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AUGUST, 2009



A NEWSLETTER FROM  
THE CONSORTIUM FOR  
POSTSECONDARY EDUCATION  
FOR INDIVIDUALS WITH  
DEVELOPMENTAL DISABILITIES

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**Announcements and Coming Events**

**Think College Capacity Building Institute**

In association with the  
Annual Meeting of the Association of University Centers on Disabilities  
Sunday, November 8, 2009  
The Renaissance Hotel, Washington, DC

*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.*

This Capacity Building Institute will offer UCEDDs strategies and resources that can be used to support the development and implementation of postsecondary education options for people with developmental disabilities within their states. Participants in this day-long training will be eligible to receive a \$15,000 mini-grant to support statewide planning or development/implementation of a PSE initiative in their state, through a competitive RFP process.

Participants will:

1. Learn how UCEDDs can facilitate statewide planning with key stakeholders as an invaluable first step in planning for PSE initiatives.
2. Learn about the current state of the practice in PSE options for students with developmental disabilities through examination of the results of a national survey conducted in Spring 2009.
3. Learn how funding partnerships between UCEDDs and state Developmental Disability Councils are supporting state-level implementation of PSE options.
4. Gain an awareness of existing resources on best practices in postsecondary education for students with developmental disabilities.
5. Receive information on how to apply for available mini-grants that will support development or implementation of a PSE initiative in their state.

Contact Cate Weir at [Cathryn.weir@umb.edu](mailto:Cathryn.weir@umb.edu) for more information.

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**Annual TASH Conference and TASH Tech Workshops**

The TASH Conference is the largest conference in the United States that focuses on strategies for achieving full inclusion for people with disabilities. The TASH TECH workshops will feature a presentation from Think College staff. The conference and workshops are November 18-20. Visit <http://www.tash.org/2009tash/index.htm> for more information.

### Program Profile: ICE Partnership Program at Holyoke Community College

The Inclusive Concurrent Enrollment (ICE) program at Holyoke Community College (HCC), funded by the Massachusetts Department of Elementary and Secondary Education, creates partnerships with neighboring public school districts to offer access to post-secondary education for 18-22 year olds with intellectual disabilities. ICE at HCC serves 20 students from seven districts, with each district using a high school liaison who attends monthly partnership meetings and coordinates student transportation and educational coaches for the students. The coach accompanies students to classes and campus activities. ICE students receive academic and advising support from the college, as well as free tuition, fees, textbooks, and materials.

When a district chooses their students to participate in ICE, the ICE Learning Specialist facilitates a person-centered-planning session with the student and others that are invited. The document created from this session reflects the interests, career goals and dreams of the student and from this, HCC staff later help the student choose their classes. When students first arrive at campus, they meet with the Director of the Office for Students with Disabilities, who helps them develop an Education Plan. That plan, along with a letter of introduction, is given to professors when students start class. ICE students enroll in classes that do not require prerequisites and that reflect their interests, sometimes for credit and sometimes for audit. On days they do not have class, students are generally working at work, at an internship, or volunteering.

The name of the game for ICE students at Holyoke is total integration. Carla Katz, coordinator of the program, says she laughs when people call and ask to come and observe the program. She says they had better wear their sneakers because they will be running all over campus. That is, ICE students are just like other students fully involved in campus life: attending classes, joining clubs, attending all-campus activities, eating or hanging out at the Student Life Center, or working out at the Athletic Center.

For information about HCC's ICE program, contact Carla Katz at [ckatz@hcc.mass.edu](mailto:ckatz@hcc.mass.edu).

### Resources You Can Use

#### Going to College: A Resource for Teens with Disabilities

Going to College is a Web resource focused on college life for students with a disability. It was made for high school students and can help with a head start in planning for college. There are three main modules: My Place, Campus Life, and Planning for College. Each module contains useful information, videos and podcasts of students and professors, planning tips, activities, and a list of e-resources. There is also a Teacher's Toolbox for each section.

For example, one of the sub-topics in Campus Life is "Faculty Expectations." The section starts out with a podcast and transcript from a college professor talking about what professors generally expect: students using the syllabus, showing up for class and taking notes, keeping up with class reading, etc. There is additional printed information on what a syllabus is, how to ask the professor for information, and what respectful class behavior is. There are also hints about how to get to know faculty members. E-Sources in this section include a copy of a real class syllabus with helpful side notes, a top-ten list of a real professor's pet peeves, and a site about email etiquette. Other sub-topics in Campus Life include discovering the differences between high school and college life, getting accommodations, disclosing a disability, and finding resources on and off campus.

