

# Transition and Postsecondary Programs for Students with Intellectual Disabilities

## FY 2010 Project Abstracts

**PR Award Number:** P407A100061  
**Grantee:** Highline Community College  
**Director's Name:** Jennifer Sandler  
**State:** Washington  
**Year One Funding:** \$217,762  
**Telephone Number:** 206-878-3710  
**E-mail Address:** [jsandler@highline.edu](mailto:jsandler@highline.edu)

### **ACHIEVE Program...Learning Based on You**

Highline Community College is proposing to increase the service capacity of the ACHIEVE Program in order to increase enrollment and educational opportunities of intellectually disabled clientele.

**Goal Statement:** Expand and increase the education, employment services and opportunities for Highline Community College's ACHIEVE Program clientele.

**Objective 1.0:** Expand service capacity for existing ACHIEVE students with the addition of both credit and/or non-credit transition to college courses.

**Objective 2.0:** Increase the student enrollment capacity by 10 new students each year of the five-year period.

**Objective 3.0:** Provide person-centered planning and a service need assessment for each LD (learning-disabled) student enrolling into the program.

**Objective 4.0:** Expand and standardize the ACHIEVE Program's Support Education services to include intensive advising, supplemental instruction, and peer mentoring and tutoring.

**Objective 5.0:** Expand and solidify peer student partnerships on the Highline Community College campus with degree-seeking students to become sources for mentoring and tutoring support for LD learners.

**Objective 6.0:** Strengthen ACHIEVE Program service agreements with other community colleges in the area with differing program offerings not available at Highline, while maintaining access to employment placement and training support from ACHIEVE.

**PR Award Number:** P407A10051  
**Grantee:** University of Hawaii  
**Director's Name:** Robert Stodden  
**State:** Hawaii  
**Year One Funding:** \$425,000  
**Telephone Number:** (808) 956-9199  
**E-mail Address:** [stodden@hawaii.edu](mailto:stodden@hawaii.edu)

**Hawaii Transition/ Dual Enrollment with Individualized Supports Model for Students with Intellectual Disabilities in Postsecondary Education Settings (CFDA 84.407A)**

**Purpose:** Applying the principles of inclusion and self-determination, the Dual Enrollment With Individualized Supports Model for Students with Intellectual Disabilities (DEIS) demonstration project will develop successful transition practices and promote quality, inclusive postsecondary services and supports within the campuses of the University of Hawai'i system, resulting in improved employment and independent living outcomes for students with ID (intellectual disabilities).

**Project Goals:** The DEIS project is designed by the University of Hawaii at Manoa (UHM) Center on Disability Studies and its consortium partners to demonstrate and replicate a sustainable, comprehensive transition model supporting eligible students with ID to participate within and complete a program of study, that: (1) provides individualized supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of postsecondary education (PSE); (2) offers opportunities for academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment; and (3) integrates person-centered planning in the development of the course of study specific to each student. The interagency partnership protocol will guide the participation, role definition and fiscal/service provision alignment of each of the three primary partners ( the U.S. Department of Education, Postsecondary Education Coordinating Center, and the Division of Vocational Rehabilitation) and the person-centered planning protocol will guide the individual student planning and service delivery aspects of the DEIS model.

The specific goals of the project are to: (1) Conduct a collaborative development process to identify critical factors influencing quality transition and PSE for youth with ID that will result in the demonstration of a model consisting of evidence-based strategies to effectively foster inclusive participation and learning in a PSE setting; (2) Design, deliver, and assess the effectiveness of interagency team professional development activities to ensure effective implementation of services, supports, and accommodations, aligned with a PSE program of study; (3) Conduct a feasibility analysis of the developed model components and strategies to determine alignment with three levels of implementation (general student services; special needs and/or disability services; specialized services and supports) within targeted school, community, and PSE environments; (4) Deliver the scope and sequence of model demonstration strategies within a supported evaluation design; (5) Evaluate and determine the effectiveness of the model demonstration components and materials using valid qualitative and quantitative process and outcome measures of post-school success; and (6) Expand implementation to two or more other partnership sites in high-need settings within the University of Hawaii system. Outreach will also be extended to partners in the outer Pacific Basin. The proposed iterative development and demonstration process will lead to refinement and replication of the model. Data will also inform participants and gauge student progress toward postsecondary outcomes resulting in the attainment of a meaningful credential and/or diploma upon their completion of the model program and improved employment and independent living outcomes.

**Participants:** Participants in the model demonstration include: 150 students with ID, ages 18-26. Each project year, DEIS will enroll 30 students with ID from two high schools (i.e., 15 students per site per year), who have not exited high school with same-age peers and who continue to be eligible for IDEA services, while indicating a desire to pursue postsecondary education.

**PR Award Number:** P407A10062  
**Grantee:** West Kern Community College District  
**Director's Name:** Jeffrey Ross  
**State:** California  
**Year One Funding:** \$497,243  
**Telephone Number:** (661) 763-7776  
**E-mail Address:** jross@taftcollege.edu

### **Transition to Independent Living (TIL)**

West Kern Community College District (Taft College) began offering services to students with intellectual disabilities in 1976. In 1995, the Transition to Independent Living (TIL) program was conceived and has served a total of 216 students during its 15-year tenure. Marketing literature identifies the college as “*Large enough to serve you... small enough to know you.*” Administrative leadership at the college recognizes the *absolute and critical* need to enhance transition programming for students with intellectual disabilities. In 2007, Taft College President Willy Duncan and Student Support Services Director Jeff Ross initiated contacts with several dozen presidents from community colleges across the nation to inquire about their interest in joining together to form the National Community College Consortium on Autism and Developmental Disabilities. Over the last three years, this organization has grown to include 49 community college presidents representing 26 states throughout the nation. Many of these colleges have expressed a strong desire to replicate components of the TIL program on their individual campuses.

Taft College TIL is requesting approval of a \$2.49 million budget over the five-year grant period to **expand and strengthen** its current nationally recognized, award-winning inclusive model comprehensive transition and postsecondary program for students with intellectual disabilities.

Over the next five years, Taft’s proposed project will provide **enhanced, sustainable support services** to a minimum of 176 postsecondary and 175 secondary students transitioning into the TIL program from 42 feeder high schools across California. Additionally, **partnerships strategic to program enhancement** will be continued and expanded with the Kern Regional Center and California Department of Rehabilitation, and Memoranda of Agreement will be finalized with industry partners such as Frito-Lay and Goodwill.

With new TPSID project resources to enhance services, TIL program staff will:

--Develop and implement a **third-year program**—centered on specific career and vocational skill development leading to higher-skilled, higher-paying jobs. This new, enhanced curriculum will greatly expand the career ladder available to all TIL students, providing meaningful nationally-recognized credentials for students with intellectual disabilities, increasing their opportunity to be independent, productive members of society.

--Provide students with **enhanced, person-centered individualized support and accommodations**—beyond what is currently being offered through student support services—to help ensure their success in traditional academic classes.

--**Strengthen established partnerships** with Taft High School and the 41 additional feeder high schools throughout California to more effectively support secondary students eligible for special education and related services. Grant funds will improve transition services and provide new vocational options for IDEA-eligible students, opening doors to increased opportunities for success.

**PR Award Number:** P407A100059  
**Grantee:** Houston Community College  
**Director's Name:** Sue Moraska  
**State:** Texas  
**Year One Funding:** \$499,434  
**Telephone Number:** (713) 718-8100  
**E-mail Address:** [sue.moraska@hccs.edu](mailto:sue.moraska@hccs.edu)

### **Vocational Advancement and Social Skills Training**

The project's goal is to extend the capacity of the Vocational Advancement and Social Skills Training (VAST) comprehensive transition and postsecondary program for students with intellectual disabilities to serve more students, to establish VAST program services on additional Houston Community College (HCC) campuses, to assist other colleges and organizations to implement services for this population, and to implement a evaluation system that guides program improvement and expansion. To meet this goal, provide overall guidance for implementation of the project, and to address priorities formulated for this funding opportunity, four objectives have been set:

- (1) to increase the number of students with intellectual disabilities served by expanding the array of college-based courses, certificate programs, services, and activities with an 80 percent anticipated growth in enrollment.
- (2) to set up VAST satellite programs on additional HCC colleges to make access to services more accessible and convenient;
- (3) to formalize provision of technical assistance and consultation to other colleges and community programs nationwide interested in providing college-level services to individuals with intellectual disabilities; and
- (4) to design and implement an evaluation system which can guide program improvement and expansion.

