The Florida Consortium on Postsecondary Education and Intellectual Disabilities

Supporting Students with Intellectual Disabilities: Building Inclusive, Sustainable Postsecondary Programs

AHEAD July 8-12, 2013
Florida Consortium on Postsecondary Education and Intellectual Disabilities

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Presentation Objectives

- To describe Florida’s strategic, statewide approach to developing postsecondary programs for students with intellectual disabilities
- To share concepts of sustainability and how we can strengthen a program
- To share strategies, materials, and resources developed by the Florida Consortium
  - STING RAY Curriculum
  - STAR Person-Centered Planning Model
  - The Universal Design for Learning Online Module
Florida Consortium on Postsecondary Education and Intellectual Disabilities
Existing Programs

Florida International University
Florida Keys Community College
Florida State College at Jacksonville
Indian River State College
Lynn University
Miami-Dade College
Pensacola State College
Polk State College
Tallahassee Community College
University of North Florida
University of South Florida (Tampa)
University of South Florida St. Petersburg
Warner University
Consortium Objectives

OBJECTIVE 1
Expand existing transition programs at 3 campuses & fully align with criteria established for Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

OBJECTIVE 2
Work with 9 existing postsecondary transition programs to align them with the Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

OBJECTIVE 3
Develop additional postsecondary transition programs for students with intellectual disabilities across Florida
Emphasis on expansion of agency & business partnerships & a comprehensive curriculum with inclusive academics leading to a meaningful credential.
Best Practices

- COLLABORATION
- BRAIDING RESOURCES
- COORDINATION/MOU
- HIGH EXPECTATIONS for ALL STUDENTS
- INCLUSIVE SETTINGS
- CHOICE/PERSON CENTERED PLANNING
- EMPLOYMENT OUTCOMES

Hart and Weir, 2010
Strategies

• Annual Hartwick Symposium of Stakeholders
• Technical Assistance and Training
  • Communication/Website
  • Relevant Products
• Mini-grants for site development
Mini Grants

- Florida International University
  Panther LIFE
- Florida State College of Jacksonville
  Project ACHIEVE
- Tallahassee Community College
  EAGLE Connections
3rd Annual Hartwick Symposium

Experience the thrill of Postsecondary Education

- MONSTER BASH!
- National experts and guest speakers!
- Sessions for students, mentors, parents, and educators!
- Planning for the future!
- Building strong mentoring programs!
- Collaborating with agencies!
- Choosing and using specialized resources!

October 31 - November 2, 2012
Visit our website at www.fltpsdi.info
Vocational Rehabilitation (VR)

DVR Memo re TPSID Roles

This joint memo from Bill Palmer, Director of the Division of Vocational Rehabilitation (DVR), and Bambi Lockman, Chief of the Bureau of Exceptional Student Education (BEESS), clarifies the roles and responsibilities of DVR and BEESS in implementing Florida's TPSIDs.

RSA Letter re TPSID

This letter from Lynnae Rutledge, Commissioner of the Rehabilitation Services Administration, U.S. Department of Education, provides additional guidance on the provision of Vocational Rehabilitation services to students in TPSID programs.

PSE-TPSID Liaisons Chart

VR - Checklist for Students
http://www.fltpsisd.info/files/ChecklistL.pdf
Sustainability

Solid Program Plan
Agency Support
Employer Support
Mentoring
Faculty and Staff Support
Internships

Funding
Administration Support
Curriculum

Resources
Training
Visit www.fltpsid.info for Scholarship and Financial Aid
Title IV Federal Funding

• Postsecondary transition sites may now work towards becoming a Comprehensive Transition Program (CTP) to qualify for Federal Financial Aid (i.e., Pell Grants, Work-Study, Federal Financial Aid) via the Title IV Student Aid Program.
Title IV

Comprehensive Transition & Postsecondary Programs & Title IV Federal Student Aid Eligibility

http://www.learncircles.org/CTP_Programs_Webinar.pdf

Ian Foss, US Dept of Education, Federal Student Aid, Policy Liaison & Implementation
Presented at Hartwick Symposium October 2012

How to Become a Comprehensive Transition and Postsecondary (CTP) Program
http://www.thinkcollege.net/topics/becoming-a-comprehensive-transition-program

This page of resources is provided by Think College to assist developing postsecondary programs with the process of becoming a Comprehensive Transition Program.

FAFSA

Title IV

Career/Employment

Community Engagement

Curriculum

Earning a Florida Credential

Financial Aid

Independent Living

Mentoring

Postsecondary Faculty

Preparing for College

Program Partners

Program Planning, Implementations & Evaluation

Technology
The STING RAY curriculum is individualized, person-centered, and adaptive, based on the student’s individual needs, strengths, and interests, while providing instruction in the following areas:

**Five Domain Clusters:**

I. Career Development and Employment

II. Academic Enrichment

III. Campus and Community Engagement

IV. Self-Determination

V. Independent Living
STING RAY Program Curriculum

Five Domain Clusters:
• Career Development and Employment
• Academic Enrichment
• Campus and Community Engagement
• Self-Determination
• Independent Living

Ten Domains:
Domain 1: Employment, Internship, and Related Employment Activities
Domain 2: Academics and Technology
Domain 3: Socialization, Relationships, and Self-Esteem
Domain 4: Community Living
Domain 5: Self-Determination
Domain 6: Health and Safety
Domain 7: Personal Care and Hygiene
Domain 8: Home Living
Domain 9: Travel and Mobility
Domain 10: Financial Planning and Money Management

