



How Think College “does” Knowledge Translation

June 19, 2018

Presented by Rebecca Lazo



NATIONAL COORDINATING CENTER

What is Knowledge Translation, or KT?



Graphic from Evaluation Support Scotland (ESS)

- “moving research from **the laboratory**, the research journal, and the academic conference **into the hands of people and organizations who can put it to practical use.**”
- "the multidimensional, active process of ensuring that **new knowledge gained** through the course of research ultimately **improves the lives of people with disabilities**, and furthers their participation in society"

Why do we use Knowledge Translation? *Because we have to.*

- The NCC is responsible for **building a knowledge base** related to effective inclusive higher education for students with intellectual disability, **providing technical assistance** to inclusive postsecondary education programs, and **coordinating national activities** that support students with intellectual disabilities to pursue higher education.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



We are building a knowledge base.

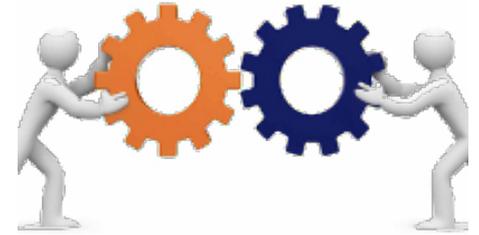
Collecting data from TPSIDs

- Student Demographics
- Program models
- Credentials offered
- Courses taken
- Work and internship experiences
- Non-academic and non-work information
- Student Outcomes



We are providing technical assistance.

- Capacity building institutes
- Webinars and online meetings
- Individualized and group meetings with TPSIDs
- Online chat/networking forum (Slack)
- One-on-one provision via our helpdesk at ThinkCollegeTA@gmail.com



We are coordinating national activities.

- Think College works with 3 partners to shape and support our work

- AHEAD
- Pacer's National Parent Center on Transition and Employment
- AUCD



- National and local conferences
- Extensive support to TPSIDs and other programs



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And, we want to reach as many people as possible.

- Other researchers
- College & university faculty and staff
- K-12 faculty and staff
- Disability and VR staff
- Policy makers and legislators
- Advocates
- Employers
- Families
- Students



Activities to organize, data to gather, people to share it with... how to get it all done?

LSS Project Completion - Action Items							
Number	Obstacle / Conflict	Resources	(s) Required to Remove Conflict	Process Owners	Responsibility	Due Date	Status
1	Communications		Meetings with staff and then general	President	President	Date	Meetings scheduled
2	Material work		% of time to work on LSS	Directors	Directors	Date	Determining % of time needed
3	Utilization		Members	Directors	Directors	Date	
4	Identify		to G.B.s, Identify potential	Master Black Belt	Black Belts/Directors	Date	Sent e-mail to G.B.s
5	Have		via prioritization tool	Black Belt	Directors	Date	Tool complete
6	Assign		to G.B.s		Directors	Date	After projects are prioritized
7	Have a number of tools		available on the LSS				
8	Have knowledge		provide LSS training				Training scheduled
9	Make G.B. LSS project	Red	Designate a % of time to work on LSS projects				Determining % of time needed
10	Have an understanding of the LSS tools	Yellow	Skills				Tools needed
11	Have a G.B. leading a LSS project	Yellow	Incentive				
12	Have a LSS team working on a project	Yellow	Incentive				Weekly mentoring sessions



We do this by producing many **types of** publications

Student Profile

Think College REPORTS

Year Two Program Data Summary (2016-2017) of the TPSID Model Demonstration Projects

AUTHORS
Meg Gopal
Debra Hart
Clare Papay
Frank Smith

VANDERBILT COMMODORE

SNAPSHOT OF 2016-2017 TPSIDS

- 46 programs at 14 institutions of higher education (IHEs)
- 669 students
- 9 programs
- 37 programs
- 14 IHEs

HOW TO ThinkCollege

Issue No.1, 2017

Conducting a College Search: Questions to Ask College Programs

By Kate Weir

Conducting a college search is a daunting task for every family and every potential college student. All students need to think about factors such as the size of the college, its location, and whether or not to live on campus or at home.

