



WHAT IS A UCEDD ANYWAY?

THE CONSORTIUM IS A NATIONAL RESOURCE FOR KNOWLEDGE, TRAINING AND TECHNICAL ASSISTANCE, MATERIALS AND DISSEMINATION ABOUT THE PARTICIPATION OF INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES IN POSTSECONDARY EDUCATION.

The Consortium for Postsecondary Education for Individuals with Developmental Disabilities is made up of partners and collaborators who are part of the network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDDs) which have a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Independence, productivity, and community inclusion are key components of this vision.

There are 67 UCEDDs (at least one in every state and territory), all located in a university setting. Centers are in a unique position to facilitate the flow of disability-related information between community and university. They work with people with disabilities, members of their families, state and local government agencies, and community

providers on projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens.

UCEDDs have played key roles in every major disability initiative over the past four decades. Many issues—such as early intervention, health care, community-based services, inclusive and meaningful education, transition from school to work, employment, housing, assistive technology, and transportation—have been directly benefited by the services, research, and training provided by UCEDDs.

To learn more about UCEDDs or to find the UCEDD in your state or territory, visit the Association for University Centers on Disabilities Web site, <http://www.aucd.org/>.

U.S. DEPARTMENT OF EDUCATION (DOE) — RIGHTS OF COLLEGE STUDENTS WITH DISABILITIES

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The U.S. DOE has an Office for Civil Rights (OCR) whose mission is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. An important responsibility is resolving complaints of discrimination. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

To address issues in college and university settings, OCR has published a pamphlet entitled: *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*. Available on-line at

<http://www.ed.gov/about/offices/list/ocr/transition.html>. The pamphlet details what students with disabilities should know about leaving the public school system and entering public or private two- and four-year colleges or universities. It describes the differences between secondary and postsecondary supports and outlines the process for documentation and determination of eligibility in a college setting. Virtually every college has offices that are responsible for supporting students with disabilities and they are required by law to have a process in place to address grievances. Students who feel their rights have been violated may file a complaint with OCR through their Web site.

This pamphlet is available in a variety of formats including braille, disc, and large print.

PARTNER PROFILE:
UNIVERSITY OF HAWAII AT MANOA—CENTER ON DISABILITY STUDIES

The Center on Disability Studies (CDS) at the University of Hawaii (<http://www.cds.hawaii.edu/>) is Hawaii's UCEDD. CDS is committed to promoting the independence of people with diverse abilities across the lifespan. The mission of the Center is to support the quality of life, community inclusion, and self-determination of all persons with disabilities (and their families) through training, service, research, education, demonstration, evaluation, and dissemination activities.

CDS has expertise in the area of postsecondary education for students with disabilities. From 1999 – 2004, the Center for Disability Studies was home to the *National Center for the Study of Postsecondary Education Supports* (NCSPES). The National Center conducted research and training to support the move beyond what has and has not worked in the past, toward a new system of educational supports for people with disabilities in the twenty-first century. Their work was geared toward supporting postsecondary programs to foster high expectations, build self-confidence, and develop an understanding of strengths and weaknesses of all students. NCSPES promoted the idea that all teachers, support persons, and agency providers must focus upon the use of individualized supports and technology to meet each student's needs and promote a successful transition to a chosen career.

In addition, CDS coordinates the *Teaching All Students, Reaching All Learners* project, funded by the U.S. Department of Education, Office of Postsecondary Education. This project shares teaching techniques CDS

has researched, developed, and synthesized that will enhance the quality of work for both faculty and students. In the project, CDS staff will assist faculty to focus on learning skills such as Universal Design for Learning and increasing knowledge about working with students from many cultures, including disability culture, and enhancing comprehension of mentoring.

One of CDS' ongoing activities is to promote collaboration between and discussion about persons with disabilities and those involved in the various disciplines of this diverse field through their annual sponsorship of the Pacific Rim International Conference on Disabilities (PacRim). Dating back to 1985, PacRim has evolved into one of the top rated international educational offerings for and by persons with disabilities, family members, researchers, service providers, policymakers and nationally recognized professionals. PacRim provides cutting-edge opportunities to learn from one another, to share resources and ideas that support the quality of life, community inclusion, and self-determination for all persons with disabilities and their families, and to help shape our world community.

For more information about CDS, contact Kathryn Yamamoto at kky@hawaii.edu.

Note: The 2009 Pacific Rim International Conference on Disabilities entitled, "Working Toward a Brighter Future" will be held on May 4-5, 2009 at the Hawaii Convention Center in Honolulu. For further information on the conference, please go to the following website: <http://www.pacrim.hawaii.edu/>

HELP US IDENTIFY POSTSECONDARY EDUCATION OPTIONS FOR STUDENTS WITH INTELLECTUAL OR DEVELOPMENTAL DISABILITIES

If your college and/or school system has a program for students with ID/DD or if you know of any such programs or services that exist in your community, region, or state, PLEASE let us know, even if you are not directly involved.

Two Easy Ways to Share Info:

- Click on this link to input info: <http://www.thinkcollege.net/identifyprograms> (preferred)
- Call Cate Weir, Project Coordinator, at 617.287.7596

Include the name of college or school system, their address, the college or program Web site, the name of a contact person, and his or her phone and email address. Thanks!

