

College and Beyond: Options for Students with Intellectual Disabilities - Transcript

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Lynda Leach, Facilitator: I'm Lynda Leach here at the University of Illinois and I want to welcome everyone to the RSA Region V CRP-RCEP teleconference. It is my pleasure to welcome Amy Dwyre who is a senior associate for TransCen, Inc., Rockville, MD. She will be talking today about *College and Beyond: Options for Students with Intellectual Disabilities*.

Amy Dwyre: Okay, thank you so much. Welcome everyone. I am going to talk today about *Options for Students with Intellectual Disabilities Past the High School*. My experience with this has been that I have actually run a program for five years in the Baltimore City Public School System. I had students ages 18-21 on three different college campuses in the Baltimore area including John Hopkins University. I faded out like a good job coach and those programs are still running. I am currently working with a colleague at TransCen. We have a federal grant to study the program I am going to talk about today. It is a small research grant to see how effective these programs have been. I have numbered my PowerPoints for those of you who have them and I will keep mentioning numbers so that we can try to stay on track.

Slide number one has my contact information if in the future you have any questions please, go ahead and e-mail me. Starting with slide number two I am going to talk about the growing trend of these types of programs where students actually are not in high school anymore but are out in the community or in the college setting. This information is about a year old so there might be some significant changes but it gives you an idea of how pervasive they are becoming. At the transitioncoalition.org Web site they have tracked 112 community-based programs for special education students aged 18-21 and 58 of those are actually in postsecondary institutions, a college, either a four-year college or a community college.

Another resource – thinkcollege.net. Here they list 90 current programs in 28 different states. Honestly about five, six, or seven years ago there might have been two dozen of these. So they really are taking off. The population we are working with is dually enrolled. It is usually for students ages 18-21 who are eligible for special education and related services. So they still are receiving special education services in their local school system, but are also able to take college courses. These students have not exited the school system. They are still in the school system receiving their services until 21, but they are not physically located in the high school setting. I think a lot of local school systems have realized that what was happening was students were just staying in high school and repeating the same curriculum until they were 21 and ready to leave. This is usually not effective. The students were ending up dropping out more often because they were 20 and 21 years old and still in high school with 14 year olds. So that is how this program type initially developed.

There are currently several models of these dual-enrollment programs. The first one is called mixed or hybrid and this is the program I am going to talk most about because it is the most prevalent and the one in which I have experience. The sites that I started in Baltimore City were all mixed or hybrid and the ones that we are researching in Connecticut and Maryland on my current grant are also mixed or hybrids.

Substantially separate indicates the program where they take a classroom of students from a high school and physically move them to a community or a college setting, but they don't really access that new setting. So it is just moving the classroom from one setting to the next. These are actually dwindling because they are not very cost effective. There are no new outcomes necessarily and they are realizing that they are not receiving any services different from what they were receiving in the high school. Those are dwindling a bit.

Individual support – this is a model that is currently being studied at U-Mass Boston. They got a grant the same time that TransCen did where they are looking at programs out in the community for people who state they want to do something out in the community – take college courses, join a gym, get a job, whatever their plan is. All the supports are built around that one person. This is ideal in terms of individualization and also very costly and very staff intensive. They are on the increase as well. It just takes a lot of planning and leveraging of funds but we are researching more of the mixed hybrid programs and U-Mass is researching the individual supports. We are going to try to share some data so we can do some comparisons across the different kinds of models as well.

Slide five – a little bit about a mixed program. This is the most frequent model implemented by a school system. It serves students at either community colleges, four-year universities, or out in community settings such as in a business center or in a mall. Students enroll in college classes. They participate in campus activities and they are employed out in the community. There is also a separate classroom or office space. A lot of times, depending on your location, I have had teachers who have literally had their file cabinet and a bunch of things on wheels and they moved around from day-to-day. This separate classroom was different everyday or they would meet in the student center or in a conference at some point. It doesn't necessarily need to be dedicated space. You can still make it work and provide individual instruction.