Project initiatives are designed to expand upon Houston Community College's VAST program established almost 20 years ago. The grant award will increase the program's capacity to offer students with intellectual disabilities opportunities to experience academic and extracurricular life at college. Its highly regarded courses and services, tested and refined over the years, will expand its efforts in the key areas of developing academic proficiency; learning employment skills and making career plans; training in independent living, particularly self advocacy; and participating in social, recreational, and enrichment courses and activities.

Its experienced and well qualified staff will continue to use a person-centered approach to work with individual students in preparing educational plans that meet their goals. It will continue partnering with area organizations, such as public school districts by addressing needs of students still being served under IDEA; the Houston Arc in teaching students how to plan and implement effective advocacy activities and to become confident and successful self advocates; universities by providing practicum experiences for their students planning careers in special education, general education, and other related fields; and with the state rehabilitation agency which sponsors at least 70 percent of students who participate in the VAST program.

PR Award Number: P407A100042  
Grantee: Minot University  
Director's Name: Janet Green  
State: North Dakota  
Year One Funding: \$180,085  
Telephone Number: (701) 858-3000  
E-mail Address: [janet.green@minotstateu.edu](mailto:janet.green@minotstateu.edu)

### **Adult Student Transition Education Program**

Adult Student Transition Education Program (A-STEP) at Minot State University (MSU) At a time when many parents across our nation face the anxiety of sending their child off to college, we write on behalf of families of the Great Plains confronting the fear and uncertainty of providing a safe and just life for a child whose needs exceed the current inadequacies of our academic institutions.

A-STEP will provide an inclusive postsecondary transition option for students with intellectual disabilities (ID) on the campus of Minot State University. University partners have committed to participate in an interagency team to build a sustainable and replicable model founded on best practice and the needs and values of North Dakota's stakeholders. The interagency team will include Local Education Agencies (Souris Valley Special Services, Peace Garden Consortium for Student Support Services); Vocational Rehabilitation; Dakota College and other MSU entities including: Disability Services, Financial Aid, Housing, Center for Engaged Teaching and Learning, and the Student Success Center. This interagency team will design systems and processes for effectively supporting students with ID in coursework, extracurricular activities, and student services including: housing, peer mentoring, tutoring, career services, advising, and college orientation.

This project will engage students while building capacity at MSU; and work with transition staff, teachers, families, and administration to recruit five students within the first year. Each successive year will see the enrollment of ten students. At the end of the project funding, 35 students from the Northern Plains will have benefited from inclusive academic, extracurricular and employment opportunities at MSU. In addition, through the project's resource mapping and blending of resources, A-STEP will continue to support an inclusive postsecondary transition program at MSU beyond the initial federally funded program. As MSU's program is refined and embedded in the fabric of the university, the lessons learned will increase the capacity of the entire state to offer a range of postsecondary options for students with ID at public, private, and tribal colleges.

PR Award Number: P407A100024  
Grantee: Bergen Community College  
Director's Name: Tracy Rand  
State: New Jersey  
Year One Funding: \$394,918  
Telephone Number: (201) 447-7100  
E-mail Address: [trand@bergen.edu](mailto:trand@bergen.edu)

**Bergen Community College/Camden County College: Garden State Pathways to Independence: Transitions to Higher Education and Employment**

Bergen Community College and Camden College are building a pathway to transition students with intellectual disabilities into higher education. The proposed project will develop a model comprehensive transition and postsecondary program for students that will provide academic, social skills and vocational training options leading to gainful employment. As large community colleges existing in different regions of the state of New Jersey, Bergen Community College and Camden County College propose to build on pre-existing relationships with community local education agencies, corporate partners and existing college services to provide appropriate guidance and support to 20 students per year for each of the five years of this grant. Programs and services will be incorporated into the existing college community and provide integrated learning experiences for students with intellectual disabilities leading towards certificate options.

Garden State Pathways to Independence: Transitions to Higher Education and Employment for Students with Intellectual Disabilities proposes to serve 100 students during the five years of this grant. Each site will serve 10 students in year one through five for a total of 50 students per site. Key components of this initiative include close ongoing relationships with local education agencies (Bergen County Special Services, Teaneck, Paramus, Y.A.L.E. Schools, Inc.) as well as corporations and community services providers.

The proposed grant provides educational services to students with intellectual disabilities that would otherwise have limited access to higher education. The grant focuses on transitioning the individual into postsecondary education and then into the community. There is an academic, vocational and personal skill component of the proposed program. Each piece is customized around the needs of the individual student to maximize success. The goals of the program are to: (1) integrate intellectually disabled and non-disabled students; (2) demonstrate increases in literacy and numeracy for all students; (3) lead to a meaningful certificate or degree; (4) lead to skill applicable to gainful employment or continued education; and (5) expand infrastructure for serving developmental students' needs. The expected outcomes are that the student will be able to: (1) manage daily activities through the application of life skills, (2) self-determine both personal and career goals; (3) navigate services and supports available in their communities; (4) perform employable skills; and (5) self-advocate.

**PR Award Number:** P407A100004  
**Grantee:** California State University – Fresno  
**Director's Name:** Charles Arokiasamy  
**State:** California  
**Year One Funding:** \$500,000  
**Telephone Number:** (559) 278-0325  
**E-mail Address:** [charlesa@csufresno.edu](mailto:charlesa@csufresno.edu)

### **Wayfinders Program**

The funding is sought to establish an inclusive, individualized, comprehensive and sustainable, residential program on the California State University – Fresno (CSUF) campus, to support 45 transition-age students (18 and onward) with intellectual disabilities to achieve employment and/or independent living goals. Wayfinders will serve individuals in the San Joaquin Valley, will be a model for the state that has only two residential programs, as well as collaborate with the Federal Coordinating Center. Wayfinders, partnering with the Center for Disability Innovation (CDI), Fresno Unified School District, Sanger Unified School District, California Department of Rehabilitation, PROJECT Search, and ARC Fresno will provide a higher education program focusing on leadership abilities and vocational training. Central Valley Regional Center (CVRC) has agreed to refer students with funding. The program is a 2-1/2 year (eight semester/year round) program preparing the student for adult transition into an environment of their choosing where they will live with minimal supports. Wayfinders includes a curriculum consisting of six domain areas: (1) Leadership; (2) University Inclusion; (3) Academic Life Skills; (4) Career Development; (5) Academic Lab School; and (6) Campus/Community Pathways. These domains are built into a certificate program offered by CSUF Division of Continuing and Global Education as well as an additional vocational certificate from PROJECT Search. The students will reside in on-campus apartments and will be able to utilize all the complex facilities. The students will fully participate in and use other resources on campus, including the health center, recreational and sports facilities, the library, numerous food service outlets, plus the computer and learning resource labs. The following project goal and objectives incorporating all the nine elements of the absolute priority. The project goal is to complete the development of a model demonstration project and implement it so that students with intellectual disabilities can transition successfully into higher education and into the workforce.

This proposal is submitted by the CDI at California State University-Fresno to obtain a Transition Program for Students with Intellectual Disabilities (TPSID) grant to establish the Wayfinders transition to higher education program on the CSUF campus. The CSUF campus with 21,500 students and 1,138 faculty serves the six counties of the San Joaquin Valley of California (24,603 square miles) and is one of the most diverse and impoverished areas in the country. The CDI is a futuristic institute that combines education, service and research in a unique and synergistic way by housing all three functions in one entity. Wayfinders will be housed under the auspices of the CDI, with all of the resources available to assist students with intellectual disabilities.

