



Standards, Quality Indicators, & Benchmarks

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Background

- Review of existing standards related to transition, postsecondary education, inclusion, employment, and self determination (e.g., NASET, Guideposts, AHEAD)
- Review of existing PSE evaluation tools
- Initial draft of PSE Standards — 5 iterations

Validation Process

- Initial review by key stakeholders
- Revised draft standards
 - Expanded to include benchmarks
 - Aligned with HEOA
- Nominations sought for expert panel
- Three round Delphi process conducted via web

Expert Panelists

- Nominated by leaders in higher education, special education, and transition
- Minimum of 2 years of experience (personal or professional)

The Delphi Process

- Round 1: Initial online review of document for feedback on content & identification of gaps
- 5-point Likert scale on importance
 - Level of agreement —mean of 4.0 on this scale
- Suggested new S, QI, B
- Think College response:
 - Added missing S, QI, B
 - Created Round 2 document of additions and items that did not meet consensus on importance

Round 2

- Experts reviewed revised document that reflected feedback from Expert Reviewers captured by Round 1
 - Re-rate level of importance of items that scored below 4.0
 - Rate new items
- 5-point Likert scale on importance

Round 3

- Review revised document including feedback from Expert Reviewers captured in Round 2
- Approve removal of low scoring benchmarks
- Approve revisions in language

Themes

- Need for academic access options
- Concern about requiring access to existing college services which are not prepared to adequately support students with ID
- Inconsistent support for emphasizing paid employment

Standards

1. Academic Access
2. Career Development
3. Social Networks
4. Fostering Self-Determination
5. Integration with College Systems & Practices
6. Coordination & Collaboration
7. Sustainability
8. Evaluation

STANDARD 1: ACADEMIC ACCESS: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:

Quality Indicator 1.1: Provide access to a wide array of college course types that are attended by students without disabilities, including:

- 1.1A: Enrollment in noncredit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.
- 1.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.
- 1.1C: Enrollment in credit bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.
- 1.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.
- 1.1E: College course access that is not limited to a pre-determined list.
- 1.1F: Participation in courses that relate to their personal, academic and career goals as established through person-centered planning.
- 1.1G: Collection of objective evaluation data on college course participation.

Quality Indicator 1.2: Address issues that may impact college course participation, including:

- 1.2A: College policies regarding placement tests, ability to benefit testing and prerequisites that negatively impact college course participation access.
- 1.2B: Access to and instruction in the use of needed public or personal transportation, such as public buses, taxis, para-transit, ride-sharing with other students and other naturally occurring transportation options.
- 1.2C: Access to college Disability Services for accommodations typically provided by that office.
- 1.2D: Access to and instruction in the use of needed technology.
- 1.2E: Access to educational coaches who receive ongoing training and supervision.
- 1.2F: Access to peer support such as mentors, tutors, and campus ambassadors.

Quality Indicator 1.3: Provide students with the skills to access on-going adult learning opportunities, including:

- 1.3A: Knowledge of the adult learning opportunities available in their community, such as college courses, community education, etc.
- 1.3B: Knowledge of resources available to assist them to access or fund adult learning opportunities in their community.

STANDARD 2: CAREER DEVELOPMENT: To facilitate career development for students with intellectual disabilities, the comprehensive postsecondary education program should:

Quality Indicator 2.1: Provide students with the opportunity to seek and sustain integrated employment, including:

- 2.1A: The provision of person-centered planning to identify career goals.
- 2.1B: Access to job coaches and developers who receive ongoing training and supervision.
- 2.1C: Participation in time-limited internships or work-based training in settings with people without disabilities.
- 2.1D: Opportunity to participate in academically focused service learning experiences.
- 2.1E: Participation in paid work experiences related to personal choice and career goals, such as paid internships, work-study, service learning or other paid work on or off campus.
- 2.1F: Connection with community rehabilitation and other adult service providers to sustain employment.
- 2.1G: The collection of objective evaluation data on student employment.