For students with intellectual disability (ID), there are some additional aspects to consider. This resource provides guidance to students with ID and their families on the range of questions to ask when gathering information about different programs.

Think College Search is an online listing of postsecondary education programs for students with ID that are affiliated with an accredited institute of higher education. This online tool provides contact information, as well as a direct link to the program website of each college. It also summarizes important features, such as whether a program offers housing, if financial aid is available, and what kinds of academic, social, and employment opportunities exist.

Using Think College Search will help to narrow down the options. But to make sure of a great fit between a college and a student, you'll have to take some other steps, too.

Here are some ways to learn more:

- Set up a phone call to ask questions.
- Schedule a college visit to see the campus and meet the staff, faculty, and students.
- Visit the disability services office to see how involved that office is with the program.
- Connect with alumni and their families to learn about their experiences at college and what they're doing now.

On the following pages are some questions to consider as you begin your college search. Some of these may not be able to answer by reviewing a program's website; in other cases, a phone call or campus visit may be more effective. You can ask all or most of these questions, or just choose a few. The points to learn what you need to know to make an informed decision!

Think College FAST FACTS

ISSUE 11, 2017

One Year After Exit: A First Look at Outcomes of Students who Completed TPSIDs

by Clare Papay, Karthi Thevedi, Frank A. Smith, and Meg Gopal

There are increasing opportunities for students with intellectual disability in the United States to enroll in and obtain postsecondary education. Some of this growth in opportunity can be attributed to recent federal investments in program development. The Transition and Postsecondary Program for Students with Intellectual Disability (TPSID) model demonstration program, 5-year grant awarded by the U.S. Department of Education's Office of Postsecondary Education in 2010 and awarded again in 2015, has led to the development and expansion of postsecondary education programs at 18 college and university campuses to date.

Evaluation of the TPSID model demonstration program conducted by the TPSID National Coordinating Center (NCC) at Think College has led to the first longitudinal dataset on postsecondary education programs for enrolling individuals with intellectual disability. Prior to 2015, the NCC was prohibited from collecting outcome data on students following their exit from the program. This Fast Fact publication reports on the data that were collected following the exit of students in 2015.

THINK COLLEGE STORIES

SEPTEMBER 2017

CONTINUED OPPORTUNITIES FOR INCLUSION

Advancing Students Toward Education and Employment (ASTE) Program, Mino State University, Mino, North Dakota.

Collecting

The following outcomes data collected by T (abstracted) are reported using the template T (an acronym for the template) program (the following outcomes data were collected by T).

Attending college through the Advancing Students Toward Education and Employment (ASTE) Program at Mino State University (MSU) and its satellite campus, Dakota College at Bottineau provided many opportunities for Holly Schuetz and Joe McKel, both of whom have intellectual disability. One moment of inclusion was especially meaningful: attending the regular college commencement ceremony. ASTE has been supporting students with intellectual disability to attend MSU since 2011, and spring 2017 was the first time ASTE students were included in the ceremony.

Joe and Holly had been involved in many aspects of campus life throughout their time at MSU. Both students were enrolled in inclusive coursework that was aligned with their career goals. Small class sizes enabled Holly and Joe to consistently interact with their professors and classmates on a personal level.

Holly and Joe participated in a variety of employment opportunities, working at Enrollment Services, the Registrar's Office, and the Athletic Department. In addition to gaining valuable academic and employment skills, they also lived on campus in residence halls with other MSU students. They both were involved in campus life activities that helped them gain skills related to communication, recreation, and socializing with their peers.

Both Joe and Holly enjoyed attending concerts, theater performances, movies, and sporting events during their time at college. Holly supported the Mino State Women's basketball team as a student manager. Joe was also a loyal Beaver fan, and attended all of the MSU athletic events during his three years on campus. Holly and Joe developed friendships and social networks, and were well known on campus by fellow students, faculty, and staff.

Although ASTE students are fully included in college, the opportunity for them to participate in the MSU commencement ceremony was not a reality until spring 2017.

"I don't know what I would do without graduating from Mino with a diploma and lots of advice from professors and family members. The tassel was worth the hassle."