**Objective #1** – The project will partner with a local education agency and CVRC to provide outreach of services, recruitment of students with intellectual disabilities and will admit 45 students in which 90 percent will successfully complete the program over the five-year grant cycle.

**Objective #2** – The project will, through person-centered planning, provide 100 percent support services, credentialed education and enrichment, social integration, and career development for the 45 students in which 25 or more students will be placed in competitive or supported employment settings over the five-year grant cycle.

**Objective #3** – The project will partner, collaborate, and coordinate evaluation and activities with the Coordinating Center and partner with the Rehabilitation Counseling Program in which 60 graduate students will assist the project.

**PR Award Number:** P407A100003  
**Grantee:** Central Lakes College  
**Director's Name:** Suresh Tiwari  
**State:** Minnesota  
**Year One Funding:** \$363,635  
**Telephone Number:** (218) 855-8000  
**E-mail Address:** [stiwari@clcmn.edu](mailto:stiwari@clcmn.edu)

### **Check & Connect: A Model For Engaging and Retaining Students with Intellectual Disabilities in Higher Education**

Central Lakes College (CLC) in partnership with Ridgewater College (RWC) in central and west-central Minnesota, respectively, and the Institute on Community Integration (ICI), at the University of Minnesota, is seeking funding from the Office of Postsecondary Education, U.S. Department of Education, to establish an inclusive and comprehensive model for engaging and retaining students with intellectual disabilities in higher education programs. This demonstration project is based on 20 years of research on the Check & Connect (C&C) middle school, high school, and postsecondary education model concerning student persistence, engagement, and successful program completion, and will build on this knowledge in supporting the participation of students with intellectual disabilities. C&C is based on the principles of universal design for learning, person centered planning, self-determination, and academic and social integration.

CLC and RWC are community and technical colleges that, combined, serve 6,500 students. These colleges are uniquely positioned to support the goals and purposes of this competition, based on: (1) institutional commitments to providing quality educational opportunities for diverse student learners in inclusive, supportive, and accessible environments; (2) track record of working cooperatively with local special education/transition programs and community service agencies (vocational rehabilitation [VR], Workforce Centers, county offices, etc.); (3) more than 20 years of experience providing educational and vocational training opportunities for students with ID; (4) small class sizes and an environment that supports many activities that give students the opportunity to enjoy an inclusive college experience; (5) location within rural areas that can draw upon “natural helping traditions” and close ties with their local schools, community service agencies, employers, and families; and (6) strong commitment to and interest in participating in this project with broad community and state support. Both colleges have served students with intellectual disabilities and are seeking to expand their capacity and expertise in serving these students.

This project also proposes broad levels of collaboration at the state and community levels. For the purposes of this demonstration project, and in the interests of achieving broader statewide impact and adoption of higher education strategies and approaches for serving students with intellectual disabilities, a state advisory committee will be established. Additionally, a stakeholder workgroup will be established within both sites for the purposes of guiding and supporting project activities. The local stakeholder workgroups will include representatives from each of the colleges (e.g., advising, support services, faculty, administration), local special education/transition programs, workforce center staff, vocational rehabilitation counselors, county agency staff and others.

Several strategies will be developed to broadly disseminate information concerning the impact and outcomes of the demonstration project. A project Web site will be developed and serve as a source of information concerning this demonstration project. This website and related information will be shared with all Minnesota State Colleges and Universities System (MnSCU), the University of Minnesota system, as well as private institutions of higher education within Minnesota. A procedural guide and other materials will be developed and disseminated through the project Web site.

**PR Award Number:** P407A100027  
**Grantee:** Colorado State University  
**Director's Name:** Cathy Schelly  
**State:** Colorado  
**Year One Funding:** \$305,390  
**Telephone Number:** (970) 491-0225  
**E-mail Address:** [cschelly@cahs.colostate.edu](mailto:cschelly@cahs.colostate.edu)

### **Transitions Project: Opportunities for Postsecondary Success (OPS)**

The Transitions Project: Opportunities for Postsecondary Success (OPS), to be implemented by the Center for Community Partnerships (CCP) in the Department of Occupational Therapy at Colorado State University (CSU), will develop and implement a high quality and inclusive postsecondary transition program for students with intellectual disabilities (ID), providing integrated opportunities that include postsecondary education and training, academic enrichment, inclusive socialization and recreation, assistive technology, self-advocacy, independent living skill development, career exploration, integrated work experiences, and ultimately gainful employment that matches each participant's interests and unique abilities. The OPS project will build on a solid infrastructure of programs through the CCP in partnership with the Poudre School District, CSU Occupational Therapy Department, CSU Assistive Technology Resource Center, CSU Division of Student Affairs, CSU Resources for Disabled Students, Front Range Community College, the City of Fort Collins Adaptive Recreation Opportunities program, Foothills Gateway, Inc. and the CO Division of Vocational Rehabilitation. Students with ID who participate in the OPS project and pursue their postsecondary educational goals will receive meaningful credentials, certificates, and recognition for completion of the model transition and postsecondary program.

OPS project goals include:

1. Development and Implementation of Postsecondary Transitions Trajectory for participating students with ID, including entry into credit, non credit-bearing and/or audited postsecondary courses, work experiences, training programs, internships, social/recreation activities, career exploration, and ultimately employment.
2. Provision of Universal Design for Learning training and technical assistance for participating secondary and postsecondary faculty, staff and administrators.
3. Provision of Individualized Transition Supports for Participating Students, including person centered planning, self-advocacy training, life mentoring, social/recreation encouragement and support, job development and supported employment, serving 40 students with ID each year and totaling 200 students over the five years of the project.
4. Formative and Summative Evaluation of OPS model program development processes and outcomes, including tracking and documentation of accomplishments of all participating students with ID as they pursue their postsecondary educational, training, recreational and career/employment goals.
5. Development and Implementation of Dissemination, Replication and Sustainability Plan to promote far-reaching expansion of the OPS program and continuation of project initiatives after grant funding has ended.

PR Award Number: P407A100001  
Grantee: College of Charleston  
Director's Name: Cynthia May  
State: South Carolina  
Year One Funding: \$418,140  
Telephone Number: (843) 953-6735  
E-mail Address: [mayc@cofc.edu](mailto:mayc@cofc.edu)

## **REACH F.A.R. (Foundation, Augmentation, Replication) - College of Charleston**

Students with intellectual disabilities who are included in regular educational settings develop linguistic, mathematical, and social skills that are dramatically higher than their peers with similar challenges who are segregated in separate classrooms. Additionally, inclusive experiences that create opportunities for collaborative interactions between students with and without disabilities can reduce negative stereotypes and promote positive attitudes toward people with disabilities, thus forging the path for enhanced personal and professional opportunities. The R.E.A.C.H. (Realizing Educational and Career Hopes) Program at the College of Charleston is a new four-year innovative postsecondary program for adults with intellectual disabilities who desire inclusion in the academic, professional, residential, and social college experience in a supportive environment. The REACH program was developed in 2010 and will serve six students in its first year. We aim to serve a minimum of 35 to 50 students by 2015. The current project will focus on three overlapping objectives of the REACH program, all designed to utilize inclusive mechanisms for addressing the needs of students with intellectual disabilities. The project will: (1) enhance and extend the core foundations of the REACH program; (2) expand cultural awareness and support of diverse learners and employees; and (3) improve student recruitment and retention, and evaluate the effectiveness of program components.

Objective 1: We aim to optimize students' opportunities for inclusive participation in academic, professional, residential, and social arenas by enhancing and extending the core foundations of the REACH program. Several key aims will be targeted to achieve this central goal, including: (a) extensive, progressive training for faculty on Universal Course Design (UCD) via workshops, coaching, and on-line training; (b) the development of a Center for Peer Education for training academic mentors, social buddies, teaching assistants, and job coaches; and (c) coordination of a collaborative career development effort that unites resources from local and national employers, Vocational Rehabilitation, Charleston County Parks, Career Services at the College of Charleston, and our School of Business and Entrepreneurship to create new, innovative career options that offer competitive paid employment option and align with students' interests.

