THINK*COLLEGE*: Postsecondary Education Options for Students with Intellectual Disabilities

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Topics

- National perspective
- Massachusetts—Inclusive Concurrent / Dual Enrollment
- Postsecondary Education Research Center Project (PERC)
- Higher Education Opportunities Act
- Activity
- National Consortium & Center Projects
- Quality Indicators
- National Consortium & Center Projects

What exactly does "accessing college" mean?

College as a Transition to Work

- Identify career interests
- Research knowledge and skills needed to pursue work
- Enroll (audit, for credit, non-credit) in courses that will contribute to career goal
- Create a career path leading to competitive employment
- Pair college with related time-limited work experience + paid employment

NOT ROCKET SCIENCE!!!

Legend:
- Mixed
- Inclusive Individual Supported
- Substantially Separate
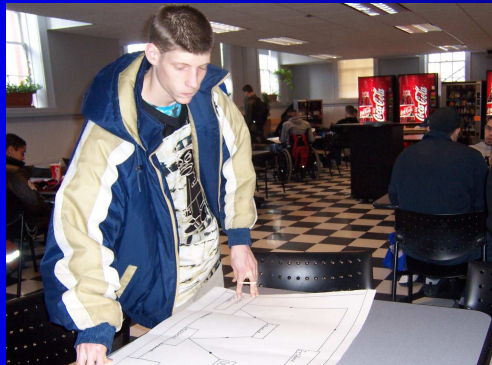- No information
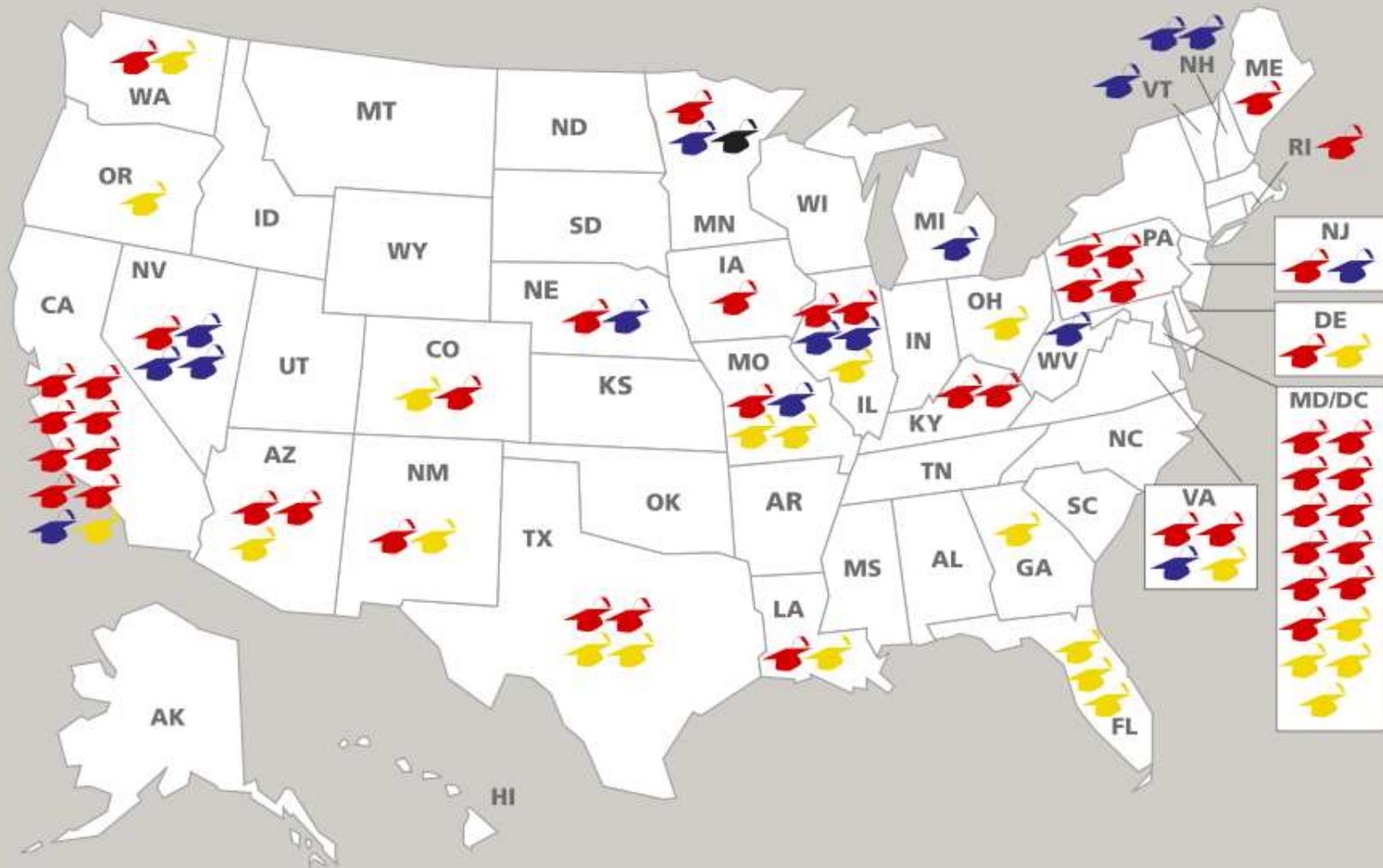
- 150 postsecondary education programs
- Across 31 states
- Transient