Each module (My Place, Campus Life, and Planning for College) has a checklist of activities to complete and file for later reference. When an activity is completed, a copy can be placed in the e-Portfolio provided on the site. The Portfolio is tabbed and will organize and collect key documents for use in college and beyond. The portfolio can be taken to talk with a college adviser or the person in charge of accommodations at a prospective college. You can access Going to College on the homepage of Think College or at: <http://www.going-to-college.org/>

### Publications We Like

#### From the National Center on Secondary Education and Transition (NCSET)

**Parenting Postsecondary Students with Disabilities: Becoming the Mentor, Advocate, and Guide Your Young Adult Needs** (March 2002) This brief focuses on the importance of involving parents in the transition from high school to the post-secondary environment, and provides concrete recommendations to help parents learn to mentor and advocate for their post-secondary youth. Includes parent resources and references. Spanish version also available. <http://www.ncset.org/publications/viewdesc.asp?id=208>

**Person-Centered Planning: A Tool for Transition** (February 2004) This brief provides a concise description of person-centered planning, an explanation of the benefits of this process, action steps for implementing person-centered planning, references within IDEA that support the process, and a list of additional resources. Spanish version also available. <http://www.ncset.org/publications/viewdesc.asp?id=143>

**Providing a Quality Accommodated Experience in Preparation for and During Post-secondary School** (March 2002) This brief clarifies the difference between meeting minimal standards for accommodation in postsecondary school and providing a quality educational experience including accommodations. It includes a case example to illustrate the challenges youth with disabilities face without appropriate accommodations, and additional resources. <http://www.ncset.org/publications/viewdesc.asp?id=198>

**Self-Determination: Supporting Successful Transition** (April 2003) This brief outlines research on self-determination --research which suggests that youth with disabilities who actively direct their own lives are more likely to successfully transition into adult life. The brief also addresses development of self-determination skills and student-led IEP meetings and provides descriptions of and contact information for several self-determination curricula and helpful web links. <http://www.ncset.org/publications/viewdesc.asp?id=962>

**Transition Services for Students Aged 18-21 with Intellectual Disabilities in College and Community Settings: Models and Implications of Success** (December 2006) This brief provides an overview of some successful models of transition services being implemented in postsecondary settings, describes one such model being implemented by the Baltimore City Public School System in three local colleges, and presents some of the implications and strategies for success of this model. <http://www.ncset.org/publications/viewdesc.asp?id=3395>

### Resources You Can Use

#### E&E-Equity and Excellence in Higher Education: Universal Course Design

This Web site has been designed for faculty, by faculty, and offers the strategies and tools of Universal Course Design (UCD) to increase access for all students, including those with disabilities. E&E is the result of a 3-year federal grant funded by the Office of Postsecondary Education, designed to ensure that students with disabilities receive a quality higher education through refinement, implementation, evaluation, and dissemination of the UCD model of professional development for college faculty, administrators, and support personnel.

UCD was developed by the Institute for Community Inclusion at the University of Massachusetts/Boston, in partnership with the Institute on Disability at the University of New Hampshire. E&E's two main goals are to increase the awareness of UCD at each of 5 model demonstration sites and to build a UCD Web site for faculty use in redesigning their courses.

The Web site has user-friendly modules that present various strategies and tools for faculty learning and use. The UCD syllabi module contains a tip sheet to help with designing accessible syllabi and an audiovisual presentation on how to create a UCD syllabus. There are numerous tutorials about UCD designs for course features such as optimally accessible PowerPoint presentations, using captions for UCD videos, culturally diverse texts, how to create a course goals matrix, taking into account diverse learning styles, and much more. The module on UCD strategies highlights over 100 different instructional strategies that faculty have used to diversify their instruction so that all learners have access to the course. There are modules on UCD tools, resources, and examples that the E&E project's 5 participating model demonstration sites have incorporated into their courses. You can find the E&E UCD website linked on the Think College homepage or at: <http://www.eeonline.org/>

## Programs that Support Postsecondary Access

### Transition to College

The Transition to College website, sponsored by the Postsecondary Education Research Center (PERC), is a source of information for those developing, implementing, and improving programs to support post-secondary opportunities for students with intellectual disabilities. The program development module helps to create a clear vision of a program mission and goals, and strategies to communicate those goals to partners. Topics range from, "Who should be a part of the planning team?" to "How do you approach a college to partner with?" Implementation strategies covered will help to maintain and sustain a program, as stakeholders continually assess and restructure with each new challenge. Program Improvement guidance assists in building in evaluation from the start, offering solutions for important issues, such as how to be responsive to student needs and how program instructors can better partner with college entities.

Resources available on the website include online tools such as the PERC Postsecondary Program Evaluation tool and a Needs Assessment Online Training Module that can be used to evaluate the educational services received by transition aged youth with significant disabilities. There is also a training module that provides guidance on developing an Individual Support Model (ISM), providing students with individualized services and supports. There are program tools available, such as a sample of measurable program goals and a sample protocol for interviewing new student candidates. There are also job development tools: a sample employment proposal, an employability skills checklist, and many more.

For those interested in information about transition programs and services in the states of Connecticut and Maryland, the Transition to College website provides complete lists of individual programs, state agencies, and organizations. The Transition to College website can be accessed at: <http://www.transitiontocollege.net/index.html> or via the Think College home page, <http://www.thinkcollege.net/>

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#### 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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The Think College Newsletter is published monthly.

To subscribe electronically, please send your email address to Carrie Coslin at [COSL001@umn.edu](mailto:COSL001@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)**