Objective 2: We seek to create a culture that embraces diverse learners and employees in order to maximize inclusion in the campus community, and to nurture enduring change that will create opportunities beyond our campus. Our goal is to foster new career, social, and residential opportunities for individuals with disabilities both at the College and in the greater community. Mechanisms for achieving this goal include: (a) a diversity-awareness initiative developed in collaboration with our Office of Institutional Diversity and Best Buddies that includes a speaker series and campus-wide activities; (b) a research initiative designed to assess the impact of inclusion on attitudes toward diversity; and (c) collaborative, inclusive experiences across campus that include service learning, peer education and social engagement.

**PR Award Number:** P407A100048  
**Grantee:** Trustees of Indiana University  
**Director's Name:** David Mank  
**State:** Indiana  
**Year One Funding:** \$493,120  
**Telephone Number:** (812) 855-4848  
**E-mail Address:** [dmank@indiana.edu](mailto:dmank@indiana.edu)

### **Indiana Partnerships for Postsecondary Education and Careers**

Postsecondary education (PSE) is one of the last frontiers of full inclusion for people with intellectual disabilities. The standards for successful postsecondary education for students with intellectual disabilities are clear. That is, typical college experiences and careers. If there is “one way” for delivering postsecondary education for people with intellectual disabilities, it is person-centered experiences.

The Indiana Partnership for Postsecondary Education and Careers includes: person-centered planning; academic engagement; independent and community living skills; social and extra-curricular activities; mentors; living where you choose (including the choice of on-campus housing); work experience and career development; self-advocacy and individualized supports.

The Indiana Partnership for Postsecondary Education and Careers has emerged from a broad coalition of stakeholders (advocates, institutions of higher education [IHEs], local education agencies [LEAs], providers and others) that have been meeting for nearly two years and established a vision and mission in 2009. This proposal has several key components: Full implementation of PSE experiences at Anderson University and IUPUI, both who have established a beginning of PSE; Second tier implementation of PSE at IHEs already interested; Dissemination and recruitment to additional colleges and universities of all sizes; Documentation and model development guidelines for adoption by other IHEs; Data on results including PSE achievement, social inclusion and career outcomes.

The project will be conducted from the Indiana Institute on Disability and Community at Indiana University, Indiana’s University Center for Excellence on Developmental Disabilities, with the current established coalition as its advisory council.

**PR Award Number:** P407A100057  
**Grantee:** Kent State University  
**Director's Name:** Robert Baer  
**State:** Ohio  
**Year One Funding:** \$384,997  
**Telephone Number:** (330) 672-2444  
**E-mail Address:** [rbaer@kent.edu](mailto:rbaer@kent.edu)

### **A Transition and Postsecondary Program for Students with Intellectual Disabilities at Kent State University**

Employment and postsecondary education outcomes of students with intellectual disabilities (ID) continued to lag by more than 50 percent from other disability groups and this gap has widened over the past two decades. In response to this need, the Higher Education Opportunity Act Amendments of 2008 established funding for the development of model Comprehensive Transition and Postsecondary Programs (CTPPs) which allow students with ID aged 18-22 to pursue a university-approved program of study.

The Center for Innovation in Transition and Employment (CITE) is proposing the development of a CTPP at Kent State University. This program will provide students with ID a four-year program of study that includes university coursework, career exploration, paid work experiences and independent living opportunities. The following objectives will be pursued:

1. To develop supports and a program of study for students with ID through secondary school, university, employer, and community partnerships.
2. To recruit 20 secondary students with ID through collaborative relationships with local education agencies.
3. To develop Year 1 competency related to career exploration through person-centered planning and the Exploratory College
4. To develop Years 2 and 3 competencies related to career preparation through academic coursework, occupational training, and community work experiences
5. To support Year 4 transition to employment and community participation through partnerships with adult services and families
6. To develop materials for replication and disseminate these materials through publications, presentations, and technical assistance.

The CITE is in a unique position to develop this program with more than 25 years of experience in developing campus-based employment, recreational, and career exploration explorations for students with ID. The proposed project staff has been instrumental in developing these programs from their outset and Kent State University offers total accessibility, public transportation, and a full range of leisure, academic, and employment opportunities. The ultimate outcome of this proposed CTPP will be competitive employment which will be evaluated by comparing the outcomes of participating and non-participating students with intellectual disabilities. The CITE will work closely with faculty, Career Services, and Student Accessibility Services at Kent State University; and with adult service providers including the Rehabilitation Services Commission, Department of Developmental Disabilities, Social Security, and Work Incentive Act (WIA) programs to promote post-school employment. After federal funding is phased out; the Kent State University CTPP will be maintained through braided school and adult service funding, social security incentives, and financial aid programs.

**PR Award Number:** P407A100019  
**Grantee:** Louisiana State University  
**Director's Name:** Alisa Lowrey  
**State:** Louisiana  
**Year One Funding:** \$290,384  
**Telephone Number:** (225) 578-1686  
**E-mail Address:** [klowre@lsuhsc.edu](mailto:klowre@lsuhsc.edu)

### **Transition To Postsecondary Project**

The *Transition To Postsecondary Project* (TTOPP) will establish inclusive postsecondary options for youth with intellectual disabilities (YWID) in the state of Louisiana. TTOPP includes components designed to enhance participants' current and future (i.e., adult) quality of life by using person-centered planning (PCP) strategies to: (a) identify their individual preferences and priorities across key domains of life (i.e., employment, social/leisure, community living, adult learning) by arranging and supporting experiences designed to: (b) inform participants' goal setting; and (c) enhance their personal growth in all targeted domains.

At a minimum, all participating youth will be supported to:

- Obtain paid employment.
  - Create career goals and action plans to achieve their career goals.
  - Identify and participate in campus-based social/recreational activities of their choosing
  - Establish new relationships with age-similar peers.
  - Identify their preferred future community living options and develop knowledge and skills to maximize their independence, safety and satisfaction with their preferred option.
  - Select and complete community college courses related to their personal interests, preferences, priorities and goals in the life domains described above
- TTOPP will offer training on Universal Design for Learning to ensure that participating community colleges are welcoming and supportive of YWID. Finally, TTOPP will provide opportunities for persons preparing to enter professions that provide services and/or educate YWID and families to gain direct experiences related to their field of study.

TTOPP has secured commitments and support from a community college network and will work with five local school districts and the state Vocational Rehabilitation agency (LRS) over a five-year period. All of our partners are committed to maintaining the programs following the funding period. Implementation of TTOPP is designed to first establish the efficacy of the model on one community college campus with a single partner school district. In the final year of the project, a two-day institute to teach interested parties (e.g., community college and local education agency administrators, educators, families, and other interested persons) how to implement the TTOPP model. The institute is designed to encourage additional school districts and community college sites to acquire the capacity to implement the model.

**PR Award Number:** P407A100039  
**Grantee:** Ohio State University  
**Director's Name:** Margo Izzo  
**State:** Ohio  
**Year One Funding:** \$499,060  
**Telephone Number:** (614) 292-6446  
**E-mail Address:** [margo.izzo@osumc.edu](mailto:margo.izzo@osumc.edu)

## **Transition Options in Postsecondary Setting for Students with Intellectual Disabilities TOPS Abstract**

Office of Postsecondary Education, U.S. Department of Education (CFDA # 84.407A) --The goal of the Transition Options in Postsecondary Settings for Students with Intellectual Disabilities (TOPS) consortia is to develop, test and refine a statewide model that delivers inclusive postsecondary options including participation in college classes, internships, housing and social experiences that result in improved academic, employment and adult living outcomes.

### **Objectives:**

- (1) Facilitate Statewide Participatory Action Team with state agency and consumer involvement to guide the project. This group will collaborate with an interdisciplinary support team of special educators, rehabilitation counselors, IT and digital literacy specialists, occupational and speech therapists, social workers, employers, and parents to provide needed supports to maximize independence.
- (2) Provide TOPS for a minimum of 100 students with intellectual disabilities (SwID) through academic enrichment, integrated work experiences, housing, and social activities with age-appropriate peers providing natural supports and education and job coaches providing customized supports to maximize adult outcomes.
- (3) Pilot technology supports to maximize independence of SwID.
- (4) Evaluate program components and students outcomes in collaboration with the coordinating center program to maximize student outcomes.
- (5) Disseminate products and findings through Web sites, articles, conferences, replication through mini-grants and an open-source digital repository.