Models / Types of Programs

- Mixed/Hybrid: 51.3%

- Separate: 32.9%

- Inclusive Individual Support Model: 15.8%

Type of Institute of Higher Education

- 2-year: 51.3%
- 4-year: 41.8%
- Tech/Trade School: 6.9%

Number of Years in Existence

- 3 months - 35 years

Who Pays?

Institute of Higher Ed	17.1%
Adult Service Agency	11.8%
Private Pay	51.3%
Scholarship	11.8%
Financial Aid	18.4%
School District	39. 5%

For Students

For Families

Professionals

Search/Add Programs

Search Programs

Add program

Program types

Resources

Quinsigamond Community College

Community Opportunity Program, South High Community School
170 Apricot St.
Worcester MA 01604

Program Information

Program type: 2 Year College
Program model: Inclusive Individual Supported
Program serves students who: Dual Enrollment

Contact Information

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Website: http://www.qcc.mass.edu

Inclusive Concurrent Enrollment Partnerships for Students with Severe Disabilities

Holyoke Community College
- Agawam/ Willie Ross School for the Deaf
- Belchertown Public Schools
- Monson Public Schools
- Springfield/ Willie Ross School for the Deaf
- South Hadley Public Schools
- Ware Public Schools
- Westfield Public Schools

Mount Wachusett Community College
- Ashburnham-Westminster Reg. School District
- Fitchburg Public Schools
- Gardner Public Schools
- Leominster Public Schools
- Narragansett Regional Public Schools
- Ralph C. Mahar Regional Schools

UMass Boston/Bunker Hill Community College/Roxbury Community College
- Boston Public Schools (Madison Park, Academy of Public Service, Noonan Business Academy, Charlestown)
- Quincy Public Schools

Bristol Community College
- Fall River Public Schools
- Old Rochester Public Schools
- Somerset Public Schools
- Seekonk Public Schools
- Taunton Public Schools

Quinsigamond Community College
- Berlin–Boylston Public Schools
- Leicester Public Schools
- Millbury Public Schools
- West Boylston Public Schools
- Worcester Public Schools

