

Research and Redesign for Services to Adults with Intellectual Disabilities at Lane Community College: A Proposal

Sabbatical: Fall 2008

Goals

A. Travel to other colleges and universities to:

- Research, observe, and participate in various postsecondary service delivery models
- Analyze community/postsecondary collaborations
- Learn firsthand, the planning and processes required to build or redesign new programs
- Study practicum and internship agreements
- Study concepts of Universal Design* course development

Guiding Trends

- Colleges and universities are becoming aware that more and more students with intellectual and developmental disabilities are interested and eager to make postsecondary education their post school outcome goal. U. S. Secretary of Education, Margaret Spellings recognized this fact when she stated October 3, 2007, “Now that we’re making strong progress in K-12 schools, the next frontier is college. Especially now that higher education is becoming more and more essential for everyone in our global knowledge economy. That’s why I’m pleased to announce that my department will provide 1.5 million dollars to create a Technical Assistance Center to help colleges and universities develop and expand programs for students with intellectual disabilities. By collecting and sharing information about effective coursework, supports and services, and community outreach strategies, the center will help more students enjoy a meaningful and rewarding college education” [see HEATH News Links: <http://www.heath.gwu.edu/node/411>].

Programs Observed

	Institution
October	The College of New Jersey-New Jersey Career and Community Studies
	Mercer Community College- New Jersey DREAM Program
	Kingsborough Community College – New York City Staten Island Community College – New York City
	The College of St. Rose – Albany, New York College-Based Transition Experience Living Resources adult program
	Taft College – California Transition to Independent Living
	UCLA – California Pathways
November	Bellevue Community College – Washington Venture Program: Associate in Occupational and Life Skills
	Highline Community College – Washington ACHIEVE and ACCESS

Definitions used for program models

- **Substantially Separate-** Students with disabilities have their own program and classes
- **Mixed** – Students with disabilities have some specialized classes and some classes with traditional college students
- **Inclusive Individual Support-** Students with disabilities take classes based on their abilities and interests with support only from in-class peers or mentors, and supports that traditional students receive

Research Model

25 questions covering:

- Program model and description
- Student demographics and supports
- Coursework
- Collaboration
- Funding
- Tour of facility and introduction to staff

The College of New Jersey

Career and Community Studies

Model

- Mixed model, 4 year Program
- In the 3rd year, about 24 students
- Students meet in segregated classes each day then go on to take a series of specialized and traditional classes. Students are highly integrated into college classes and campus life
- Focus on liberal learning with increasing emphasis on vocational placements by junior and senior year

Staffing Support

- Program Director, Coordinator, 2 FT Instructors: 1 academic, 1 vocational placements
- Huge support system: mentors, buddies, etc.

Funding

- Graduate Tuition \$10,000 / year
- 2 students paid through school district

Mercer Community College

DREAM Program

Model

- **Inclusive**
Individual support,
19 students
- 1 Seminar – the
rest traditional
classes

Staffing Support

- 2 part-time: 1 12 hr/week with a vocational focus,
and 1 who teaches and coordinates ½ time
- Support provided through Academic Support
Services and peer mentors

Funding

- Community College tuition + program fees
- Around \$2000/term

Kingsborough Community College

Staten Island Community College

Model

- Inclusive individual Support
- 7 students at Kingsborough, 4 at Staten
- Continuing Ed enrollment, but students have ID and access to college services

Staffing Support

- FT Director spends .5 at @ site. Each site has a FT program supervisor, and a direct care professional (provides help with social situations and assignments.)
- Traditional students act as Mentors

Funding

- Paid by MRDD funds (Day-habilitation without walls)
- No money to the college currently

The College of Saint Rose

College-based Transition Experience

Model

- Mixed model: ESD (BOCES) provides separate transition services on campus; students are integrated into college through vocational placements and peer-supported regular classes through the College of Special Education
- Students 18 – 21 referred from BOCES 11 students – 12 maximum