115 + Specific Competencies within the Ten Domains
## Domain Cluster: Career Development & Employment

### Domain 1: Employment, Internship, and Related Employment Activities

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Apply planning processes in establishing and revising personal and career goals.</td>
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<tr>
<td>1.2</td>
<td>Evaluate own knowledge and skills needed to meet specific job requirements.</td>
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<tr>
<td>1.3</td>
<td>Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).</td>
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<tr>
<td>1.4</td>
<td>Fulfill job responsibilities and use social competencies for successful employment.</td>
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<tr>
<td>1.5</td>
<td>Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.</td>
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<tr>
<td>1.6</td>
<td>Apply skills of self-advocacy and self-determination in the community and the workplace.</td>
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<tr>
<td>1.7</td>
<td>Use appropriate decision-making and problem-solving processes in a workplace setting.</td>
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<td>1.8</td>
<td>Use appropriate personal care skills to meet demands of a workplace setting.</td>
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<tr>
<td>1.9</td>
<td>Meet health and safety requirements in a workplace setting.</td>
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<tr>
<td>1.10</td>
<td>Exercise rights and responsibilities of employment, including compliance with labor laws.</td>
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<td>1.11</td>
<td>Use public and private transportation to move about the community, as appropriate.</td>
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<tr>
<td>1.12</td>
<td>Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.</td>
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<tr>
<td>1.13</td>
<td>Identify current interests, skills, and abilities as part of the employment planning process.</td>
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<tr>
<td>1.14</td>
<td>Participate in job selection.</td>
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<td>1.15</td>
<td>Maintain employment for an acceptable duration by performing appropriate job duties.</td>
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<tr>
<td>1.16</td>
<td>Identify and use equipment and supplies appropriately and correctly.</td>
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<td>1.17</td>
<td>Demonstrate specific work-related skills.</td>
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<td>1.18</td>
<td>Demonstrate workplace-specific social skills.</td>
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<td>1.19</td>
<td>Demonstrate understanding of the role of technology in the workplace.</td>
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<td>1.20</td>
<td>Demonstrate understanding of job responsibilities and social competencies necessary for successful employment in technology or related fields.</td>
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<td>1.21</td>
<td>Evaluate and review own interests and abilities related to career and postsecondary educational opportunities.</td>
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<td>1.22</td>
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### Sample of Chart Used to Track Clock Hours for One Semester

**Student __________ STING RAY Program Student Competency Progress Semester __Spring 2012**

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<tr>
<th>Domain</th>
<th>Activity</th>
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<td>5. Self-Determination</td>
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<td>10. Financial Planning &amp; Money Management</td>
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Students Transitioning to Adult Roles
Person Centered Planning Model

Developed by
Mickie Hayes, M. Ed.
Director, Florida Consortium on Postsecondary Education and Intellectual Disabilities
and
Mike Muldoon, M.Ed
Facilitator, Florida Inclusion Network, West Region
Curriculum (COS)  

- Career Development and Employment  
- Academic Enrichment  
- Campus and Community Engagement  
- Self-Determination  
- Independent Living

Person-Centered Planning STAR

- Career Development and Employment  
- Academic Enrichment  
- Campus and Community Engagement  
- Self-Determination  
- Independent Living
Using the PCP STAR Model

1. List of individual’s personal qualities
2. Future plans (5-10 years)
3. Current status in the 5 Domain Clusters
4. List of Action Plan goals/objectives/ person responsible
UDL Project Director
- Mickie Hayes, Director of the Florida Consortium on Postsecondary Education & Intellectual Disabilities

UDL Project Content Expert/Writer
- Mary Ann Gorman, UDL expert and module writer, doctoral student in Special Education and Disability Studies and research assistant at The Center for Applied Developmental Science and Neuroeducation at The George Washington University in Washington, DC

UDL Project Designer
- Lezlie Cline, Manager of exceptional student education projects at the Florida Center for Interactive Media, Florida State University, and her team of developers
Welcome to the Postsecondary Education and Universal Design for Learning module. As student populations grow in diversity, Universal Design for Learning (UDL) has gained recognition and prominence as a practical, effective framework to reach a wide range of learners.

The UDL module is comprised of six sections, this Overview and five sections described below. The entire module takes approximately two hours to review.

**Network-Based Goals**

Introduction to UDL provides the history of UDL, its relevance to what we know about variability in learning, and the principles that comprise the UDL framework. Four sections addressing the interrelated components of the UDL curriculum follow the introduction.

Network-Based Goals provides guidance on how to structure a learning activity such as a lecture, presentation, laboratory experiment, or an assessment by identifying its true purpose and how to effectively communicate goals to students.

Methods presents flexible strategies to support student learning.

Materials guides you in the selection of flexible media and materials that support a variety of pathways to meet specific learning expectations.

Assessing Students offers considerations for designing assessments that accurately measure student knowledge, skills and engagement by maintaining construct relevance and reducing irrelevant or distracting elements that interfere with the assessment's validity.

Some of the material presented in this module has been adapted from K-12 curriculum for application in postsecondary environments. Any references to tools and resources conventionally regarded as K-12 materials are intentionally
Resources

- www.arcjacksonville.org
- www.fltpsid.info
- www.thinkcollege.net
- www.dms.myflorida.com/gcd
- www.project10.info
- www.transitiontocollege.net/percinfo.html
- www.ndss.org
Questions?
Comments?
Ideas?

Thank you for your attendance!!