MassBay Community College (Wellesley Hills Campus)
- Boston Public Schools (Brighton High School)
- Needham Public Schools
- Newton Public Schools
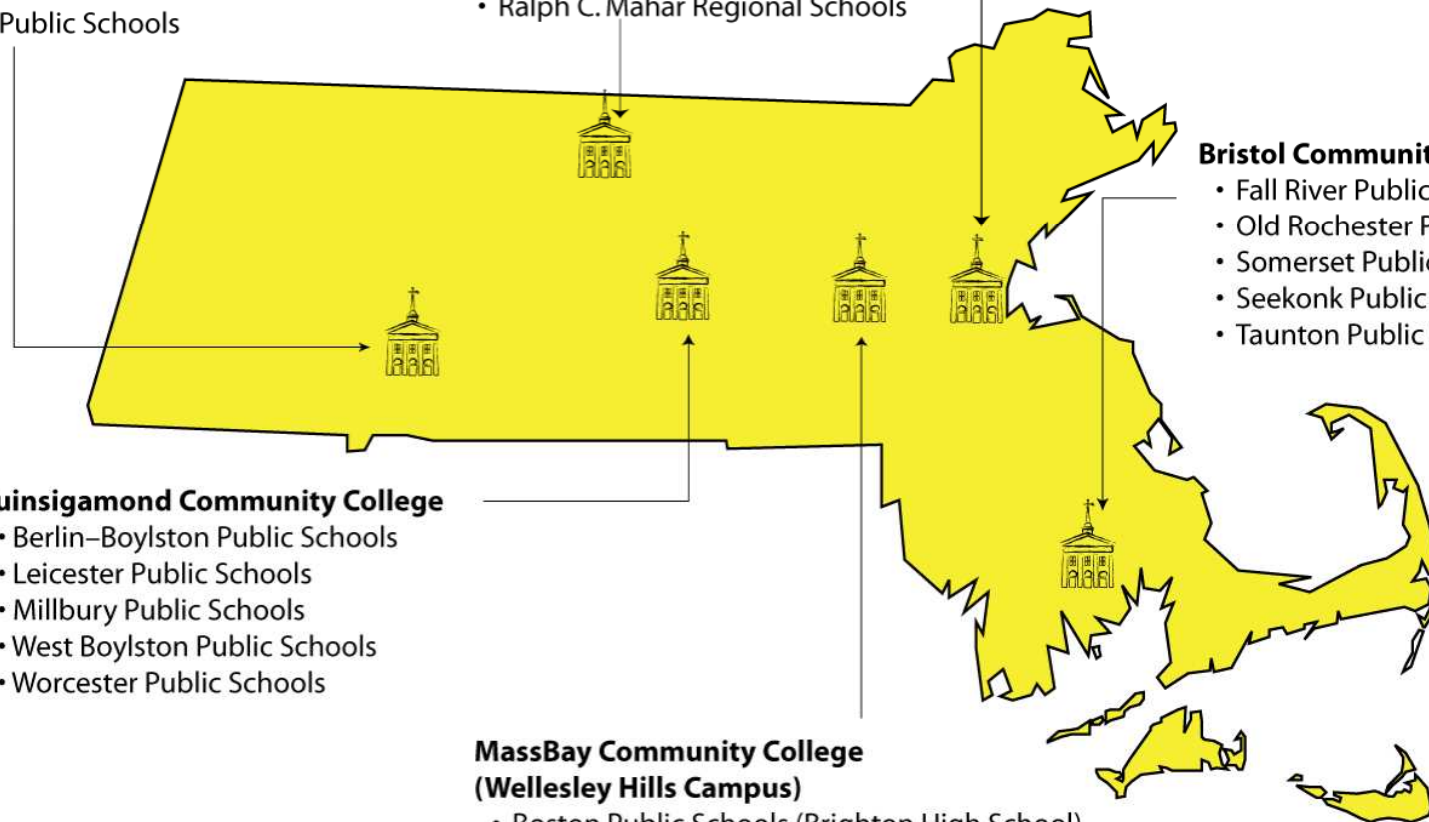
Molly Boyle
Implementation Specialist,
Inclusive Concurrent Enrollment
Office of Student Development
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Challenges moving from high school to college