-Holly

Holly and Joe in Commencement Day at MSU.

Holly and Joe in the MSU Registrar's Office while enrolled in ASTE.

AGE

95% Either intellectual disability and/or autism

86% Intellectual disability

9% Autism (no ID)

DISABILITY

GENDER

38% Female

62% Male

RACE / ETHNICITY

7% Asian

12% Hispanic

24% Black or African-American

62% White

ENROLLMENT STATUS

Dually enrolled: 23%

Adult student: 77%

SNAPSHOT

HIGHER EDUCATION ACCESS FOR STUDENTS WITH INTELLECTUAL DISABILITY IN THE UNITED STATES

MAY 2018

268 HIGHER EDUCATION PROGRAMS IN 49 STATES

31 STATES HAVE RECEIVED TPSID GRANTS (2010-2020)

77 CTPs in 27 states

17 STATES have policy or legislation on inclusive higher education

28 STATES have state or regional coordination

= 669 STUDENTS

SUGGESTED CITATION:
Think College National Coordinating Center (2018). Higher education access for students with intellectual disability in the United States. Think College Snapshot, May, 2018. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

There's something for everyone!

- *Research Reports*
- *Insight Brief*
- *Fast Facts*
- *How To Think College*
- *Think College Stories*
- *Snapshot*
- *Infographic*
- *Grab and Go Practices*



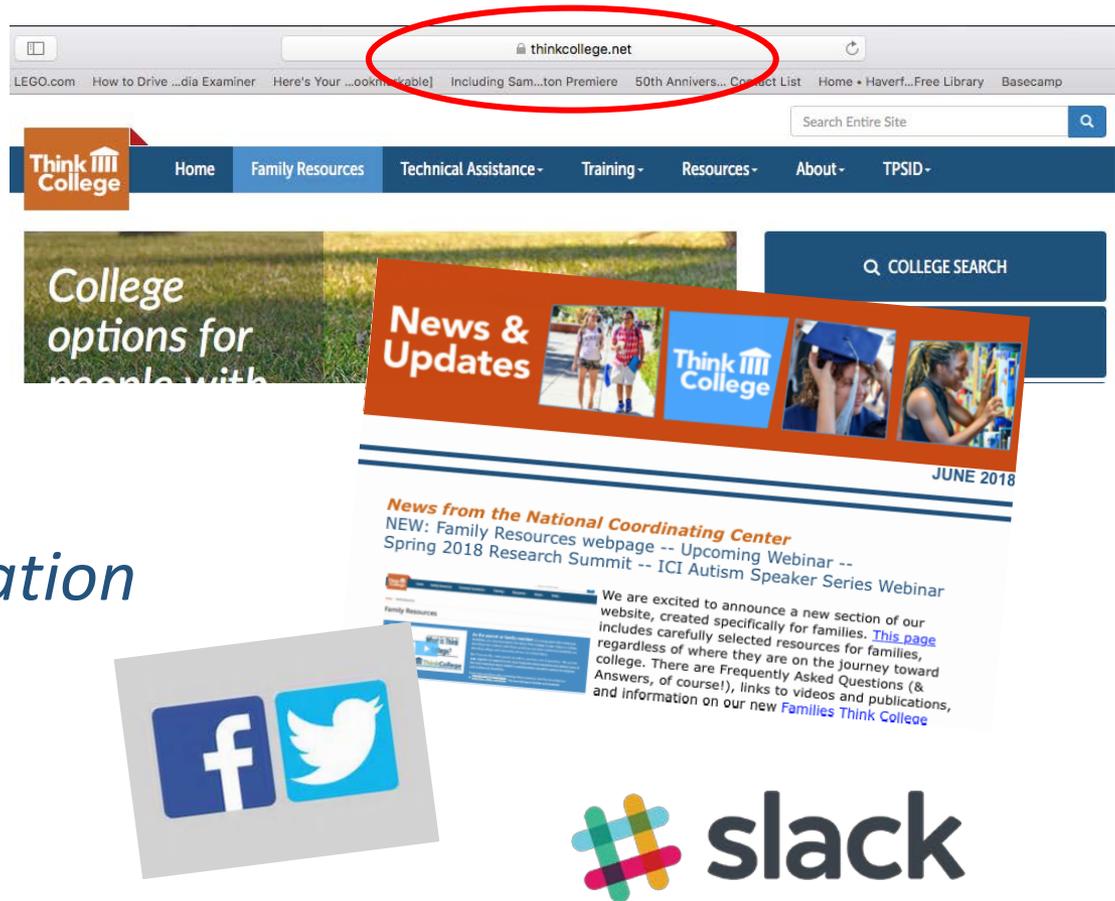
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Think College publications are disseminated in a variety of ways.