STANDARD 3: SOCIAL NETWORKS: To facilitate the development of social networks of students with intellectual disabilities, the comprehensive postsecondary education program should:

Quality Indicator 3.1: Provide access to and support for participation in existing social organizations, facilities and technology, including:

- 3.1A: Campus programs, such as clubs and organizations, community service, religious life, student government, Greek system, co-curricular experiences, service learning, study abroad, student sports and entertainment events, recreational facilities and programs, etc.
- 3.1B: Technology for social communication, including email, texting, cell phone, Facebook, Twitter, Skype.
- 3.1C: Support for participation in social activities is facilitated by students without disabilities serving as natural supports.

STANDARD 4: FOSTERING SELF-DETERMINATION: To facilitate the development of self-determination in students with intellectual disabilities, the comprehensive postsecondary education program should:

Quality Indicator 4.1: Assure student involvement in and control of the establishment of personal goals that:

- 4.1A: Reflect student interests and desires as indicated by person centered planning.
- 4.1B: Are reviewed regularly and modified as needed to reflect changes in student interests and preferences.
- 4.1C: Addresses accommodation and technology needs.
- 4.1D: Lead to outcomes desired by the student.
- 4.1E: Reflect family output when desired by the student.

Quality Indicator 4.2: Assure the development and promotion of self-determination skills for students with intellectual disabilities as evidenced by students:

4.2A: Monitoring their own progress toward their personal goals.

4.2B: Directing their choice of courses, activities, and employment experiences.

4.2C: Involvement in course registration, accommodation requests, and payment of tuition.

4.2D: Involvement in all aspects of employment such as creating a resume, setting up job interviews, follow up phone calls, job change negotiation, etc.

4.2E: Interacting directly with faculty and employers including the articulation of needed accommodations.

4.2F: Managing personal schedules that include courses, employment, and social activities.

Quality Indicator 4.3: Have a stated process for family involvement that reflects:

- 4.3A: Clearly defined roles and responsibilities for parents and students
- 4.3B: A process for the provision of information to parents on resources, effective advocacy and transition planning.
- 4.3C: Student control over how parents are involved with their experience.
- 4.3D: Adherence to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)

STANDARD 5: INTEGRATION WITH COLLEGE SYSTEMS AND PRACTICES: To facilitate integration with college systems and practices for students with intellectual disabilities, the comprehensive postsecondary education program should:

Quality Indicator 5.1: As required in the HEOA, identify outcomes or offer an educational credential (e.g., degree or certificate) established by the institution for students enrolled in the program, including insurance that:

5.1A: Outcomes established by the program for achievement of an educational credential are measurable.

5.1B: Program outcomes are publicly available (e.g. brochure, website, program application).

5.1C: Courses and internships are related to achieving and maintaining gainful employment.

5.1D: Outcomes/credential established by the program also addresses engagement in college community life, service opportunities, etc.

Quality Indicator 5.2: Provide access to academic advising that:

- 5.2A: Uses person centered planning in the development of a students' course of study (curriculum structure).
- 5.2B: Reflects the institution's policy for determining whether a student enrolled in the program is making satisfactory academic progress. (HEOA requirement)
- 5.2C: Is aligned with the educational credential established by the institution for students enrolled in the program. (HEOA requirement)

Quality Indicator 5.3: Provide access to college campus resources, including:

5.3A: Admissions, registration and orientation processes

5.3B: College identification cards

5.3C: Health and counseling centers, athletic center, information technology, career services, dining services, Greek system, clubs, student organizations, student government, etc.

5.3D: Co-curricular activities including practicum and learning communities.

5.3E: If housing is available to students without disabilities, access to that housing.

5.3F: Orientation, training and resources for parents of incoming students.

5.3G: Campus shuttle buses to different campuses and the community.