**Number of Students:** Approximately 100 SwID , including some with severe intellectual disabilities (SID), between ages 18 and 26, will be served at a minimum of four college campus sites: North Central State College, Ohio State University, University of Toledo and Xavier University.

**Partners:** The project will convene a statewide planning group to include both of Ohio's University Centers of Excellence and LEND programs (Nisonger Center and University of Cincinnati), the Ohio Developmental Disabilities Council, the Rehabilitation Services Commission, the Department of Developmental Disabilities, representatives from each university and consumer advocacy groups such as Downs Syndrome Association of Central Ohio and the Association on Developmental Disabilities

**PR Award Number:** P407A100021  
**Grantee:** Regents of the University of California  
**Director's Name:** Carlos Cortez  
**State:** California  
**Year One Funding:** \$122,397  
**Telephone Number:** (510) 987-9220  
**E-mail Address:** [carloscortez0111@gmail.com](mailto:carloscortez0111@gmail.com)

### **Pathway at UCLA Extension Transition Program**

Successful participation in postsecondary education for students with intellectual disabilities often requires instruction in adaptive behaviors such as independent living skills, social and/or interpersonal relations, employment readiness, and self-advocacy skills beyond their K-12 education. Without this support and education, achieving their postsecondary goals and becoming successful, contributing members of society becomes less likely. UCLA Extension requests \$2,030,009 from the Department of Education to partner with the Los Angeles County Office of Education (LACOE) to expand the existing Pathway at UCLA Extension program.

This program expansion, known as the Pathway Transition Program, would specifically include transition-aged students with intellectual disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). Our goal is to provide these students with a comprehensive educational program on a major university campus to promote their successful transition from high school into higher education.

The Pathway at UCLA Extension Transition Program will bring 48 LACOE students to UCLA campus over the five-year grant period (October 1, 2010 to September 30, 2015) for a rigorous, one-year, residential-based education and enrichment program. While engaged in the program, students will participate in fully integrated academic courses; life, social and vocational skill development courses; internships; and numerous other social activities that are part of a traditional college experience. Students will live side by side with UCLA students and Pathway peers in apartments adjacent to the UCLA campus. Person-centered planning through the Individualized Education Plan (IEP) process and transition assessments involving all stakeholders will tailor the program to meet the academic, career, social and postsecondary goals of each student. At the end of the program students earn a certificate in postsecondary education transition awarded by UCLA Extension.

Pathway at UCLA Extension is a two-year certificate program providing a blend of educational, social, and vocational experiences. The first cohort of 17 students with intellectual disabilities enrolled in Pathway in September 2007. The curriculum is based on a liberal arts education, including the arts, sciences, and humanities. Pathway promotes self-advocacy, and uses individualized support to accommodate the different learning styles of students with intellectual and other developmental disabilities. Courses include training in life skills and career exploration, with a strong emphasis on practical learning.

**PR Award Number:** P407A100007  
**Grantee:** The College of New Jersey  
**Director's Name:** Jerry Petroff  
**State:** New Jersey  
**Year One Funding:** \$245,851  
**Telephone Number:** (609) 771-3083  
**E-mail Address:** [behre@tcnj.edu](mailto:behre@tcnj.edu)

### **Career and Communities Studies Program**

The College of New Jersey, Career and Community Studies Program, under the competition CFDA 84.407A, is seeking to expand and enhance its existing Postsecondary Program for Students with Intellectual Disabilities. This proposed five-year project focuses on expanding and enhancing strategies for the successful inclusion of students with intellectual disabilities (ID) in a rigorous four year college program through: (a) developing a person-centered system of advisement; (b) expanding options for students' (approximately 40 students each year) inclusion in typical courses through faculty training and support; (c) developing person-centered internships that connect students to meaningful post-college employment ; (d) expanding and extending the academic and social inclusion of students with ID through a peer mentoring program; (e) to expanding and enhancing the opportunities for students to students to acquire and use skills of independence and interdependence; (f) Preparing high school students for college; and (g) related activities. The College of New Jersey will collaborate with its partners including families, local school districts (Haddonfield and Hopewell Schools Districts) service providing agencies (University Center for Excellence in Developmental Disabilities Education, Research and Service; Neighbors, Inc.), and governmental organizations (New Jersey Division on Developmental Disabilities) to achieve the following:

**Goal:** To extend and enhance the currently operating Career and Communities Studies Program (CCS) at The College of New Jersey (TCNJ) so to result in establishing this it as a high quality inclusive comprehensive transition and postsecondary model program for students with intellectual disabilities.

### **Objectives**

1. **Supporting High School Students with ID to Think College** – In partnership with two local school districts (Hopewell and Haddonfield), provide training to school personnel, parents and high school students on the skills of academics and independence needed to be a successful college student.
2. **College Student Support Systems** - To extend and enhance the college student's support system for students attending the Career and Community Studies (CCS) Program.
3. **Faculty Engagement** - To extend and enhance the willingness and ability of faculty to support students with intellectual disabilities within typical college classes across TNCJ Schools and Departments.
4. **Career Education and Training Program** - To extend and enhance the existing CCS Career Education and Community Vocational Career training program components toward increased relevance to individual students' person-center plan and overall interests; and to ensure that students are situated in career path employment upon completion of their postsecondary program.
5. **Peer Mentorship** - To extend and enhance the current CCS Academic and Social Mentoring program support system through formalizing structures and evaluating practices that are congruent with the culture of college life.
6. **Independent and Interdependent Living Skills** - To extend and enhance the availability and resources to support age-appropriate college-based skills of independence and interdependence.

**PR Award Number:** P407A10043  
**Grantee:** University of Alaska-Anchorage  
**Director's Name:** Karen Ward  
**State:** Alaska  
**Year One Funding:** \$420,870  
**Telephone Number:** 907-786-1800  
**E-mail Address:** [afkmw@uaa.alaska.edu](mailto:afkmw@uaa.alaska.edu)

**TAPESTRY: The Alaska Transition Program for Students with Intellectual Disabilities at the University of Alaska Anchorage**

This proposal details a request for funds to support a five-year model demonstration project to develop a Comprehensive Transition and Postsecondary (CTP) program at the University of Alaska Anchorage (UAA) for 18-21 year old young adults with intellectual disabilities (ID). The TAPESTRY aims to strengthen UAA's capacity by building on existing infrastructure and resources. Post-school outcomes for students with disabilities in Alaska are poor. In Anchorage the percentage of youth with IEP's who have been competitively employed within one year of leaving high school is only 41 percent, and significantly fewer youth with IEP's were enrolled in some type of postsecondary school within one year of leaving high school (nine percent).

The program will use the resources of UAA's Center for Human Development (the UCEDD for Alaska), the Community and Technical College, and the Academic and Multicultural Student Services in **partnership** with the Anchorage School District and the Division of Vocational Rehabilitation (**Competitive Priority 1**). A Planning and Advisory Board, including parents, university students with disabilities, adult community service providers, Anchorage School District personnel, Division of Vocational Rehabilitation, Alaska Developmental Disabilities Council, Department of Labor and Workforce Development as well as UAA faculty and staff, will develop a Workforce Certificate that provides a college-based education consisting of academic enrichment, life skills, work experience, and social offerings that lead to **employment**. A total of **35 youth with ID** will earn a Workforce Certificate over the course of the five-year project.

TAPESTRY will weave new resources and strategies into existing UAA structures and systems, as opposed to patching together temporary or artificial fixes. The approach will be based on an adaptation of the *Inclusive Individualized Support Model* (Hart, Grigal, Sax, Martinez & Will, 2006) with all instructional services and supports being provided by the university. In doing so, the project's goals are to:

1. Establish a Comprehensive Transition and Postsecondary Program resulting in a Workforce Certificate (WC) using framework approved by the UA Board of Regents for youth with ID that blends together experientially-based contact hours, continuing education units and non-credit courses in employment, academics, life skills and social relationships.
2. Implement a modified postsecondary education inclusionary model of instructional delivery and supports that promotes expansion to fully inclusive approach, utilizing Supplemental Instructional Leaders (peer educational coaches) and university practicum students.