Staffing Support

- ~~Students have access to clubs~~
- Dr. Ward supervises students in education classes to act as peer mentors and to determine reading grade level of students, meet with professors, and develop alternative and modified assignments in regular classes. Professors volunteer to be inclusive classrooms
- Supports include Best Buddies and mentors

Funding

- School Districts pay tuition to BOCES who in turns pays rent to the college - \$14,000/year

Living Resources: post-transition adult program in Albany, New York

Model

- Substantially separate 4 year model
- Students live in apartments; work during the day; attend specialized classes at night on campus
- Students have ID, college email, and can participate in college trips and sports; Dean of College of Education has a formal role

Staffing Support

- ARC provides on-site support and job coaching; graduate students provide some support

Funding

- 1.5 million from County DD

Taft College

Transitions to Independent Living Program

Model

- The original model: 48 students
- Mixed Model -PE and early childhood Ed. are inclusive. Residential 28 freshmen on campus; 20 sophomores off campus
- 22 month program with a certificate; eventually certification from chancellors office

Staffing Support

- 22 staff; 6 faculty (full college faculty) ratio 1:3
- All teachers are special educators; accommodations are provided under umbrella of student support services
- Best Buddies; Work study

funding

- Funded through California Regional Centers (based on Lanterman Act) Title 17 requires objectives- this program has developed detailed objectives
- Soon classes will be through FTE as well. Goodwill is a partner

UCLA - Pathways

Model

- Hybrid- certificate for their students. Some classes must be inclusive. No auditing
- 37 students, 20 started this year. Average age is 20.
- 2 year program, could become longer

Staffing Support

- FT Director, FT program manager- coordinates , program assistants oversee residential, transitional, and vocational. Creative support (adult services) is paid to assist students in independent living. 2 RAs live in the buildings, 3 PT = 1 FT plan activities
- Student interns work for credit, disabilities studies minors get credit

Tuition

- Parents pay the tuition then try to get reimbursed.
- Tuition is 22,357 for the academic year. Room and board is extra and students lease directly although they are clustered in a residential building so that they can utilize special RAs. Lodging costs about \$1000 month. Students can buy into college meal programs
- 3 students receive private needs based scholarships

Bellevue Community College

OLS Venture

Model

- Non-transfer comprehensive Associate Degree
- 100 level college courses focusing on life experiences, social skills, and career pathways development
- 4 year program

Staffing Support

- 6 instructors: 3 special educators, 1 science teacher, 1 reading teacher, 1 internship coordinator

Funding

- Tuition- \$2100 – 3500 each quarter + textbooks and fees

Highline Community College

Community and Employment Services

Model

- Achieve: 3 term sequence
- Achieve Transition- 18 – 21 year olds. 14 students- 1 yr curriculum
- I-BEST: Integrated basic education skills training- co-teaching in the credit classes
- Inclusive classes are individual support along with disability services
- Huge community employment program

Staffing Support

- Achieve: 2 FT instructors
- 1 FT assistant
- Employment contractor – 24 FT
- Use service learning, coop learning, practicum, work study

funding

- Same fee schedule as the rest of the college
- \$800- 900 per quarter

Lane Community College

Career and Communication Skills

Model

- Substantially separate- coursework is academic with life skills application
- 55 students≈ 80% transition (co-enrolled in a high school transition program)

Staffing Support

- (1).8 contracted faculty
- (1).49 part time instructor
- 2 instructional specialists- one with very minimal hours

funding

- General fund- no income from tuition or fees

Planning Process



Redesign Options (mine)

- More inclusive model – There are plans this year to integrate with GED classes. Ultimately, main campus would be the best option for inclusion
- Clear outcomes – a 2 or 3 year program with set curriculum and clear objectives would help other agencies refer and provide the basis for laddering to further education
- Tuition or fees of some kind
- Lifelong learning- partnership with other community providers and LCC Continuing Ed to provide lifelong learning opportunities similar to those offered to the community at large
- Modified academic opportunities for a few students in regular credit programs i.e. certificate for assistant to an aide in early childhood ed.; certificate for food service; occupational skills certificate