- Our website
- Social media
- Email newsletter
- Think College *Join the Conversation* group on Slack
- In print



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We also host online events such as:

- ***Webinars***
- ***Research Summits***
- ***Affinity group meetings***

These forums allow us to share information, get input, and field questions from our audience.



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And we participate in numerous live events annually.

- Capacity building institutes
- Conferences and workshops
- On-site trainings



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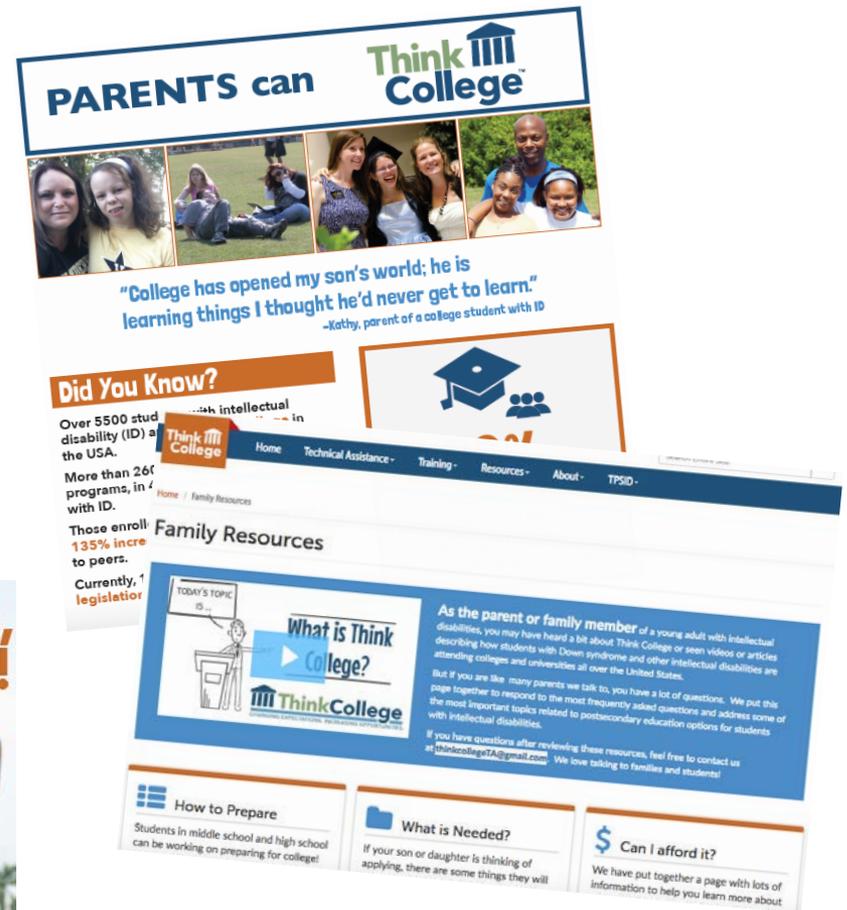
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That was some *what*, now how about *who*.

We design products for specific audiences, like families, because families have unique needs and interests.

- New Families Resources page on our website
- New Families Think College Facebook group
- Targeted publications



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So do local, state, and national policymakers and legislators.