- High school staff direct all activities. In college, students must learn to manage their time and schedules
- Assistance is automatic in high school. In college, students must seek assistance on their own
- In high schools, students similar to the ones we're talking about today rarely have homework—in college, there is an expectation of 1: 3
- Parent role changes
- Transportation changes

Individual Support Model

1

Create Student Vision & Goals
- Establishing a student interagency team
- Facilitating family participation
- Conducting person-centered planning
- Supporting self-determination

5 **Evaluate Outcomes**
- Gauging student satisfaction
- Measuring system effectiveness

Develop Flexible Services & Supports **2**
- Identifying postsecondary education & employment resources
- Determining funding strategies

4 **Implement Ongoing Services & Supports**
- Coordinating supports
- Supporting course participation
- Getting references

Assist Students to Access College **3**
- Preparing for college
- Choosing a college
- Applying to college
- Self-Identifying
- Getting familiar with campus
- Registering for classes
- Attending classes

Daren

- Had little interest in college until toured the campus

- Person Centered Planning — gave career and life direction

- Enrolled in a computer class to enhance his skills – wants to use them to get work at a an office environment

- Not strong academically

- Embraced college experience – socially & academically – really thrived although initially staff had to play "police" role to get him to focus on work—Loved hanging out playing basketball

- Increased self-esteem, takes more initiative –believes in himself

Student Schedule

Spring 2008

Monday	Tuesday	Wednesday	Thursday	Friday
Start time: 8:30	Start time: 8:15	Start time: 8:30	tart time: 8:15	Start time: 8:30
TT to MassBay Arrive at 9:15 9:15 to 10:30 check e-mail & do homework 11:00 to 11:50 class with Scott 12 to 12:45 eat lunch 1 to 2:15 tutoring/exercise 2:15 shuttle bus	TT to work in Cambridge Start work at 9:30 Lunch break 12-1pm Resume working 1:00 Start traveling Home 2:30	TT to MassBay Arrive at 9:15 9:15 to 10:30 check e-mail & do homework 11:00 to 11:50 class with Scott 12 to 12:45 eat lunch 1 to 2:15 tutoring/exercise 2:15 shuttle bus	TT to work in Cambridge Start work at 9:30 Lunch break 12-1pm Resume working 1:00 Start traveling Home 2:30	TT to MassBay Arrive at 9:15 9:15 to 10:30 check e-mail & do homework 11:00 to 11:50 class with Scott 12 to 12:45 eat lunch 1 to 2:15 tutoring/exercise 2:15 shuttle bus
End time: 3:00	End time: 3:15	End time 3:00	End time:	End time: 3:00

Please note: This schedule is tentative. There is room for flexibility depending on each student's personal interests. As each student chooses an exercise class or determines the amount of tutoring and review needed, the schedule may change.

Where to start?

- Student tour of college campus
- Student expresses some interest in college
- Intake with disability office
- Reviewing college catalog & course selection
- Creating schedule
- College orientations by college staff with support of PS transition staff

Application & Course Selection

- Application vs registration
- Course should be of interest to student(career, quality of life)
- Placement tests not always necessary
- Making decisions about taking classes for credit, audit, noncredit

Educational Coaching

- Things to think about:
  - Good match between coach & student
  - Open communication with HS staff, college personnel, transportation & family
  - Understanding philosophy of personal choice, independence & high expectations in all settings
  - Risk taking
  - Respect that this is challenging, but important work

Building Partnerships within Higher Education

- Faculty
- Support Staff
- Administration
- Students

What it is all about—
The students

Students

- Their words say it best
- Performance is quite exceptional
- Maturity (exterior, interior)
- Safe environment for risk taking

Successful Mindsets

- It takes time to do the work
- Start small & build – one paves the way for the next
- Think out side the box – take risk – always ask what does any 18-20 year old think, feel, & do
- Collaborate with whomever you can find
- The day you think you "got it", is the day you better rethink what you're doing