**PR Award Number:** P407A100036  
**Grantee:** University of Arizona  
**Director's Name:** Stephanie MacFarland  
**State:** Arizona  
**Year One Funding:** \$500,000  
**Telephone Number:** (520) 621-7822  
**E-mail Address:** [szm@u.arizona.edu](mailto:szm@u.arizona.edu)

## **Project FOCUS**

As students progress and enter high school the issue of post-high school options and supports becomes very relevant for families. The need for a post-high school transition program that supports students within postsecondary learning environments is apparent and in need by students and their families. Project FOCUS (Focusing Opportunities with Community and University Support) will meet this growing need and set in motion a model demonstration program for other institutions of higher learning to replicate.

The goal of University of Arizona's College of Education model demonstration grant is to design and implement a nationally-recognized program that promotes the successful transition of a minimum of 50 high school students with intellectual disabilities, ages 18 to 21, into inclusive on-campus classes and associated learning environments. The University of Arizona's College of Education has established a collaborative partnership with Tucson Unified School District, University of Arizona's Disabled Student Resources, Vocational Rehabilitation, Division of Developmental Disabilities, and the Sonoran University Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran UCEDD) to participate in the development of the model and delivery of transition services.

Starting in October 2010 the College of Education will initiate the process too successfully transition high school students with intellectual disabilities into the University of Arizona's Outreach College. In collaboration with Tucson Unified School District's Community Transition Program, high school students, ages 18 to 21, with intellectual disabilities will be provided the necessary supports to participate in credit and noncredit educational opportunities. In addition, students will be provided access to campus services, clubs, sporting events and social opportunities.

To accomplish this goal, Project FOCUS will recruit a minimum of 50 high school students, ages 18 to 21, with intellectual disabilities from Tucson Unified School District to attend the University of Arizona (U of A). Project FOCUS instructional staff, with the assistance of collaborating partners, will provide the students with direct instruction and activities based on the guiding educational framework of universal design. Instructional content and activities will include self-determination and advocacy, community and job related social skills training, person center planning, and enrollment in U of A credit and non-credit courses, career exploration opportunities with placement into competitive employment. The resulting outcomes will be a documented and replicable postsecondary transition model that will increase academic growth, self-reliance, and employment of students with intellectual disabilities.

**PR Award Number:** P407A100045  
**Grantee:** University of Delaware  
**Director's Name:** Laura Eisenman  
**State:** Delaware  
**Year One Funding:** \$426,650  
**Telephone Number:** (302) 831-0532  
**E-mail Address:** [eisenman@udel.edu](mailto:eisenman@udel.edu)

**Career & Life Studies at the University of Delaware: TPSID Model Demonstration Project**

For more than 15 years, the University of Delaware (UD), through its Center for Disabilities Studies, has collaborated with school districts to provide campus- and community-based education services to young adults who have intellectual and developmental disabilities (IDD). School-district and university students alike have benefited from the opportunity to engage each other in academic, work, and social settings. Within the last two years, UD expanded transition related services to include a one-week intensive residential campus experience, an “early start” to supported employment service, and a Jr. Partners in Policymaking program. UD also recently added a model employment service for adults with disabilities. Based on program evaluations, discussions with state and local partners, and inquiries to UD from families of individuals with disabilities, it is the consensus among stakeholders that there is a need in the state for postsecondary education options for individuals with IDD who desire more than a secondary education certificate or diploma, but who have not qualified for traditional postsecondary education programs. UD proposes to fill this gap by establishing a Career & Life Studies Certificate program.

Working in partnership with Delaware State agencies, school districts, other institutions of higher education (IHE), businesses, families, and individuals with IDD, UD will support expansion of postsecondary education options statewide through systems change, replication, and sustainability initiatives. An advisory council representing all major constituents will oversee project implementation and evaluation, which will be undertaken in all three project goal areas and integrated with activities of the national TPSID coordinating center.

**PR Award Number:** P407A100030  
**Grantee:** University of Iowa  
**Director's Name:** Jo Hendrickson  
**State:** Iowa  
**Year One Funding:** \$499,770  
**Telephone Number:** (319) 384-2127  
**E-mail Address:** [jo-hendrickson@uiowa.edu](mailto:jo-hendrickson@uiowa.edu)

## REACH OUT

**REACH OUT** comes as a new initiative of the University of Iowa's (UI) Realizing Educational and Career Hope's (REACH), a two-year certificate program for students with intellectual disabilities (ID). **REACH OUT** will improve and extend internal and external partnerships to support students using a person-centered approach to achieve each student's postsecondary education, career, and independent living goals. Project staff will employ **PIE (provide, improve, extend)** to transform REACH into a truly comprehensive, model transition program for students with ID. We will create, refine, assess, and disseminate curricula, innovative partnership exemplars, assessment tools, instructional protocols, and policy documents to enhance and extend the services and the inclusive opportunities REACH provides. **REACH OUT** will also develop a unique two year Post-Graduation Transition Support structure for students, families, and hometown employers as part of this grant. **REACH OUT** will serve approximately 100, 18-25 year old students with ID. Partnering with the *Center for Research in Undergraduate Education (CRUE)*, **REACH OUT** will develop qualitative and quantitative methodologies for assessment. Together with CRUE, data from the National Survey of Student Engagement and other instruments used to assess under-graduate education across the nation, will be compared to REACH student outcomes resulting in an inclusive data set available nowhere else.

**REACH OUT** goals are divided into two parts: student and program goals. *Student goals* pertain to developing and systematically evaluating, revising, and disseminating a person-centered planning approach to help students with ID excels in seven core areas: (1) independence and daily life skills; (2) vocation and career development; (3) literacy and academic enrichment; (4) communication, social and interpersonal competency; (5) leisure and community life skills; (6) self-advocacy and self determination; and (7) leadership development. *Program goals* pertain to creating a comprehensive, high quality program for students with ID at a major public research university that: (a) is accessible to students with ID from diverse backgrounds; (b) is integrated into the professional/academic lives of faculty, staff, and students; (c) utilizes university and community resources in a sustainable, collaborative manner; (d) meaningfully infuses universal design and technology; and (e) imbeds ongoing formative evaluation and long-term accountability.

**REACH OUT** partners include one local and one out-of-state local education agency (LEA) on behalf of students currently served under IDEA (students with active IEPs), and one area education agency (AEA) serving 32 LEAs. **REACH OUT** will expand contractual arrangements with Vocational Rehabilitation and Access 2 Independence. Many departments--Teaching & Learning, Biology, Counseling, Rehabilitation, & Student Development, Pediatrics, Speech Pathology & Audiology, Health & Human Physiology, and School Psychology--are committed to collaborating with **REACH OUT** so more university students can become engaged with students with ID in their professional training programs. Partnerships with the Iowa Center for Assistive Technology Education and Research, the Center for Research in Undergraduate Education, the Center for Excellence in Development and Disabilities, The Leadership Education in Neurodevelopment and related Disabilities, UI Student Disabilities Services, University Housing, and Student Financial Aid provide the critical resources and expertise needed to achieve all **REACH OUT** goals.

**PR Award Number:** P407A100005  
**Grantee:** University of Kentucky  
**Director's Name:** Beth Harrison  
**State:** Kentucky  
**Year One Funding:** \$424,923  
**Telephone Number:** (859) 257-9000  
**E-mail Address:** [b.harrison@uky.edu](mailto:b.harrison@uky.edu)

### **Supported Higher Education Project**

Regardless of all else, the label of college student is one that is worn with pride. Going to college is a rite of passage for many, an expectation for most, and an avenue of increased economic self sufficiency for all. But if you are a student with an intellectual disability (ID), the labels, expectations, and roles that you wear rarely include that of a college student. That must change. The shifts in society that have led to improved access to community supports and supported employment must now turn to providing equal access to higher education for students with ID, thus creating inclusive communities at the postsecondary level. This is the crux of this project. While subtle improvements at the federal level are acknowledged as students with ID are recognized in the Higher Education Opportunities Act of 2008, more work needs to be done. The time is now to capitalize on these efforts to create a statewide model of Supported Higher Education, with a goal of providing outcomes-based postsecondary opportunities for students with intellectual disabilities. The process has already begun in our state as various entities have individually initiated a myriad of supports and avenues for young adults who wish to attend college.