- Easily navigable US map, with information about state-specific legislation
- Affinity group on policy in higher education and disability
- Policy specific resources

The screenshot displays the Think College website interface. At the top, there is a navigation bar with links for Home, Technical Assistance, Training, Resources, About, and TPSID. Below this, a section titled "What's Happening in Your State" features a map of the United States with state abbreviations. To the left of the map, there is a text box explaining that users can click on any state to learn about activities related to postsecondary education for students with intellectual disability. Below the map, there is a "Public Policy Affinity Group" announcement. This announcement includes a photo of Denise Rozell, Director of Policy Innovation at the Association of University Centers on Disabilities (AUCD), and lists the group's purpose: to provide a higher education at the state and federal levels, and to share information about the importance of higher education for individuals with disabilities. The announcement also lists the group's goals: to learn what is happening in education, to connect with each other to share tools, resources and templates, and to announce the next meeting. To the right of the map, there is a "FAST FACTS" section titled "THE ACHIEVING A BETTER LIFE EXPERIENCE ACT OF 2014: SECURING THE FUTURE OF INDIVIDUALS WITH DISABILITIES." This section explains that the ABLE Act allows individuals with disabilities and their families to save money for their future by allowing the tax code to make it easier for them to do so. It also notes that the law authorizes the creation of tax-free savings accounts for individuals with disabilities, and that these funds may be used to cover an array of disability-related expenses that are critical to quality of life, including education, healthcare, transportation, employment training, and more. The text also mentions that the ABLE Act recognizes that many individuals with disabilities and their families have a desire to achieve economic self-sufficiency, but find it difficult to do so without jeopardizing access to benefits such as Medicaid, Supplemental Security Income (SSI), and Social Security Act. Funds held within ABLE accounts without account holders to save for the future while continuing to be eligible for benefits. Additionally, the ABLE Act helps account holders pay for "qualified disability expenses" directly. These expenses may include medical care, housing, education, transportation, employment training, and assistive technology. ABLE accounts may be opened by an individual with a significant disability with an age of onset under 26, and may receive total contributions of up to \$14,000 yearly. The text also mentions that in December 2015, the Internal Revenue Service (IRS) issued regulations that allow states to determine if only state residents can establish an ABLE account, or if the state will allow non-residents to establish an account. As of October 2016, four states had established ABLE savings programs: Florida, Indiana, Ohio, and Tennessee. Only Florida requires an account holder to be a state resident. To keep up to date on states establishing ABLE programs and other ABLE Act related news, visit the ABLE National Resource Center: <http://ABLE.org>. At the bottom of the page, there is a "NEXT MEETING" section that says "To be announced!".



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Educators in K-12 and college

want resources related to their interests, too.

- Practical tools to use right away
- Curated resources on relevant topics like Dual Enrollment
- Comprehensive, self-paced training modules

Home / Resources / Innovation Exchange / Dual Enrollment

Dual Enrollment

Inclusive dual enrollment programs offer a unique approach to transition services. In this model, transition-age students with intellectual disability who are still in high school receive their transition services on a college campus. Designed well, these experiences enable students to participate in career planning with a person-centered planning approach, enroll in college classes for educational and personal enrichment, engage in social activities alongside their college peers, and participate in community-based, paid work experiences that align with their employment goals.

Developing inclusive dual enrollment opportunities takes a commitment from K-12 school systems and college partners. This means unders... stakeholder group, sharing the responsibility of communicating the... enhanced to creat... Among the tasks the roles and res individualized st

ON THIS PAGE

- Featured Resources
- Quick Links
- Join the Conversation
- Frequently Asked Questions
- News & Features

FEATURED RESOURCES

- Inclusive Advising: Strategies to Facilitate Academic Advising for Dually Enrolled Students with Intellectual Disability
- The Think College Transition Model: Developing Inclusive College-based Transition Services for Students with Intellectual Disability

NEWS & FE!