On slide six there are more points to mixed programs. There should be formal agreements between a postsecondary institution and the local school system. We are going to talk about the importance of planning and I definitely learned the hard way. The first time I was starting one of these programs we slipped under the radar. Then what you do is you spend your time trying to stay under the radar hoping certain people don't find out you are there. You are trying to keep quiet because you are afraid you might get kicked off the campus. That can work for awhile but there is always that fear each year that the wrong person is going to find out and not approve and kick you off. If you have a formal agreement that can't happen. Everyone knows up front you are going to be there, what your goals are, and then you also have a direct contact person. If you are having any issues or if you need more access to something on the college campus you have a contact person. This is written down in the agreement. If the guards change and there is a new president you are already a part of one of their programs. I think it is really important to get a formal agreement that states you are now going to be on this college campus and will have access to the campus.

You need to collaborate with adult state and local agencies as with everything that we do in transition. It tends to serve eight to twelve students max. I have seen a few programs that serve up to 25 but the higher you get on numbers the less individualization you can do and they didn't have as many of the students actually out working because they couldn't provide enough support. We have always recommended that smaller numbers are better. The services end in these programs when the student leaves the local school system. That is why it is like an 18-21 program. It is just for students while they are still enrolled in their local school system. For the most part the local school system coordinates and funds all the services so they are the coordinating agency of a program such as this. It doesn't mean it can't take funding and supports from other people but they are usually coordinated from the local school system.

Slide seven shows the different spread of activities the students are participating in across the existing program. What is really nice is up to 63% of the students actually attend college activities after hours. So they are really becoming a part of campus activities. Thirty-six per cent were taking non-credit college courses. Only two per cent were taking credit college courses. Those numbers I know are changing. There is definitely an increase in students actually auditing courses and there is a definite increase in students taking courses for credit. I think people didn't have those expectations for students when we started these programs. We are realizing that some students certainly could take these for credit or they can audit two times and then the third time if they feel ready take it for credit. That is also an option. The last column is employment training – 87% and that is increasing as well. We are going to talk in detail about how employment impacts these college-based programs.

Slide number eight – issues. When I am talking about issues, please understand that I have experienced all these issues and probably many more. What brings down any program that you are starting is not having enough of the right people up front buying in and supporting you. Little outcome data – First of all there is little outcome data existing right now because programs are relatively new. When a program like this starts it is very work intensive to get a program like this going. People tend to not even think about collecting data or doing any sort of evaluation. That will come later. If you don't build evaluation in up front, chances are it won't come later so then you are running this great program but you have not data to prove it.

Lack of other options or programs for students – Sometimes in a school system if you start a program such as this it might be the only option other than staying in high school. What happens is everybody wants to be a part of it. People don't understand it is not for everyone. Not everyone benefits from this kind of program. You need to be clear up front what type of population you are trying to serve. When there are no other options you suddenly become the big option and that can be a problem as well.

Lack of support in college and employment sites – You have to keep in mind that you are dealing with the bureaucracy of your school system. Now you are also dealing with the college bureaucracy and an employment bureaucracy. There are a lot of things to juggle and a lot of times you feel there is not enough support. It is hard because you need to be clear up front with all your different audiences of your needs and what you are also offering them. So, we tend to forget when we enter into a new relationship that you need to negotiate a lot of stuff and you need to offer them benefits as well.

Low expectations – A lot of times we think “oh great” they can be on the campus but they are not going to really be able to do anything because they are not really college students. You need to let that go and access as much as you can and see if a student can actually take a course for credit. I think it was assumed early on that that would never be an option and slowly people are realizing, “Well, why not?” We have to really start raising our expectations for this population of students.

Connecting experiences to real outcomes – Employment is very important because certainly a real outcome of transition is employment. Another example is if students want to take courses, the program staff will say, “Well all right, we will make special arrangements for all of our students to take a course.” Then they take the course. It is a great experience. Great. Then they leave the program. They have no idea how they took that course. They didn't know how to register. They didn't go through the registrar's office. They didn't go through the process or learn the process so if they would like to take a class, whether it is first aid or ceramics or child development in the future, they don't know how to do it. We didn't give them the experience of registering. We have to keep in mind that what we are teaching is something that they will then use out in the real world.