The Supported Higher Education Project will use what has been learned from these efforts and develop a comprehensive system of support for students throughout the state. The objectives of the project are to: (1) support 150 students with ID in inclusive higher education settings using authentic person-centered planning; (2) train 2000 professionals in secondary and higher education and in disability services to effectively serve a broader audience of learners; (3) implement individualized certificates and meaningful academic recognition that promotes improved educational and employment outcomes; and (4) create viable funding streams to sustain project efforts beyond the project funding. The foci of the project will be the inclusion of young adults with ID in all aspects of college life, integrating academics, socialization, and meaningful work experiences within student centered plans. As true participants in campus life, students with ID will be able to meaningfully engage in the college culture, ranging from living in a dorm to taking part in study groups, rallies, and student clubs. Whenever possible, natural supports through peer mentors and classroom accommodations will be used, changing the college culture to one of inclusiveness where diversity is valued. Independent living skills and self-advocacy will be overtly supported to enrich each student's experience and improve individual achievement. The overarching goal is to build capacity within the state for supporting students with ID to attend college. Over the course of the project, services will shift, evolving from direct students' support to training and technical assistance, generating sustainability by building the knowledge and skills and fostering the collaboration across agencies needed to maintain quality programs. Additionally, viable long-term funding strategies will be developed to avoid overburdening resources that are already stretched thin in many Kentucky colleges and universities. The project will also work with local education agencies to assist in promoting a paradigm of supported education in which postsecondary education is an expectation, and not an exception.

**PR Award Number:** P407A100037  
**Grantee:** University of Rochester  
**Director's Name:** Martha Mock  
**State:** New York  
**Year One Funding:** \$500,000  
**Telephone Number:** (585) 275-2121  
**E-mail Address:** [mmock@warner.rochester.edu](mailto:mmock@warner.rochester.edu)

### **Western New York College Consortium (WNYCC)**

The Institute for Innovative Transition (IIT) at the University of Rochester responds to the **Absolute Priority** by organizing a consortium of four institutions of higher education (IHE)—University of Rochester (UR), Keuka College (KC), Monroe Community College (MCC) and Roberts Wesleyan College (RWC) —which will establish four model demonstration projects to promote the success of students with intellectual disabilities. The initiative responds to the **Invitational Priority** by extending and enhancing existing programs at three of these institutions. Each IHE will partner with a local educational agency (LEA): Monroe 1 Boards of Cooperative Education Services (BOCES), Penn Yan Central School District, Rochester City School District and Monroe 2-Orleans BOCES, respectively.

The model demonstration projects will improve employment outcomes by increasing access to higher education for students with intellectual disabilities; however, each of the four projects will take a unique direction in developing an inclusive and meaningful experience: (1) UR will provide access to noncredit- and credit-bearing college courses and campus activities through the support of graduate and undergraduate student mentors. It will increase employment outcomes by providing inclusive paid and nonpaid internships on the campus. (2) KC will increase access to noncredit- and credit-bearing courses and develop a certification process that aligns with existing degree-seeking certificates in its education department. (3) RWC will provide access to noncredit- and credit-bearing courses and inclusive employment opportunities through paid and nonpaid internships on its campus. RWC will establish a credential as students complete courses and wish to enroll in courses for credit. (4) MCC will provide access to noncredit- and credit-bearing courses and develop a credential process. All four TPSID model demonstration projects will align existing practices on the campus to implement initiatives and ensure sustainability after completion of the grant period. The consortium will *serve a minimum of 50 students ages 18-21 with intellectual disabilities*.

The consortium addresses **Competitive Priority 1** through all four model demonstration TPSID projects by partnering with Vocational and Educational Service for Individuals with Disabilities (VESID, a vocational rehabilitation agency) and the Office for People with Developmental Disabilities (OPWDD). VESID will provide employment supports to students enrolled in a model demonstration TPSID project as resources allow. OPWDD will continue providing supports to students it currently funds and will consider new students as resources allow. The consortium addresses **Competitive Priority 3** through all four projects by involving students from the departments of education, special education, speech language pathology, psychology, art education and human services on every campus. During the five-year grant period, the IIT at UR will provide planning assistance, training, technical assistance, coordination, person-centered planning, data management and project evaluation to the four model demonstration projects.

**PR Award Number:** P407A100036  
**Grantee:** University of South Florida-St. Petersburg  
**Director's Name:** Jordan Knab  
**State:** Florida  
**Year One Funding:** \$421,269  
**Telephone Number:** (727) 502-8168  
**E-mail Address:** [jknab@mail.usf.edu](mailto:jknab@mail.usf.edu)

### **Florida Consortium on Postsecondary Education Transition Programs and Intellectual Disabilities**

The University of South Florida - St. Petersburg (USFSP) is partnering with the University of North Florida (UNF) in Jacksonville, Florida, and Lynn University in Boca Raton, Florida, to form the Florida Consortium on Postsecondary Education Transition Programs and Intellectual Disabilities, hereinafter referred to as the "Consortium." With USFSP as the lead institution, the Consortium is applying for this federal grant to accomplish three major objectives. First, the Consortium will expand the existing transition programs on the three campuses of USFSP, UNF, and Lynn University, as well as fully align them with the criteria established for Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSIDs) by the Office of Postsecondary Education, U.S. Department of Education. Secondly, the Consortium plans to work with nine existing postsecondary transition programs, to align them with the aforementioned criteria. The third major objective is to develop additional postsecondary transition programs for students with intellectual disabilities, across Florida. Within all phases, emphasis will be placed on expansion of agency and business partnerships, and a comprehensive curriculum with inclusive academics leading to a meaningful credential.

To achieve these goals, the Consortium is partnering with the Florida Governor's Commission on Disabilities, the Florida Department of Education's Division of Vocational Rehabilitation, and the Department's Bureau of Exceptional Education and Student Services. The Consortium will also collaborate with other appropriate partners to design and deliver professional development, an annual symposium, strategic program evaluation, and to ensure collaboration with the federal coordinating center.

**PR Award Number:** P407A100006  
**Grantee:** University of Tennessee  
**Director's Name:** Liz Fussell  
**State:** Tennessee  
**Year One Funding:** \$321,683  
**Telephone Number:** (865) 974-1000  
**E-mail Address:** [lizfuss@utk.edu](mailto:lizfuss@utk.edu)

### **A Vocational Certificate Program for Students with Intellectual Disabilities and Autism**

The University of Tennessee's Center on Disability and Employment; Special Education and Counselor Education Programs; the Korn Learning, Assessment, and Social Skills (KLASS) Center; in partnership with Knox County Schools and Tennessee School for the Deaf; and in collaboration with the Divisions of Special Education and Rehabilitation Services, proposes the program as an inclusive model comprehensive transition and postsecondary education opportunity for students with intellectual disabilities and autism. Post-school services for individuals with disabilities in Tennessee are limited. Over 6,000 individuals with disabilities are on the waiting list for services from the Division of Intellectual Disabilities Services (DIDS). Educators are not equipped to provide career guidance, job development, and on-going supports in the community.

**Project Goals:** The program will be achieved through six goals: (1) create a postsecondary education program for students with intellectual disabilities and autism at the University of Tennessee; (2) build university and community capacity in postsecondary efforts through partnerships, joint activities, workshops, and materials; (3) create a vocational certificate recognized by businesses to graduates to gain increased employment opportunities; (4) create seamless transition services through training and technical assistance with Tennessee educators and families; (5) conduct continuous evaluation and quality improvement of program services; and (6) establish program sustainability through continued cooperative efforts with university administration, expand services of the KLASS Center, determine a system to use IDEA funds for transition and postsecondary services, external funding, and/or philanthropic donations.