Inclusive Dual Enrollment Student Evaluation Tool (IDE)

Timeframe for completion:

1. During the first week of the semester
2. At mid-term
3. At the end of the semester

Student Name: _____ Reporter: _____
 District: _____ Semester: _____

KEY: LEVEL OF ASSISTANCE*

1. **PHYSICAL ASSISTANCE** – ed coach provides “hands-on” assistance to help a student complete a task or skill
2. **VERBAL** – ed coach provides a spoken direction, reminder, or prompt (may be paired with a gesture)
3. **GESTURAL** – ed coach points or uses facial expressions, body language (may be subtle or overt)
4. **MONITOR** – ed coach observes student from a distance; able to jump in to assist if needed
5. **MASTERY/INDEPENDENT** – student completes skill or task on his/her own

*It is possible you may need to use two numbers to rate your student for one task. In progressing into more independent modes, for example, “student gets classroom” rated 2-3 + 4, means the teacher performs when provided either a verbal or gestural cue to complete the skill. Use the comment box to note any specific circumstances when the student performs either higher or lower on the scale.)

Campus Navigation & Travel		Date of completion:											
Able to navigate campus to get to a variety of places													
Able to travel to college via non-school based transportation													
Able to locate specific places on campus (bookstore, disabilities services, safety office, etc.) and use them for intended purpose													
Time Management & Organization													
Able to follow: class schedule, meeting schedule, internship schedule													
Demonstrates time-management skills: arrives to class on time, arrives to class on time, gets to meetings/activities/on time, gets to internship on time, turns in assignments on time													
Effectively uses a planning tool such as an agenda book, calendar, e-calendar to keep track of activities, homework, and appointments													
Able to create a plan for completion of homework/projects, and follow it													
Demonstrates organizational skills by keeping class papers in designated folders (syllabus, handouts, etc.), having writing supplies in backpack, maintaining a schedule/agenda, having a lunch in backpack or money for food in wallet, having other necessities for the day													
Classroom & Campus													
Comes to class prepared with materials, books, homework, writing tool, etc.													
Gets/gets classmate													

Universal Design: Diverse Learners

THINK COLLEGE LEARN

Educational Coaching and Mentoring Comprehensive Transition Programs For Families **Universal Design** Job Development Accessing Disability Services

Section 2: Using Universal Design to Teach Diverse Learners

Universal Design for Learning is being used in higher education as a means to address an increasingly diverse population of students.

- First generation students
- English Language Learners
- International students
- Academically underprepared students
- Students who are primary caregivers (to children or other family members)
- Students with disabilities (diagnosed and undiagnosed)
- Full-time workers
- Digitally savvy students
- Technology-phobic students
- Students with specific learning styles

Universal Design for Learning offers strategies to meet that diversity. Faculty can provide course materials that are digital and flexible enough to meet the diverse learning styles of

TO LEARN MORE:

Link to video on YouTube

Lance Hidy on Universal Design at North E.

This video features a faculty member at Northern Essex Community College discussing how he uses universal design for learning principles to make his classroom accessible to



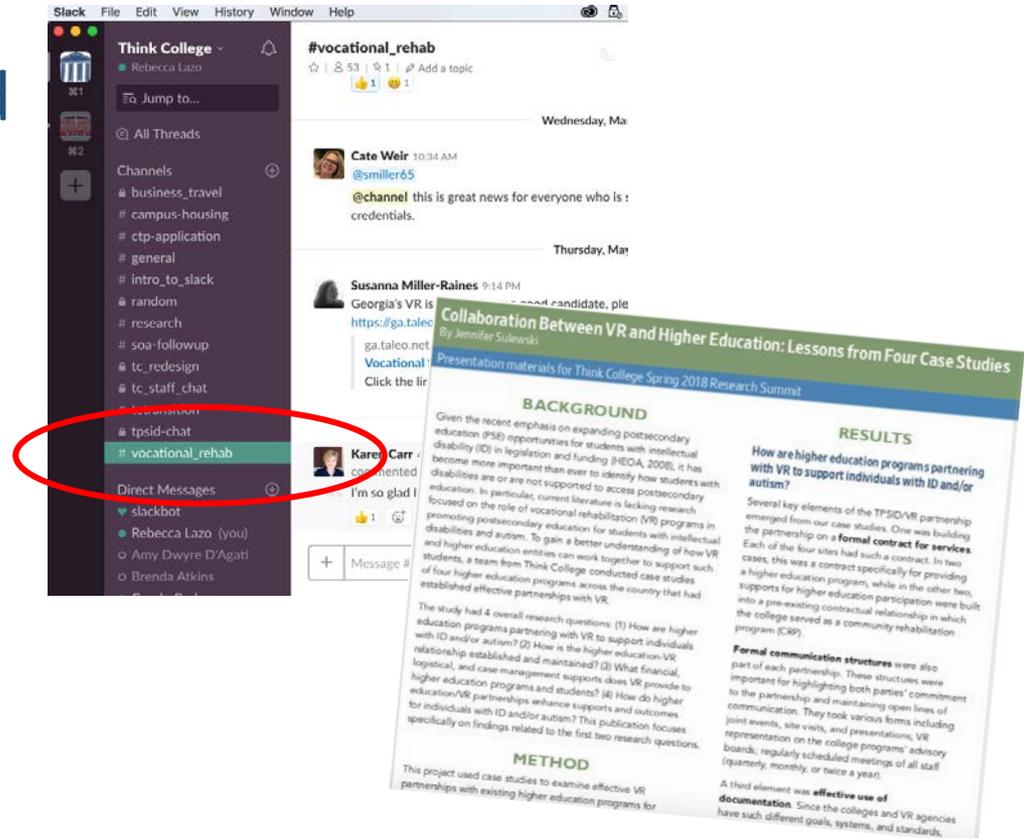
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Different still, are the needs and interests of vocational rehabilitation staff and those working in employment.