On slide number nine – What are some of the overall goals of these programs? Certainly increased independence in a number of areas. We hope paid employment. I will talk a little bit specifically about how employment affects these programs. Other goals include participation in postsecondary education – auditing, taking a course, or taking part in campus activities, just being active participants, increasing mobility, getting around the community, not just getting around the campus but out in the community, engaging adult services again so that the transition to adult services and post-high school is smooth, and improving social and communication skills. These programs have great opportunities on college campuses because they are with peers. Again we have to make sure that there is still some formal training for that. Just giving them the opportunity doesn't necessarily mean that they will jump on it. There needs to be some formal training in that area. The same with self-determination skills. There is great opportunity for teaching self-determination. We need to jump on that in these kinds of programs. Also, developing friendships and recreation interests with their peers is another goal. These are usually the main goals of these college-based programs.

Slide number ten – Who funds these? This is always an issue. Most of them are funded by their local school systems using special education money per pupil dollars. There have been some very creative

ways that school systems have come up with the money. There are state or federal grants. That was how I got mine started in the Baltimore City Public School System and now they pay for it themselves. Certainly there are private foundations. The department of rehabilitation might pitch in, and in-kind payment as well. We have some space and access, office services and phones and computers and all that stuff at all three of our college sites in Baltimore and don't get charged for any of it. That is a lot of in-kind money. Then SSI funds. If students are taking classes at a community college and receives SSI their tuition can be waived. There is usually a form in the registrar's office or the student support services office that a student can pick up, go to their SSA office and just get a stamp that says officially "yes" this person receives SSI. They turn that in when they register for a class and all they have to pay are activity fees and there are small fees so usually it is like twenty or twenty-five dollars. Then of course if there are any books or materials they will have to pay for those as well. But tuition is always the big one – a couple hundred dollars and it is waived. This is a good way to access college courses if you are using a community college.

Slide number eleven – Who collaborates to support these options? Again this is a list of all your potential partners and they are pretty obvious – your local school system, your college, and the community sites. If you are not going to be in a college you are going to be in the community. Your businesses, your employers, certainly your parents. You want strong family support because you really are pushing independence and students are going to be doing some things that they have not had the opportunity to do in high school. You want to make sure your parents are on board for that. Your rehabilitation personnel, department of labor, your DD or mental retardation, mental hygiene personnel and any of your adult service providers should be aware of your program and be on board.

Slide number 12 – planning. This is where a lot of programs fall short. They get excited about doing this. They go immediately to their closest college or community site and then they start. Every site is going to look different. You don't want to waste too much time visiting too many sites because they will all look different. But you want to get an idea of different locations and how to handle it with the school system.

Creating an advisory committee – This is really important. On slide thirteen there is a list of potential people who you would want on your planning or your advisory committee. These are all pretty obvious from your teachers and principals to related services personnel. You are going to have to figure out things such as where are they going to receive those services? Are they going to have to go back to their high school or can related services personnel come to the college campuses and have them receive their services on those college campuses? Those kind of logistics need to be worked out from the beginning.

Slide fourteen – Determine student population. This is really important because you need to clearly define who you are going to serve without necessarily using "the word" criteria because that can cause some legal issues. I know at least in my program and I have heard it in many others that if you start a program like this it can suddenly become the dumping ground. So instead of referring students to you because they think they would benefit greatly from the services you are providing, they refer them to you because they are sick of working with this family over these last couple of years and they can refer them to someone else. You become a dumping ground. You need to be very clear up front who it is you want to serve, what skills you want these students to have, what kind of support needs they can have that you are able to support, any previous employment experience, age, etc. Some programs are just 19-21.

They just want them in their last two years. Some are right when they exit high school at 18. It just depends on each site.

Programs attended – Sometimes these are set up as direct feeder programs from a work study or certain type of community-based instruction program that was at the high school. It is the next step in a series of programs. That is often the case. If there are no programs then that can't be the case. It all depends on what currently exists. Then, of course – outcomes desired. If employment is a big outcome then that needs to be made clear up front so students who want to work, who can work, who have had some work experience. So, really be clear on who is it you are going to serve in this program.