Quality Indicator 5.4: Collaborate with faculty and staff, including:

5.4A: Accessing existing professional development initiatives on campus (i.e. Universal Design principles).

5.4B: Offering expertise of the program staff and students to faculty, other college personnel and students through trainings, course presentations, etc.

Quality Indicator 5.5: Adhere to the college's schedules, policies and procedures, public relations and communications as evidenced by:

5.5A: Reviewing of the college's code of conduct with students.

5.5B: Participation of students in courses and/or social events during afternoons, evenings, and weekends.

5.5C: Observation of college vacations and holidays, not school districts (if dual enrollment) or that of outside agencies.

5.5D: The college recognizes students with intellectual disabilities as a representative population in their diversity plans

5.5E: The presence of students with ID on campus reflects the college's commitment to diversity and has a presence in college communications, strategic plan, mission statement, President's messages, and system reviews.

STANDARD 6: COORDINATION AND COLLABORATION: To facilitate collaboration and coordination, the comprehensive postsecondary education program should:

Quality Indicator 6.1: Establish connections and relationships with key college/university departments, as evidenced by:

- 6.1A: Students with ID effectively using campus resources, such as disability services, financial aid services, course registration, academic advising, health services and career services.
- 6.1B: Program staff effectively using college infrastructure such as IT support, maintenance, etc.
- 6.1C: Program staff are aware of the governance and administrative structures of the college or university that may have an impact on the comprehensive PSE program.
- 6.1.D: Program staff participate in faculty/staff governance, or committees as part of their contribution to the college.

Quality Indicator 6.2: Have a designated person to coordinate program-specific services of the comprehensive postsecondary education program, including:

6.2A: The scheduling and implementation of interagency team meetings.

6.2B: Conducting person-centered planning and assuring that the results of those meetings are infused into the students' daily activities.

6.2C: Assuring that data collection and program evaluation activities occur.

6.2D: Providing outreach to families.

6.2E: The provision of training and supervision for educational coaches, job coaches and job developers.

STANDARD 7: SUSTAINABILITY: To facilitate sustainability, the comprehensive postsecondary education program should:

Quality Indicator 7.1: Utilize diverse sources of funding, including:

7.1A: Maintaining a relationship to the campus financial aid office.

7.1B: Ensure that eligible students and families apply for financial aid

7.1C: Provision of information to students on sources of funds for tuition and other costs, such as National Service grants, work-study, use of Medicaid waiver funds, vocational rehabilitation, etc.

7.1D: The use of state funds, IDEA funds, developmental services agency funds, family funds, private and federal grant funds to provide core funding for the program.

STANDARD 7: SUSTAINABILITY: To facilitate sustainability, the comprehensive postsecondary education program should:

Quality Indicator 7.2 : Have a planning and advisory team which:

- 7.2A: Includes representatives from the college including administrators (deans, provosts, Department Chair), disability services, faculty, as well as disability specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and students. (4.04)
- 7.2B: Supports collaboration both between the college and the program and with outside entities.
- 7.2C: Addresses program policies and practices (costs, access, partnerships) and student outcomes (data review) to ensure sustainability.
- 7.2D: Communicates regularly.

Standard 8 EVALUATION: To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should:

Quality Indicator 8.1: Conduct evaluation on services and outcomes on a regular basis, including:

- 8.1A: Collection of data from key stakeholders, such as students with and without disabilities, parents, faculty, disability services and other college staff.
- 8.1B: Collection of student satisfaction data.
- 8.1C: Collection of student exit data.
- 8.1D: Collection of student follow-up data.
- 8.1E: Review of all data compiled by the advisory team and other stakeholders.
- 8.1F: Implementation of program changes as a result of data review.

Future Steps

- OPE approval
- Scalable online and print format
- Implementation with TPSIDs
- Modify to reflect usage (planning, implementation, evaluation)
- Document process/outcomes in literature
- Integrate on website (evaluation, self assessment)