**Project Activities:** The program curriculum is comprised of eight components: (1) university courses; (2) basic academics; (3) independent living skills; (4) vocational instruction; (5) career development services; (6) socialization skills; (7) internships; and (8) vocational skills training. Additional services include: person-centered planning; circles of support; tutoring; student support; recreation and leisure; parent/faculty workshops; connections to community services; and job placement. Students will select university courses that will enhance their vocational goals and expand their social skills and networks through campus interactions with the university student body through service-learning and peer mentoring activities as university and community capacity for inclusive activities is expanded.

**Number of Students Served:** The University of Tennessee program expects to provide services to 80 students over the course of the five-year project: Year 1 (eight students); Year 2 (12 students); Year 3 (16 students); Year 4 (20 students); and Year 5 (24 students).

**PR Award Number:** P407A100016  
**Grantee:** University of Vermont and State Agricultural College  
**Director's Name:** Bryan Dague  
**State:** Vermont  
**Year One Funding:** \$309,270  
**Telephone Number:** (802) 656-3480  
**E-mail Address:** [bryan.dague@uvm.edu](mailto:bryan.dague@uvm.edu)

### **Project Inclusive Post Secondary Education**

*Project Inclusive Post Secondary Education (PIPSE)* will create high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities at the University of Vermont (UVM) and Johnson State College (JSC) in Vermont. The proposed program will be a consortium of institutions of higher education providing: (1) recruitment of students with intellectual disabilities ages 18-26 including dual enrolled students; (2) utilize a person-centered planning approach to identify the academic, social, living and employment needs of students with intellectual disabilities; (3) support students through peer mentors, developmental disabilities service agency specialists (DDAS), undergraduate and graduate academic peer coaches (e.g., special education and social work students), employment coaches (provided by the Division of Vocational Rehabilitation, DDAS, , and the Howard Center) (4) provide university support through the Institutions of Higher Education (IHE) offices of ACCESS and Disability Services; (5) support academic faculty at UVM and JSC through the Universal Design for Learning (UDL) design team to create curriculum that is inclusive and supportive of individuals with intellectual disabilities (ID); (6) two years of increasing employment experiences in IHE and community settings leading to paid employment; (7) an option for international study and research participatory action research sharing for students with ID with students in Ireland; (8) opportunity for dual enrolled students through collaborations with two local education agencies (South Chittenden, LaMoille); (9) advocacy training and experience through Green Mountain Self Advocates (GMSA); and (10) provide increasing levels of independent living experiences through collaboration with IHE residential life and the Howard Developmental Disabilities Center.

The overall goal of this five-year project is to provide individual support and services for the academic, physical, and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program including internships leading to gainful employment based upon the principles of inclusion, universal design, and collaborative consultation. Project objectives include: (1) to develop a certificate program on two IHE in Vermont; (2) to identify financial resources for students; (3) to recruit, enroll, retain and transition students to gainful employment; (4) to provide UDL collaborative consultation for IHE faculty; and (5) to develop capacity throughout the IHE system in Vermont. Project collaborators include: (1) families and the Vermont Family Network; (2) Johnson State College; (3) two Vermont local education agencies; (4) Howard Center and LaMoille Center Development Disabilities Agencies; (5) Trinity College Dublin (PSE Program); (6) Vermont Division of Vocational Rehabilitation and Developmental Disabilities Agency; and (7) UVM (ACCESS, Disability Support, Residential Life, UDL, Center on Disability and Community Inclusion, and the College of Education and Social Services).

The project is expected to: (1) graduate up to **16 individuals with intellectual disabilities across UVM and JSC by 2015**; (2) provide a certificate in professional studies awarded by UVM and JSC that includes academic coursework for students with ID with non-disabled peers; and (3) support independent living and paid employment for up to 16 students.

PR Award Number: P407A100033  
Grantee: Virginia Commonwealth University  
Director's Name: Elizabeth Getzel  
State: Virginia  
Year One Funding: \$398,149  
Telephone Number: (804) 827-0748  
E-mail Address: [lgetzel@vcu.edu](mailto:lgetzel@vcu.edu)

### **Academic & Career Exploration: Individualized Techniques (ACE-IT!)**

Virginia Commonwealth University (VCU) proposes to provide an inclusive, on-campus, transition and postsecondary program for young adults with intellectual disabilities (ID). Implementation of this program will be accomplished through the leadership and collaboration of the Vice President of Student Affairs, Vice President of Academic Affairs, the Center for Teaching Excellence, the Rehabilitation Research & Training Center, and the Partnership for People with Disabilities. The proposed goals of the project are: (a) develop and implement a college transition and postsecondary program (ACE-IT!) at VCU for young adults with ID between the ages of 18 to 26; (b) adapt the VCU on-campus program at two community colleges; and (c) develop and implement training materials (including curriculum) and information for local education agencies, adult service agencies, young adults with ID and their families to not only prepare young adults with ID for college, but also to assist localities around the state in developing and implementing inclusive postsecondary opportunities.

VCU has strong ties with local education agencies, adult service agencies, and advocacy organizations. The development and implementation of VCU's transition and postsecondary program is the next step in a statewide strategic planning effort that VCU is facilitating with representatives from higher education agencies, university and college faculty and staff, adult service agencies, local education agencies, young adults with disabilities, family members, and advocacy organizations. This group has met over the past eight months to develop a five-year strategic plan for individualized, inclusive and authentic postsecondary opportunities across Virginia. The focus of the group is the development and implementation of the inclusive individual support model which is currently not available in any Virginia higher education institution (two- or four- year). This proposal will address the development and implementation of this model at VCU and will adapt the model in two community college sites. This strategic planning group will serve as the project's advisory committee.

The outcomes of the ACE-IT program are an established credential program and competitive employment process for college students with ID through the use of college academic and career supports. This will be achieved through a 30-month, on-campus program that will focus on college students with ID building a series of academic learning experiences for credit or non- credit selected from the VCU course catalog. It is anticipated that the program will be designed to serve up to 35 students with ID over the course of the model demonstration. Approximately 20 will be served at VCU and 15 at the community college sites.

PR Award Number: P407A100004  
Grantee: Western Carolina University  
Director's Name: David Westling  
State: North Carolina  
Year One Funding: \$500,000  
Telephone Number: (828) 227-7211  
E-mail Address: [westling@email.wcu.edu](mailto:westling@email.wcu.edu)

**Western Carolina University's University Participant Program: An Inclusive Model Post-Secondary Education Program for Individuals with Intellectual Disabilities**

The purpose of the proposed project is to expand and improve the Western Carolina University University Participant (UP) program. The WCU UP program was developed in 2007 as a pilot program to provide a two-year, full-time, inclusive, on-campus living and learning experience for persons with moderate intellectual disabilities between the ages of 18 and 22. Participants' learning activities are developed through an individual, person-centered planning process that leads to the development of their Individual Plan for College Participation (IPCP). The IPCP focuses on five areas: personal development skills; community participation skills; vocational preparation skills; social participation and learning; and elective course auditing. At the completion of the two-year period, based on successful program completion, participants are awarded UP Certificate Accomplishment by the WCU Office of Educational Outreach.

The primary goal of the program is to facilitate the transition of participants from secondary school to an adult life characterized by a high degree of self-determination, paid employment, independent living, and an overall high quality of life. UP participants live in WCU residential halls distributed throughout university under the same university policies that apply to all WCU students.

Their on-campus life is fully integrated, and there are no separate facilities, settings, or classes for UP participants. WCU students are recruited to provide paid and unpaid natural supports in order to facilitate participants living in dorms, attending classes, engaging in social and recreational activities, becoming involved in student organizations, and developing natural friendships and relationships. The UP program cooperates with public schools and community agencies that often provide support to participants while they are living on campus. Since the program's initiation, two young men have completed the program. In the coming year (2010-2011), four new participants will enter the program, two women and two men.

###