Slide number fifteen – needs assessment. You need to really sit down with your planning committee and figure out what kind of program you need to develop. You identify your potential students and their sending schools and figure out what they are lacking in services, what they need in services, what they want in services, and review their current services. Sometimes school systems review what is current and realize that they wouldn't be getting that much more if they moved to a college site. They just need to expand their existing high school-based site rather than start a completely new program. That can happen. Identify your community college partnerships. Most high schools have tons of partnerships with colleges and community sites. If you already have some of those you can run with those. It is easier to expand on a partnership than develop one completely from scratch. Through all of this you are going to determine if you even need a program. You are going to determine the best environment. There might be a community college right down the street that everyone assumes is the best environment, but when you really research it you find out they don't have a lot of access, or the courses that your students can take are mainly at night. There could be a bunch of things that preclude it from being the best option. You need to do your research without just assuming, "That will be great. There is a community college just right down the street." Really do your research. Then determine timelines and who is going to do what from the "get-go."

Slide number sixteen – Things to consider when you are looking at current services to try to figure if you even need a new program. Who are you trying to serve? How will those services be different from what students are currently receiving? I have seen a lot of good community-based programs and employment programs in high schools where students come to the high school in the morning and then are gone all day. They do everything out in the community. They get their jobs. The only thing they don't do is audit a college course but the high school is very close to the community college. They could just ride the bus over there and take a college course. They don't need to actually open up a new program at the college. If the services aren't going to be any different than what is currently existing there is no need to open up a new program. It is certainly figuring out what setting is best equipped to meet the student's needs, whether it is that community college or whether it is an office space at the mall. What contacts and resources are already in place? Again it is easier to piggy back on an existing partnership than to have to develop one completely from scratch.

Slide number 17 – Review all your current partnerships with businesses, adult services, rehabilitation, developmental disabilities, and of course colleges. There are lots of partnerships that high schools have with colleges, whether they are for their gifted and talented programs to take extender classes or for drop-out prevention programs. There are usually a lot of relationships with community colleges. Then

determine if a formal agreement already exists. You can be an addendum to an existing agreement or you can create your own formal agreement.

Outcomes of your needs assessment – slide number eighteen. You can examine and clarify student service needs and identify current needed partnerships. These are all really important for getting started. Identify changes that do not require development in a new program. As I stated before maybe it is just adding a component to an existing program. Then determine your initial program goals. Very rarely have we gone into work with a program where they had goals. It seems pretty basic but it is also something you don't think of writing down. As questions arise you want to be able to refer to these goals. Have those up front.

Slide number nineteen – Determining a location. Where are you going to have this new community-based program? Go with the contacts you have. Go with what is available. The most cost effective. The most accessible – accessible within the campus and accessible for students to get to and for teachers to get to. What community resources can you use? One location does not preclude the use of other locations. For instance, we have a program on John Hopkins University. They do not take classes at John Hopkins University. Truly there are rocket scientists and brain surgeons going to John Hopkins University. I struggled through a class there. It just doesn't make sense. There are not a lot of opportunities but they still access the entire college campus, the student center and take part in the noon activities and the sports. Then they get on a bus and they go to the community college to take their courses. They are using more than one location.

Slide number twenty – looking at pros and cons of different sites. For example, a community site in a mall or in a business center. The pros to that is that it is a very natural setting for students who are not going to college. Where do young people go right after high school who are not in college? This is a very natural place to go. In fact I have seen some programs that actually are housed in an apartment in the community. They start out there. They have to pay their rent and electricity. They go to their jobs from there. They go to community-based instruction from the apartment. That really is the most natural setting and that is simulating real life. There is access to employment in community-based instruction sites. It gets you right out in the community especially if the program is out in a mall. They are just surrounded by employment opportunities. It makes it really natural and easy for them to access those. It doesn't omit the possible college connections. As I said they can get on a bus and they can go to the community college and take a course. They don't have to be housed there to access it.

Some of the cons of being out in the community – Sometimes there is a lack of access to the same-age peers if you are in a business center. For instance there are a lot of business people and there may not be a lot of 18-21 year olds. You need to make sure you go into the community that reflects their same age peers. That takes some planning – the next bullet. It leads to segregated experiences if not planned well. That is where a lot of those substantially segregated or separate programs end up – not planning well and getting stuck where they are – in a room in a business center. They are not really getting community-based instruction. Then, need for transportation – depending on where you are it might be a difficult location to access. This can bring a whole program down if there are really bad transportation issues.

