilitation (VR), KFI, Center for Community Inclusion & Disability Studies (CCIDS), Eastern Maine Community College (EMCC) and local school districts in Maine.



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Summer Work for ME Project

Summer Work for ME (SW4ME) has run for 2 summers (2015, 2016) through generous support of Maine DDC and collaboration/funding from VR.



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SW4ME Basic Information

- Meetings held to inform students/families & answer questions.
- Grant partners discussed possible sites for the work experience and EMCC was chosen.
- KFI job developer met with department heads and determined scope of work at the sites.
- Job developer/KFI also hired & trained 3 job coaches for the project.

Eastern Maine
Community College
Great College. Smart Choice.
Technical
Career &
Transfer Education





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SW4ME (3)

- VR counselor & job developer scheduled time for students to go to sites prior to 1st day of work.
- Students worked at each site for (2) two weeks and then move on to a “new to them” site.
- At the end of the project students had up to 3 different work experiences.
- Students work Monday-Thursday 8am-noon. On Fridays they participate in a skill building workshop from 8:30-11:30am.



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Schedule for Student Workers at Eastern Maine Community College: "Summer Work for ME" Grant

First 2-week period: June 29 – July 10, 2015

Position 1	Position 2	Position 3	Position 4	Position 5
Rangeley Hall	Katahdin Hall	Katahdin Hall	Katahdin Hall	Katahdin Hall
President's Office	Flik Dining Services (1)	Flik Dining Services (2)	Library (2 nd floor)	Admissions & Enrollment Center (1 st floor)
Job coach: Cindy	Job coach: Dave	Job coach: Dave	Job coach: Bri	Job coach: Bri
Possible Tasks: <ul style="list-style-type: none">• Packing files• Preparing furnishings for move• Safe files management• Photography• Marketing development• 50th anniversary event preparation	Possible Tasks: <ul style="list-style-type: none">• Food Preparation• General kitchen duties• Dining area cleaning	Possible Tasks: <ul style="list-style-type: none">• Dishwashing• General kitchen duties• Dining area cleaning	Possible Tasks: <ul style="list-style-type: none">• Book cataloging• Cleaning & maintaining stacks• Cleaning & maintaining children's library	Possible Tasks: <ul style="list-style-type: none">• Scanning student files and digitizing for permanent storage• Shredding documents• General filing• General office duties
Sean	Damian	Nathan	Megan	Raymond



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Summer Work for ME Project

Workshop topics included:

- Creating an Account with the Maine Job Bank
- Showing up ready to work
- Understanding my own skill set
- Understanding my work schedule and arranging transportation
- Developing a good relationship with my supervisor
- Self-Determination
- Knowing my disability
- Disclosing my disability
- The kind of worker I am
- Exploring what to do in social situations at work
- What do when co-workers are difficult
- How to call in sick
- How to ask for a raise
- Social media at work (Pros and Cons)





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Summer Work for ME Project

Workshops also included guest presenters.

In 2016 we had a presentation from FAME Maine.
Students participated in a financial literacy game.

<http://www.famemaine.com/education/audiences/k-12-higher-ed-professional/financial-education-resources/>



Summer Work for ME Project

2015 students

- 5 students
- 4 male
- 1 female
- Disabilities included ASD, ID, LD
- Follow up:
 - 2 students 1st year college students
 - 1 working nearly full time
 - 1 attends day program
 - 1 unknown





Summer Work for ME Project

2016 students:

- 6 students
- 3 male
- 3 female
- Disabilities included LD, ADHD, ID, Hearing loss
- Follow up:
 - 1 attending community college
 - 1 seeking employment (working with VR)
 - 4 are currently finishing 4th or 5th year of high school





Summer Work for ME Project

Evaluation



Evaluation & Feedback

2015 feedback from both students and parents was very positive. All 5 students from 2015 indicated that SW4ME increased their knowledge and understanding about work.



SW4ME (4)

- We are learning a lot in the process of operating the project.



- Positive piece has been good communication among collaborating partners throughout.
- In 2016 a wider variety of work sites were available at EMCC.
- The project would lend itself to replication in other areas and could potentially be run during the school year with a few modifications.



SW4ME (5)



Overall SW4ME has been a very positive experience and one we need to consider replicating in Maine to provide more opportunities for youth to gain self-knowledge and work experiences.



“No one would propose keeping basketball players off the court until they had studied the game for 12 years.”

~Anonymous



Green Crab Project 2016

- Green crabs, an invasive species in Maine, have been cited as a possible culprit of eelgrass decline.
- Middle and high school students with disabilities interested in science and/or enjoy hands-on activities were encouraged to enroll.
- At low tide, the students will make observations and measurements of green crabs and the type of substrate they find. Students will follow a protocol and practice properly filling out data sheets



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2016 Green Crab Survey Protocol

Materials Needed

- 5-gallon bucket
- 50' transect line
- Shovel
- 25 cm x 25 cm Quadrat
- Clipboard
- 6" Rulers
- Datasheets on waterproof paper
- Pencils

Protocol

You're going to laying your transect parallel to the shoreline in one of three areas: upper intertidal, middle intertidal, and lower intertidal. For each transect, you will throw your quadrat along the transect line seven times.

1. Fill out your datasheet with the following information:
 - a. Names of the people in your group.
 - b. Date
 - c. Time (military time)
 - d. Location
 - e. Transect Location
2. Lay your transect line out in your assigned area parallel to the shoreline.
3. Gently throw your quadrat along the transect line.
4. Remove any large rocks inside the quadrat and dig gently in the sand, piling the sand to the side of the quadrat. Dig 2-3 inches down.
5. Place any green crabs you find in your 5 gallon bucket.
6. When you've finished digging and places any green crabs in your bucket, remove the quadrat and replace the sand, rocks, and mussels you removed from the area.
7. Measure and sex each green crab in your quadrat in mm, measuring the widest portion of the carapace. Refer to the green crab identification sheet to sex each crab.
8. Write down the size and sex of each crab in the box for Quadrat #1. If you don't find any crabs, record a zero next to the "Total" column.
9. Empty your 5-gallon bucket away from the sample area.
10. Repeat steps 2-7 six more times for a total of seven quadrats.
11. When you have finished throwing your quadrats, add up the total number of:
 - a. Crabs
 - b. Females
 - c. Males
 - d. Females with eggs
 - e. Average of the Averages
 - f. # of Quadrats with zero crabs

And record the data in the "In Transect" area of the datasheet.



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Piscataquis Thriving in Place

- <http://charlottewhitecenter.org/services/piscataquis-thriving-in-place-tip-collaboration>



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