Challenges

- Finding college courses that have meaning for student's & will enhance employability
- Finding quality internship/work experiences that relate to a student's career goal
- Helping student's find good jobs that interest them
- Juggling many different student schedules & needs
- Forever changing staff & transportation schedules
- Maximizing staffing
- Providing supports to staff who are on their own
- Communication with family, teachers, administrators & students – as things are always changing
- Safety & risk
- Changing administration & philosophies

Think, Hear, See….Believe College

Participatory Action Research
with Student Participants

Participatory Action Research

- UCEDD mission to respond to request from self-advocates to include people with developmental disabilities in UCEDD research activities

- Benefits include:

  -promoting full participation of students in evaluation;

  -increased quality of research findings;

  -increased potential for translating knowledge effectively to potential students

Students documenting college experience

- Photovoice
  - Identifying strengths and concerns
  - Photo missions
  - Selecting photos
  - Discussing themes
  - Presenting findings

Theme: Going to college like everyone else

- My brothers graduated and went to college. Now it's my turn!

Theme: Clarifying interests

- I want to study graphic arts; not culinary arts

    – Frankie, 19

Theme: Researching career interests

- I'm taking "Orientation to College and Careers". This survey helped me think about 3 jobs I might like.

Theme: Adjusting to new expectations

- College courses can be hard. Especially the reading!

Presenting findings

- College
- High school to talk to younger peers
- City mayor and city council
- Conferences

Pilot PAR with student
10 students statewide

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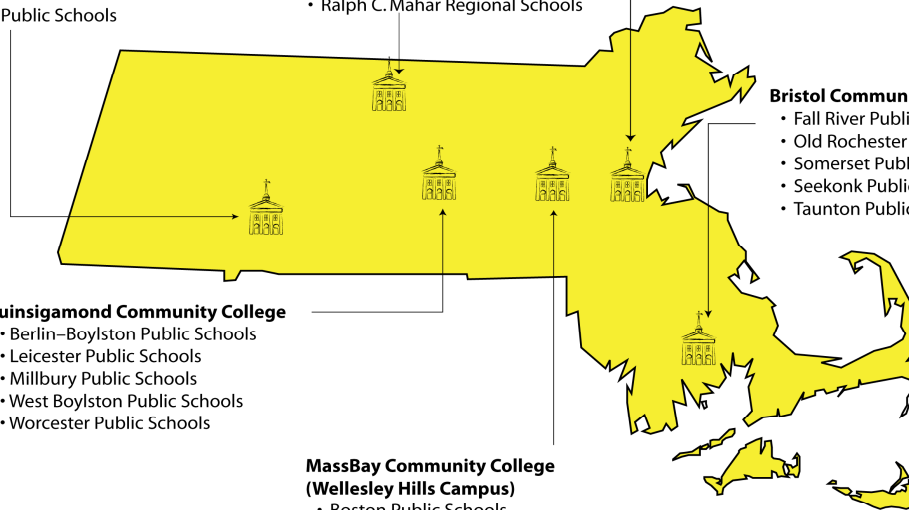
Integrating Digital Media Options in PAR work

- Video
- Digital Stories
- VoiceThread
- Podcasts
- Photovoice

Sharing findings

- PAC and Executive Committee
- ThinkCollege
- Second Life
- Public forums
- Conferences
- School visits
- Interactive US map to access student videos

Outcomes and products

- Student-led blog
- Student -directed tutorials
- Real life stories about college
- Replication guide for dissemination

Transition to College:
Improving Postsecondary Education Options and Outcomes for Students with Intellectual Disabilities

Meg Grigal, Ph.D.
Principal Investigator and Director
The Postsecondary Education Research Center
(PERC) Project
TransCen, Inc.
megrigal@transcen.org
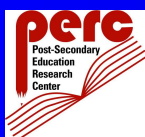
www.transitiontocollege.net

Current forms of access

Dual enrollment

Part time access to existing PSE options

Full time participation in a designated program

Can be school system sponsored or college initiated

The PERC Project

The purpose of the PERC Project is to demonstrate and research exemplary practices supporting students with intellectual disabilities ages 18-21 in postsecondary settings.