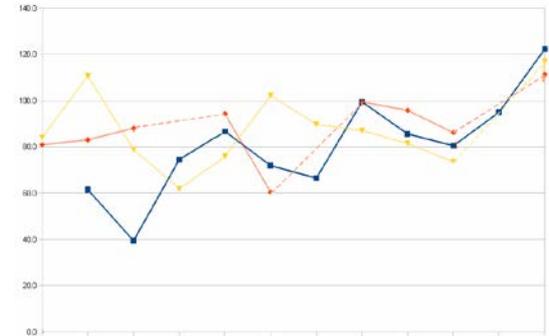
- Ongoing events focused on VR and employment
- Publications which address critical topics
- Specific VR channel in online forum on Slack, and an affinity group



How do we ensure the right people are getting the right information?

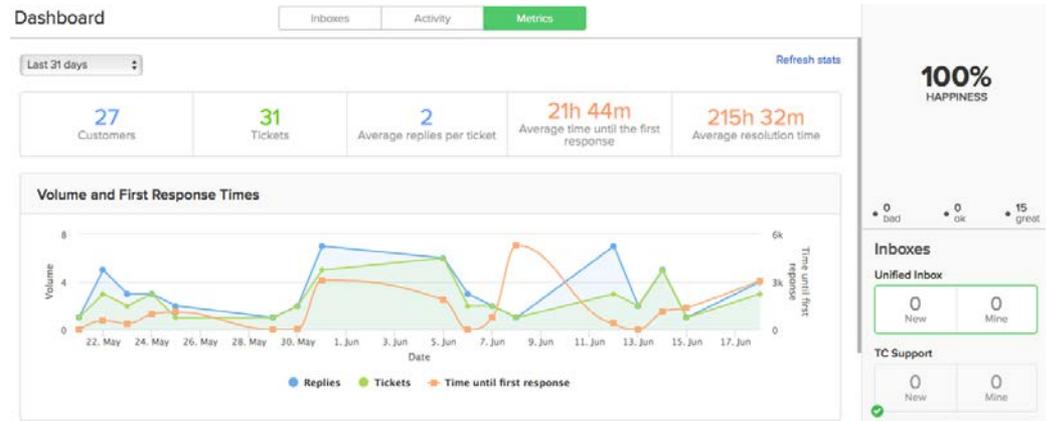
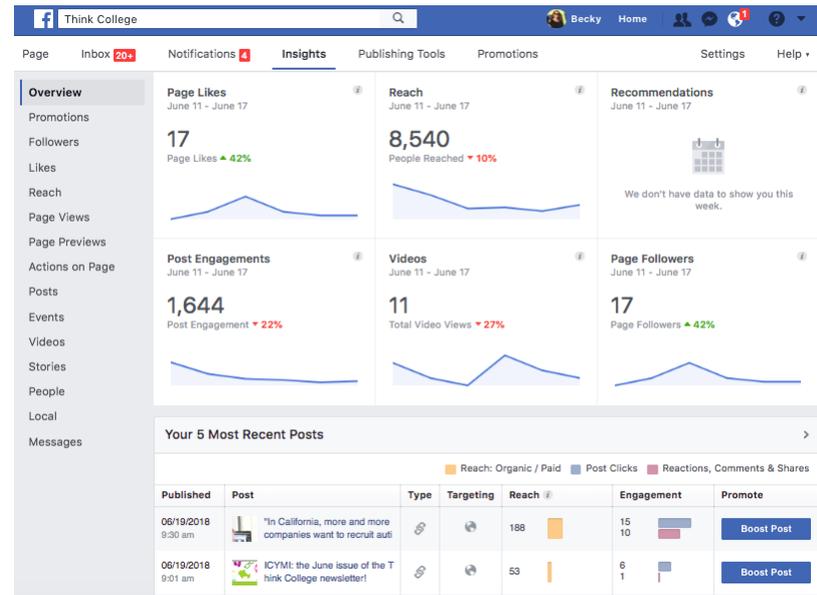
→ *We gather data!*