RESOURCES YOU CAN USE — TECHNICAL ASSISTANCE ON TRANSITION AND THE REHABILITATION ACT PROJECT (TATRA)

The U.S. Department of Education's Rehabilitation Services Administration (RSA) funds TATRA, the Technical Assistance on Transition and the Rehabilitation Act Project (a Parent Information and Training Program) to focus on helping families prepare youth with disabilities for employment and independent living. TATRA projects provide information and training on transition planning, the adult service system, and strategies that prepare youth for successful employment, postsecondary education, and independent living outcomes.

Current vocational rehabilitation policy emphasizes the preferences of individuals with disabilities and recognizes the importance of family expertise—families help make critical contributions to employment decisions and parents can

provide critical supports for their sons and daughters with disabilities long after they reach adulthood.

TATRA supports seven RSA parent training projects in California, Florida, Illinois, Maine, Missouri, Minnesota, and Virginia. Ongoing training events include *Building Strong Families National Seminars* and *Online Continuing Education Courses* from the University of Miami's Mailman Center for Child Development .

See: <http://pediatrics.med.miami.edu/x311.xml>

Interested parties can also sign up for Reference Points (the TATRA e-newsletter) by filling out a simple form. TATRA is housed at the PACER Center in Minnesota. For more information, visit <http://www.pacer.org/tatra/>.

RESOURCES YOU CAN USE — THE HEATH RESOURCE CENTER

The HEATH Resource Center, based at the George Washington University Graduate School of Education and Human Development, is an online clearinghouse on postsecondary education for individuals with disabilities. Supported in part by Lumina Foundation for Education, HEATH focuses on educational support services, policies, procedures, adaptations, and opportunities at American campuses, career-technical schools, and other postsecondary training entities. Dr. Donna Martinez, the Director of the HEATH Resource Center, is a member of the Advisory Board for Think College.

A most useful resource from HEATH is their *Guidance and Career Counselors Toolkit: Advising High School Students with Disabilities on Postsecondary Options*. This 192-page guide contains answers to counselors' most frequently asked questions about postsecondary opportunities for students with disabilities. Students and their families are also encouraged to use the toolkit to help guide their transition planning for college and career.

In operation since 1984, HEATH responds annually to thousands of electronic, mail, and telephone inquiries. HEATH resource papers, fact sheets, guides, and directories focus on topics such as accessibility, career, development, classroom and laboratory adaptations, financial aid, independent living, transition resources, training and postsecondary education, career-technical education, and rehabilitation. Recently added is list of summer pre-college programs, compiled by HEATH staff members, as a resource for students with disabilities who are seeking ways to prepare for college and enhance college performance. Visit their Web site at <http://www.heath.gwu.edu/>.

INNOVATIVE PROGRAM: INCLUSIVE CONCURRENT ENROLLEMENT AT MASSACHUSETTS BAY COMMUNITY COLLEGE

Massachusetts Bay Community College (MBCC) is part of the Inclusive Concurrent Enrollment initiative of the MA Department of Education. The overarching goal of this initiative is to provide students with intellectual disabilities the typical inclusive academic, social, and paid employment experiences that students without disabilities participate in and that lead to competitive employment when they leave school. Through a partnership with the Newton, Boston, and Needham MA Public Schools, high school students with intellectual disabilities access inclusive academic courses and other aspects of college life, using the same supports as any other student. The difference is that they are provided these supports with a greater intensity, as needed.

Overall, students are aged 18–22, are still in high school, and are dually enrolled in MBCC. Initially students participate in person-centered planning to assist them in identifying a career path and other transition-related goals. They are then supported in enrolling in courses of their choosing as they relate to their career goal and in taking part in all aspects of college life. Students participate in job shadowing, internships, and community service, and eventually enter paid employment in a job related to their career goal (e.g., massage therapist, office manager). MBCC education coaches work closely with each student to support his or her experience and meet individual needs. For more information, contact Jayme Graves at jgraves@massbay.edu or Molly Boyle at mboyle@massbay.edu .

**THE CONSORTIUM FOR
POSTSECONDARY EDUCATION FOR
INDIVIDUALS WITH
DEVELOPMENTAL DISABILITIES**

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The Think College Web site is designed for students, family members, and professionals. It is undergoing a complete redesign and more features and resources will be added in the next several months.

Currently, the site includes a searchable database of postsecondary education programs that support people with intellectual disabilities, a resource section that contains links to other sites, and a bibliography listing related publications. We encourage individuals to submit suggestions for additional links and publications.



www.thinkcollege.net

CONSORTIUM PARTNERS—

THE UNIVERSITY CENTERS FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES AT:

**University of Massachusetts Boston (primary) University of Minnesota
University of Hawaii University of Delaware The Ohio State University
Vanderbilt University University of South Carolina
University of California Los Angeles**

In conjunction with the **Association for University Centers on Disabilities**

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To subscribe electronically, please send your email address to Shari Barr at leigh071@umn.edu.

Please distribute widely to interested parties.

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U.S. Department of Health and Human Services

Administration for Children & Families

ADMINISTRATION ON DEVELOPMENTAL DISABILITIES (ADD)