PERC Data

- Project 2005-2009
- 2 States
- 3 School Systems
- 5 Programs Sites
- 35 High Schools
- 42 students in 2007/2008

PERC Project Activities

- Conduct site improvement activities

- Provide statewide technical assistance

- Collect and synthesize empirical data on the efficacy and outcomes

- Disseminate findings nationally

PERC Data Collection

- Employment
- College Course Access
- Self Determination
- Exit/Follow Up Data

Preliminary Data

- **MD PERC Site**
  - 88% in paid work (restaurant worker, usher, office clerk, utility worker, grocery store, retail, golf course, federal government)
    - Work an average of 22.7 hours per week for average $8.00/hour
  - 44% auditing classes (reading and vocabulary, computer basics, keyboarding, writing, food certification)

Preliminary Data

- **CT PERC Site**
  - 92% in paid work (clothing retail, humane society, restaurants, grocery stores)
    - Work an average of 8.3 hours per week for an average of $7.50/hour
  - 100% auditing classes (History, Theater, Psychology, English courses)

Issues

- Poorly defined program goals
- Lack of student involvement in planning and monitoring of activities
- Little connection to real life outcomes and employment
- Lack of program/service evaluation

Western Connection Program Goals

- Students will annually participate in person-centered planning to identify dreams and determine goals and support needs for the upcoming year.

- Students will explore job opportunities in three areas of interest through informational interviews, job shadows and/or business tours.

- Students will obtain paid integrated community supported or competitive employment in a field of interest

- Students will attend 1-2 audited college courses per year and monitor progress using a curriculum matrix

- Students will demonstrate the ability to choose a continuing education or college course that fits their schedule and interests, register for that course, and determine transportation to and from the course independently.

Western Connection Program Goals Continued

- Students will demonstrate the ability to articulate their support needs in employment settings, college classrooms, community settings, and at home.

- Students will monitor personal progress toward goals on a quarterly basis.

- Students will demonstrate the ability to access public transportation when needed to travel in the community.

- Students will participate in their IEP meeting to the best of their ability and at a minimum share their name, accomplishments, support needs, and goals for the upcoming year.

- Students will transition out of the program to an adult service provider that will sustain the student's level of integrated employment.

Create High Expectations

- Students should:
  - Identify/monitor personal goals
  - Choose courses
  - Discuss needs with instructor(s)
  - Discuss needs with employers
  - Know how to advocate when things are not going well

Things to keep in mind…..

Taking a class is not enough

- Student must know the process
- Identify options (college class, adult education, park and recreation)
- Registration process and available supports
- Payment Process and funding supports
- Transportation
- Identify future needs/interests

Don't be Limited to College Classes

- Learning does not have to occur at college
- Consider community learning options
- (YMCA, Park & Rec, Home Depot)
- Ensure that students know what options are available in their community and how to access them.

Evaluation

- Monitor student activities and goal achievement
- Monitor staff activities and time usage
- Monitor satisfaction of all parties
- Collect student exit data and outcome data
- Review all data annually to determine needed changes
- Share evaluation data with stakeholders

PERC Postsecondary Program Evaluation Tool: A Self-Assessment for College and Community-Based Services

Available at www.transitiontocollege.net

Provides an internal evaluation tool that reflects current practice and needs in areas program planning, staffing, administration, student planning, college course access, employment opportunities, self determination, interagency collaboration, monitoring and evaluation.