The next slide, slide twenty-one – Pros and cons of a community college. The pros – open door policy. They represent anyone in the community. Working parents – all sorts of nontraditional students can come to the community college. It is usually close. The proximity of the community college – usually based right in the heart of a community and on a couple different bus lines. That is usually why they are the “community college.” A lot of times fellow graduates are their peers. It is the greatest thing to see people who they went to high school with, who got their diploma and graduated, and now are coming to the community college. They run into them in the hall. It is the greatest thing for self-esteem and it is good for those other students to say, “Oh, he is from special education. What is he doing here? He is here at college.” That is a really natural progression too. And lower cost – as I said the tuition can be waived. Things are just usually really affordable. Some of the cons – there is a transient student population – lots of people who are working or they just come at night. They come to the campus for their class and they leave. This is one of the reasons the community college was started. It was for that type of students. As a result there is limited access to potential peer support. People are coming and going. Space can be very limited because a lot of community entities are also accessing community colleges. There are some attitudinal barriers as well. Those are some of the cons.

I don't have a slide on here for pros and cons of four-year colleges and I apologize for that. I don't know how I didn't slip it in there, but some of the pros of being at a four-year campus is it is a really tight community. The students live there so there are all sorts of activities going on that 18-21 year olds like to do. The opportunity for that kind of thing is great. It is not a transient population so you have access to students who might want to come and be mentors or work with your students. There are “best buddies” programs often on the four-year campuses. A lot of students have service hours with sororities and fraternities – they come and spend some time in the classroom or pair up with a student. There are lots of benefits from students who really work with our young people. Some of the cons – there are a lot of attitudinal barriers because it is a four-year college and they tend to feel that they have higher standards and our students tend to stand out a little more. Again, if you have an agreement and you are working with a good contact you can bypass a lot of that. Those are some of the pros and cons of those different settings.

Slide number twenty-two – writing an overview of a program. You need to write a business plan because you are going to have to present this to your school board, to families, to all sorts of people, to businesses, to all your different partners. These are some of the things that you need to address in writing your overview before starting your program.

Slide number twenty-three –referral or admission procedures. You need to come up with your student profile. I talked about how important that is. These are some of the things that might be included in the profile of the person who might best benefit from your program.

Slide number twenty-four – program goals. Program goals are going to impact your referral criteria as we talked about, what kind of information you want from your incoming students, how you market your services and who you market them to, your student schedules, where you are going to have your instruction, and your data collection, your outcome measurements. What are you going to measure to reach those goals? It will completely determine your data collection.

Slide number twenty-five – Possible program goal areas that we have seen across most programs include community access, improved self-determination skills, college and adult education classes, accessing postsecondary education, and EMPLOYMENT. I put that in all caps because I think employment is really important. What we tend to see in these programs is they forget about employment and that really is the biggest measure of successful transition.

Slide number twenty-six – This is justification for why employment? It shows that there is research that students with disabilities who have paid employment while they are in high school have better employment outcomes in their post-school years. Research has shown that. We cannot ignore paid employment.

Slide number twenty-seven – Transition success is employment. A lot of these programs had employment training or job trials and that was it. Comparing job trials versus actual jobs – if you go ahead to slide twenty-eight I define what is successful employment – individuals hired in a position that matches skills and interests, hired at a competitive wage, integrated settings, career advancement opportunities, employer commitment involvement, and customer satisfaction by both the employer and the employee. That is my definition of successful employment. If you go back to slide twenty-seven now you know what I am talking about when I say versus “actual jobs.” The differences – expectations. There are higher expectations of students on actual jobs than on job trials. Students have higher expectations for themselves on actual jobs. The experience is going to be different. We often know that in a job trial an employment site has come up with special tasks. It may not be what an actual employee at that job does. Ownership – students have more ownership if it is a job that they have or they are getting a full wage versus one that their employment teacher found them. They are going to rotate on to the next one and that is just the way it is. The same with transitions. They don’t know how to leave a job and start a new one because they go to one site for six weeks and then now they move on to the next site. They are placed into the next site. Those aren’t real-life transitions. Outcomes – of course some kids get paid real money. That is better than getting paid a subsidy or just even doing unpaid internships. So, there is a difference between simulated employment or employment trials and actual employment.

