

Inclusive Dual Enrollment for College and Career Readiness

Employment First: Expanding Job Opportunities and Pathways to Work

Best Western Royal Plaza Hotel, Marlboro MA

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Institute for Community Inclusion

UMass Boston



Session objectives

- Review national and state efforts to college-based transition services as a stepping stone to employment
- Use case studies to describe relevant college and career activities that students supported by the MA Inclusive Concurrent Enrollment Initiative are engaged in to prepare for integrated paid employment
- Highlight one MAICEI partnership that is focused on employment



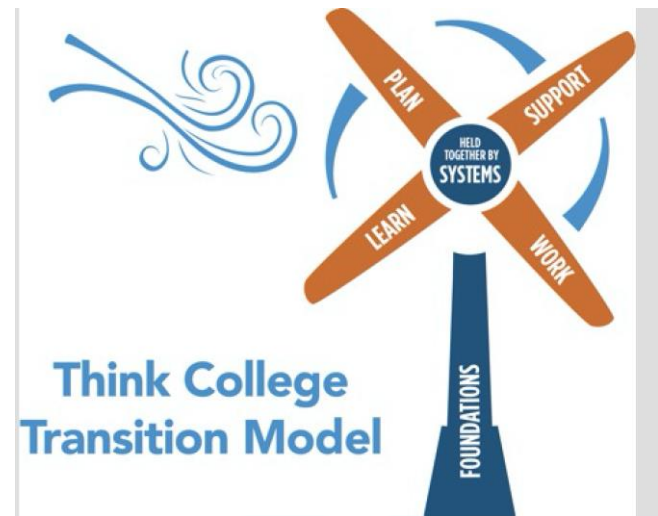
College-based Transition Services

- Students age 18-22
- Completed 4 years of school
- May or may not have passed MCAS
- Eligible for special education services
- Selects college based transition services via MA Inclusive Concurrent Enrollment



Think College Transition Model (2014-2018)

- Develop **INCLUSIVE** dual enrollment transition model (*at two community colleges & one 4-year college*)
- Students with ID & Autism
- Impact of TCT Model vs. traditional transition services



Think College Transition Model for Inclusive Dual Enrollment



DRIVEN BY
COLLABORATION

Driven by Collaboration

- Interagency communication
- Mutual outreach efforts
- Evaluation of transition services

TCT Model Components

PLAN

- Person centered planning
- Inclusive course access
- Internships/employment
- Inclusive campus activities

SUPPORT

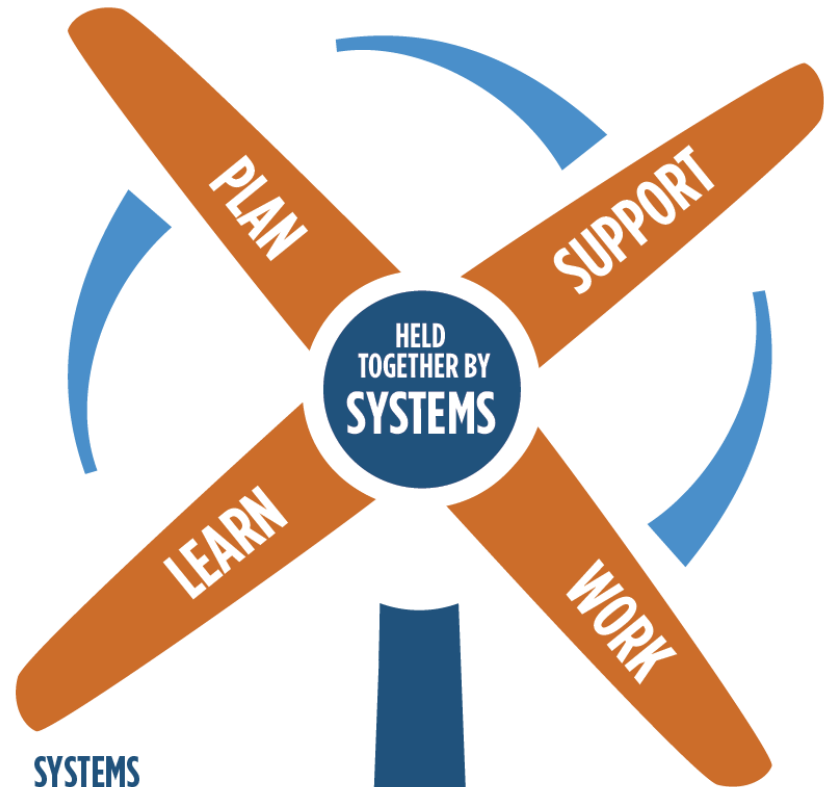
- Disability services
- Peer mentor/educational coach
- Career & Employment supports

WORK

- Integrated competitive employment
- Paid internships
- Work-based learning plan

LEARN

- Priority registration
- Courses identified in PCP
- Courses related to employment goals