Currently available online, with option of a hard copy version

Words to the Wise

- Be patient, planning takes a great deal of time
- Create partnerships early in the process to get buy-in
- Clearly articulated goals will change outcomes
- Evaluation procedures must be part of daily operations or they never get done
- The more individualized the students' schedules, the more likely it will work in real life

Books

Transition Services for Students with Significant Disabilities in College and Community Settings - Grigal, Neubert, & Moon (2005)
http://www.proedinc.com/

Going to College - Getzel &Wehman (2005)
http://www.brookespublishing.com/

Websites

www.transitiontocollege.net

www.thinkcollege.net

www.education.umd.edu/oco

www.transitioncoalition.org

www.STEPS-Forward.org

www.heath.gwu.edu

Videos

Through the Same Door: Inclusion Includes College (2006)

http://www.throughthesamedoor.com/

PSU

Life Link PSU DVD

http://soar.ois.psu.edu/cgi-bin/WebObjects/SOAR.woa/wa/campusRegister?productId=0521DVD

Higher Education Opportunity Act – new opportunities for students with intellectual disabilities

Stephanie Smith Lee

Senior Policy Advisor
National Policy Center
National Down Syndrome Society

To download Stephanie's slides, visit:
http://www.aucd.org/docs/policy/AUCD_Higher_Education_Oppt_Webinar.pdf

About NDSS

The National Down Syndrome Society is a nonprofit organization representing the more than 400,000 Americans who have this genetic condition. NDSS is committed to being the national leader in supporting and enhancing the quality of life, and realizing the potential of all people with Down syndrome. We demonstrate this commitment through our education, research and advocacy initiatives that benefit people with Down syndrome and their families.

To learn more about NDSS, and our transition and postsecondary education initiative, visit http://www.ndss.org.

The Center on Postsecondary Education and Students with Intellectual Disabilities

- Funded through NIDRR

- 2008-2011

- Institute for Community Inclusion, UMASS Boston

- TransCen, Inc.

The Center on Postsecondary Education and Students with Intellectual Disabilities

- Conduct Secondary Analysis of NSLTS2, RSA 911, ACS

- Compile, create, & disseminate training and technical assistance (TTA) materials

- Conduct national survey of PSE programs for students with ID

National Consortium to Enhance Postsecondary Education for Youth and Adults with Developmental Disabilities

- 5 year project coordinated by Institute for Community Inclusion/UMASS Boston with UCEDD Partners nationwide

  – Phase I:Research and Planning

  – Phase II: Develop and Test a National Training Program

  – Phase III: National Implementation and Transition to Sustainability

Quality Indicators Draft

QI Background

- Based upon 10 years of research, TTA, and fieldwork

- Aligned with NASET Standards

- Not geared toward any specific model of practice

- Not geared toward any type of institution (technical or trade school, community college, or four year college or university)

Assumptions

a) Students should participate in integrated experiences & not in those specially designed for or limited to individuals with disabilities.

b) Creating new services in postsecondary education settings requires time and planning to achieve quality student outcomes.

c) The provision of services for students with intellectual disabilities should be mutually beneficial for both the student and the institution.

d) One program or service cannot meet the needs of all students.

Assumptions

e) Innovative practices often require time to take root, to impact policy, and to create sustainable systems change.

f) Successful student outcomes are dependent upon true collaboration across the systems involved.

g) Attainment of practices that reflect these QI's will take time to develop and require ongoing monitoring to maintain and in some instances enhance services.

Purpose of Quality Indicators

- Guidance for local school systems creating new transition services, supports, or programs to serve students with intellectual disabilities in postsecondary settings.

- Guidance for institutes of higher education that are creating new or expanding existing services for students with intellectual disabilities.

- A basis upon which to conduct and compare research of effective practices and to measure student outcomes.

Purpose of Quality Indicators

Provide a framework for:

- reviewing, evaluating, and improving existing programs and services.

- guiding creation of policy and legislation that impact postsecondary education options for students with intellectual disabilities.

- determining quality of available services for students with intellectual disabilities and their families.

QI Areas

- Student Outcomes

- Student Activities

- Policies and Practices

- Administration

Validation Strategies

- National Experts

- National Study

- Site Visits/Focus Groups

- Piloted in MA with 6 partnerships