- We request that participants at all events, online & in-person, complete an evaluation
- We collect data on webpage visits, downloads, video views, and more
- We track the open-rate of our newsletters, and which articles and items get viewed most



And after that, we gather more data.

- We constantly review data on social media posts to see what topics are most popular
- We gather feedback from our technical assistance help desk



Then what?

We use all the feedback, evaluation, suggestions, and requests to keep the cycle going:

- New publications and resource development
- Targeted social media posts and website features
- Webinars on new and popular topics
- Targeted technical assistance



Want to learn more about KT?

There are tons of tools and resources available:

- Featured presentation at the Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR):
http://ktdrr.org/ktlibrary/articles_pubs/ktmodels/#def
- Center for Plain Language:
<https://centerforplainlanguage.org>
- NIH Office of Communications and Public Liaison (OCPL): <https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication>



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We invite you to visit our website regularly to see new activities and resources available to spread the word about postsecondary options for students with intellectual disability.

Our home page is easily navigable to our Resource Library, Families page, Technical Assistance options, Innovation Exchange, and Training opportunities.

<https://thinkcollege.net>

The screenshot shows the Think College website home page. At the top is a dark blue navigation bar with the Think College logo and menu items: Home, Family Resources, Technical Assistance, Training, Resources, About, and TPSID. Below the navigation bar is a large banner image of a stack of books on grass with the text "College options for people with intellectual disability" and the Think College logo. To the right of the banner are four blue buttons: "COLLEGE SEARCH", "RESOURCE LIBRARY", "INNOVATION EXCHANGE", and "WHAT'S HAPPENING IN YOUR STATE". Below the banner is a "THINK COLLEGE NEWS" section with four article cards. The first card is titled "Oklahoma is finally on the Think College Map!" and mentions LeadLearnLive. The second is "Getting things done in the Midwest" about the Midwest Inclusive Post-Secondary Alliance meeting. The third is "My Thoughts on Considering Going to College-- by Micah Fialka-Feldman" with a photo of Micah. The fourth is "Special Event: Film Screening of Intelligent Lives at UMass Boston" with the Intelligent Lives logo. Below the news section are two columns: "WHAT'S NEW?" with an article about attention for parents and students, and "UPCOMING EVENTS" with two event cards: "How Think College 'does' Knowledge Translation" on June 19, 2018, and "Williams Syndrome Association National Convention 2018" on July 11, 2018, in Baltimore, MD.



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Let us know if you have ideas for products or new ways we could share our information, and please be sure to follow us, subscribe, and keep in touch!

- Email: Rebecca.Lazo@umb.edu
- Facebook: <https://www.facebook.com/thinkcollege/>
- Twitter: <https://twitter.com/thinkcollegeICI>
- Subscribe: <https://thinkcollege.net/about/contact-us>
- Website: <https://thinkcollege.net/>



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