Slide twenty-nine – how will employment affect these college programs? It affects your referral. If you are saying your goal is students will get paid employment then you want students with job experience, you want students who want to work. If they don’t want to work this probably isn’t the best program for them. And you want families who want their children to work. We got burned a couple of times where parents said, “Oh this is the greatest program.” Obviously we weren’t clear enough up front that they are going to get a paid job because then parents said, “This is a great program, but my kid can’t get a job.” You think, “Oh, then it is really not a great program for them.”

Slide thirty – incoming students’ data needs. What are you going to ask from incoming students? Do you want work experience, reviews, resumes, description of support needs, any assessments, work skill or career interest surveys, and transition plans with work goals?

Slide thirty-one – how you market it. You need to be sure you are up front – employment is a major component. That means who you are presenting school-work-programs. You are going to market to employers if this is a new program out in the community. You are working with future employees and

adult services so they are aware and they are going to want to jump on board. Your goal is that your graduating students get paid work because that makes their job easier.

Slide thirty-two – the impact of employment on student schedules. You are going to do a lot of career development activities. It is going to determine where you are going to be out in the community and what kind of things you are going to do. Assessment activities – on the job, out in the community. You will need staffing for support needs. You are probably going to have specific classes based on career interests. That is going to determine what classes they will take.

Slide thirty-three – It is going to impact where you are going to have instruction. You are going to use campus career centers because of employment information. You are going to use your one-stop career centers. All of our students are registered at their local one-stop center. Go through all their resume training, do their job searching, have counselors there because it is related to employment and they can access that once they leave. They need to know how to do that once they leave your college-based program.

Community businesses – You are going to have on-the-job training. You are going to have assessment sites out in the businesses. It is usually with adult learning. You can use colleges, training centers, community organizations that can help you with employment. That is going to determine where you are teaching and it is going to determine your data collection. You are probably going to collect data on types of jobs, how many hours, the pay, the support, do they have benefits? Are the jobs related to the training they have been receiving? Are they able to advance within this company? How long do they stay on the job and what kinds of supports do they need? This is the kind of thing you are going to want to capture.

Slide thirty-five – It is going to impact your budget if everyone is getting a paid. Job staffing is very key. We have found that the most successful programs in terms of employment have a dedicated job developer. This is a whole staff person and sometimes you can do part-time but if you have someone dedicated to job development you are going to have better outcomes of students employed. The same with job coaching. We have students employed and they have to keep a job. You need people to help provide those supports. So you need to do some follow-along. Transportation training – students are out getting jobs – they have to get to and from work so someone is going to have to train them. Career assessments and curricula – you might need to purchase these in order to help students do some exploration and figure out what kinds of jobs they want to have. So, you have to budget for those things.

Slide thirty-six – referral issues. You need to inform teachers about the program and you need to have a referral protocol. So again you are not getting students dumped on you at all times of the year. You need to have a structure set up. You need to inform parents of students at IEP meetings, you need to come up with brochures, you need to have a brochure that targets families, you need to have a separate brochure that targets employers. They do not need the same information. You are marketing two totally different audiences. You need to be represented at transition nights and have some open houses. For some families just the thought of their child being on a college campus or out in the community scares them. They need to come see where potentially their son or daughter could be going. Open houses are a great thing. Next determine if you want to do an application process. We did this. Students had to fill out

applications and write a little essay (with support) and get it signed by parents, their IEP case manager – all that kind of stuff – just like they are applying to college, a mini-college application. We put them through a lot of different screening processes to see how serious they were about wanting to be in this program – lots to think about.

Slide thirty-seven – how you research new settings and determine if the access is good, if it is really going to work and match your program goals. These are just some pointers.

Slide thirty-eight – transportation issues. These are really important. You can't do any program in special education and not mention transportation. These are questions that you are going to be asked when you start a program and you need to have answers. Who is going to provide transportation? In some programs I have seen students come to the high school in the morning to meet and then a van or another bus takes them to their community location. In our case we mobility trained every student because we are in a big city and transportation was available. Over the summer we trained all the students to get to their college campus sites. We saved the school system a lot of money on the yellow bus costs. The school system liked this. We used that point a lot in making sure our program stayed where it was so that all the students came directly from home to the college campuses.

What times? Often times if you are using buses but going to different locations, you have to shift your program to a later time because they have to add you to the route – something to think about. Will parents need to provide transportation? Who will do all the travel training? Do you want separate travel trainers? Are the teachers going to do the travel training? This is “sticky” logistics. And when will that occur? In our case we did travel training in the summer before and then anytime before a job – just get out there and travel train. Will transportation be available for all those in community-based instruction? Do people have to get there by themselves or will the teacher travel with them? Can students get into teachers cars? In most of the cases “no.” Other transportation has to be figured out. Who is going to pay for transportation? We had a rule that if you had a paid job then you paid for your transportation. You paid for your bus pass and you helped them get a disability pass so it was much cheaper. These are all different issues that you need related to transportation.

Slide number thirty-nine – funding, funding, funding – always important. In order to leverage costs you need to know what it is we have to pay for so you need to identify your needed expenditures – staffing. Again, you are going to need a job developer. You are going to need job coaches. Are you going to need individual IEP aides? Do you want transportation trainers who are separate from current staff and all that kind of stuff. Equipment – what kind of equipment do you need? Do you need to have laptops for your teachers or is there an agreement with the college that they will have a computer and so you don't have to pay for technology. Materials, space, tuition – if you have students who do not receive SSI does that mean you make the family pay for tuition? In our case in urban Baltimore City that was never an option so we had to budget for paying for a college class. Transportation - who is paying for what? Look for funding sources and partners to figure out where you can leverage some of these funds. There are foundations. Some local businesses liked our program so much that they contributed money specifically for transportation, specifically for textbooks, etc. We take what we can get. I have seen programs that taught their students to be entrepreneurial have them run their own business. That was also a fund raiser for their program. That was a teaching opportunity that was also key funding. Look for non-financial contributions. A lot of in-kind you can get from college or community sites. They let

you use the fax machine. They give you a computer. You have space. Sure use our copy paper – not a big deal. Those things if you have to pay for them add up. Those are nice to have and then write your memorandum of understanding so that you are officially on that campus. You know what you are getting from them and they know what they are getting from you.

Slide number forty – These are logistics that you have to figure out in your program and we learned as we went. Graduation – are you going to have a graduation ceremony? Have the kids already graduated and received their certificate or whatever before coming to your program or did they receive something blank but still crossed the stage – all these little things. Record keeping and finance – Could you create a separate school for this program? I have seen a lot of school systems do this. It seems to work really well. Or are you going to attach the site to a local school and have attendance go through the closest high school? All those administrative issues – how are you going to get information to your teachers? They are no longer in a school with a principal and a mailbox. We found out they were not receiving information that was still important to them as part of the local school system. So setting up communication. Parent permission waivers – kids are going to be out by themselves in the community a lot – making sure you are in constant communication with parents. Free and reduced lunch – all of our students were either on free or reduced lunch. We had to provide them. They had to be delivered from local schools to us. That meant we had to have a refrigerator at a certain temperature. I learned all about health regulations. I really didn't want to but that happened. Emergency procedures – we were up and running with kids all over the community on September 11. Now we have a terrorist plan. We learned that the hard way with kids stranded in wheelchairs all over the city. You need to have that because you are not located in one place. Then scheduling – each teacher has a master schedule for all their students at all times and when students are checking in. It is like command central but if you are teaching independence you have to give them some independence, yet you have to track them. You have to come up with some sort of plan for tracking students and checking in.

Evaluation is the last part and I won't go into it in a lot of detail. There are bullet points here. It is really important that you build that in up front so that it is a part of your program and you are constantly collecting data. That is how programs can stay in existence because you can prove really positive outcomes. It is important that you figure out forms. It can be basic and simple but ones that everyone uses. At the end of each year you can say, "Oh, notice how this is slipping. Maybe we need to make a change in our program or maybe we need to expand because this part is going so well." So actually if you collect the data but then you never look at it it doesn't matter that you collected it. There are a few slides about monitoring different activities and what kinds of data you can collect.

Skipping ahead to slide forty-four – "Words to the wise." Be patient because planning does take a lot of time, but it is really important. Create your partnerships early and get buy in because I have done it both ways – that way and slipping under the radar. It is too stressful to be under the radar all the time. Make sure you have clearly articulated goals and that way you are tracking outcomes and you will see a difference. Evaluation procedures must be part of your daily operations. As I said, build it in from the front and do your data collection. Build it in as part of the program. Then the more individualized the student's schedules, the more likely it will work in real life. You really are trying to simulate what their lives are going to be like once they don't have you and the school system anymore. This is a great way to bridge between high school and work when they are really out in the real world.

Slide forty-five – two books. That first book – anything I talked about today is truly in this book. It is a how-to-guide to start one of these programs including all the forms you would want to use to collect any data, to start any planning. I think it is \$19.00 with a CD. It has all the forms on it that you can pop into your computer. There are no copyright issues. You can change them around. You can add your logo and make them your own. It is an excellent tool if you are really ready to start a program like this. It will guide you through it. The second book is a little more academic and provides some basis for arguing why you need this program – that would be a good book.

Then slide forty-six – a bunch of good Web sites. The first one sends us to college.net, the Web site for our program. The others are all related to postsecondary education programs for students with intellectual disabilities. That is it if anyone has any questions for anything?

Lynda Leach, Facilitator: That is great Amy. I have a few e-mail questions. We will see how much time we have left and then I will open up the lines. The first question is, “In our community there is an 18-21 year old program based at the community college which is not recognized or supported by the college. Of the 58 college-based programs that you mention, how many are recognized and supported by those institutions. Do you have any idea?”

Amy Dwyre: I don’t know and I suspect that the ones that are registered on those Web sites are the ones that are officially recognized. The ones that are under the radar we don’t even know about because they don’t want anyone to know.

Lynda Leach, Facilitator: The other question is “What programs are you aware of that support inclusive models for students with developmental disabilities?”

Amy Dwyre: Well, most of these and I am not sure I understand the question. Most of these are all inclusive models and the population I am talking about often is students with developmental disabilities. We are trying to get rid of some of those substantially separate programs because they are not inclusive. Most of these mixed programs or the individual support programs are very inclusive.

Lynda Leach, Facilitator: Okay, this person’s last question is “What about a student taking a class just because they want to learn instead of for employment preparation? Is that okay?”

Amy Dwyre: Oh, excellent, absolutely because one of the things we are trying to teach is life-long learning and how to access that at any point in your life.

Lynda Leach, Facilitator: I am going to open up the lines to everyone now because we are almost out of time. Anyone have a question for Amy on the telephone?

Caller: I have one question. Amy do you know of any programs where you work with vocational rehabilitation or students that they support in college and they are failing because they don’t receive all the support they need and the colleges aren’t providing this through the special services offices?

Amy Dwyre: So this is after they have left the local school system and now they are just a DORS client you mean?

Caller: Yes and where an adult provider or someone like yourself can go in and help them beyond what the college can afford to do?

Amy Dwyre: I would go on that statecollege.net. I think the program that U-Mass Boston has is touching more on that because they are doing individual supports and I think they are touching on once you have exited what kind of supports are adult service agencies giving to these individuals. I would check into more information about that or at least some links on that particular Web site.

Lynda Leach, Facilitator: Are there any other quick questions for Amy? Amy would you give everyone your e-mail just in case they come up with something or want more indepth that would be great.

Amy Dwyre: Okay, it is adwyre@transcen.org.

Lynda Leach, Facilitator: It is nice to know that these kinds of program are out there and are being successful and are models for others to follow. Your resources are going to be very helpful for people. Thank you again for your time. It was great. We have a teleconference next month on December 5, Tuesday, same time, same place with Bill Santos who will be talking about job development. We hope you can register or just listen in and join us. Thanks everyone for being on the line today and thank you Amy for a great presentation. Take care everyone and Happy Thanksgiving.