SYSTEMS

- Institutes of Higher Education
- School systems
- State and Community agencies

FOUNDATIONS

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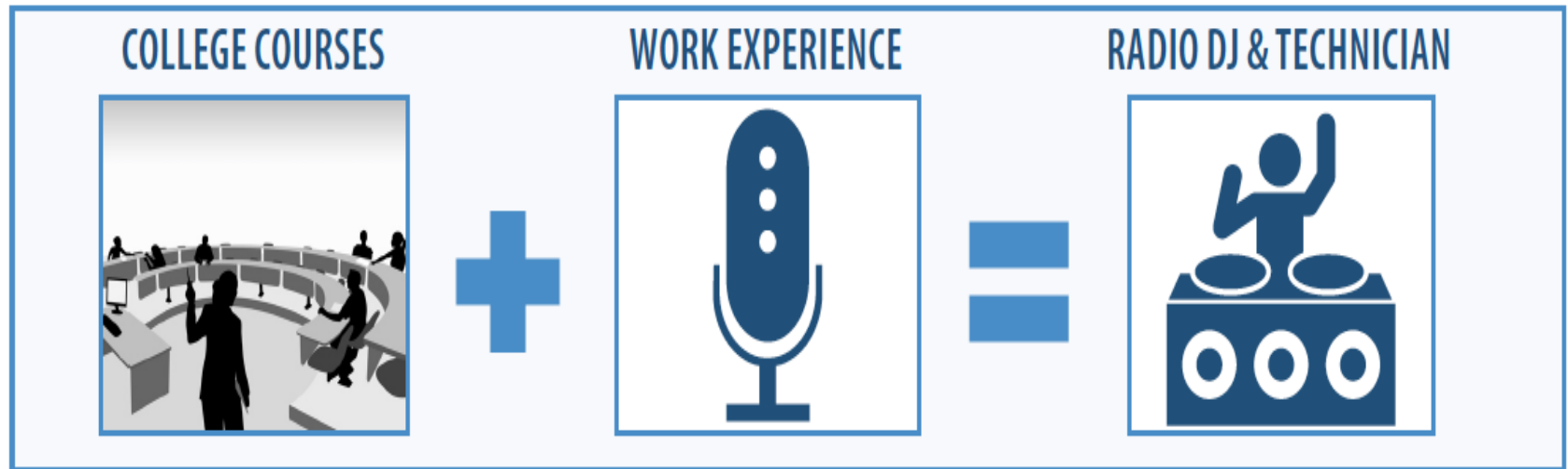
- IHE and Community-based transition services
- Ongoing training and planning
- Existing dual enrollment partnership
- Transition services provided to students with ID/Autism ages 18-21
- Student self-determination and self-advocacy
- Family engagement and partnerships

Student Activities

- Students will:
 - ✦ Enroll in college for minimum of one year
 - ✦ Participate in person centered planning at least 1x per year
 - ✦ Participate in regular check-ins about goals (2-3 x's/semester)
 - ✦ Have a schedule that reflects full inclusion in dual enrollment (work toward 3-4 non-high school days)
 - ✦ Have a plan for support
 - ✦ Enroll in & complete college courses (related to career goal)
 - ✦ Participate in career services offerings
 - ✦ Access student services
 - ✦ Participate in paid internships on or off campus and/or obtain integrated paid employment related to career goal



Case study #1: An aspiring DJ makes his own path



Case study #2

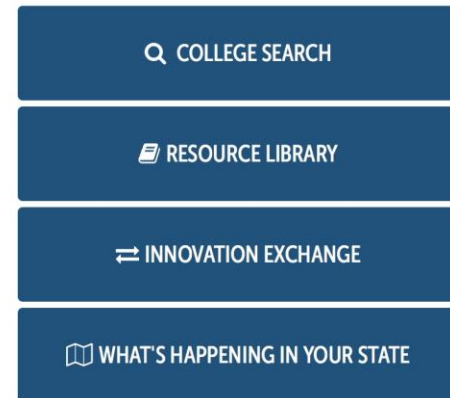
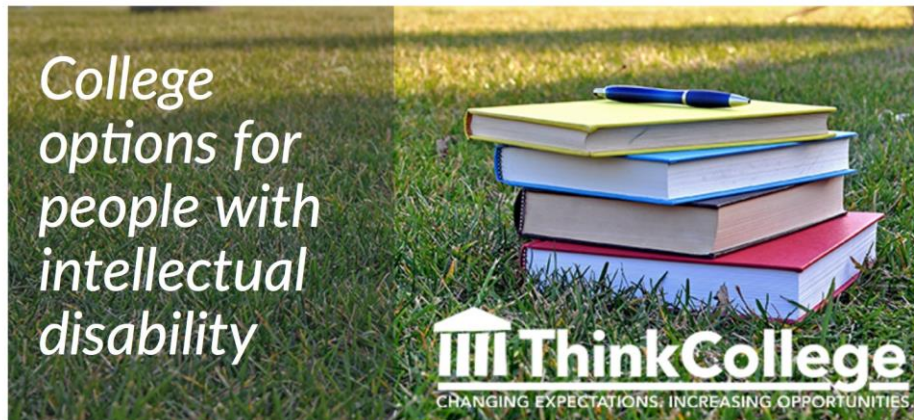
An Animal Lover Prepares for a
Career in Animal Health



Think College National Coordinating Center

Federally funded since 2010 to provide coordination, training and technical assistance to any college or university who wants to establish or improve postsecondary education opportunities to students with intellectual disability on their campus.

www.thinkcollege.net

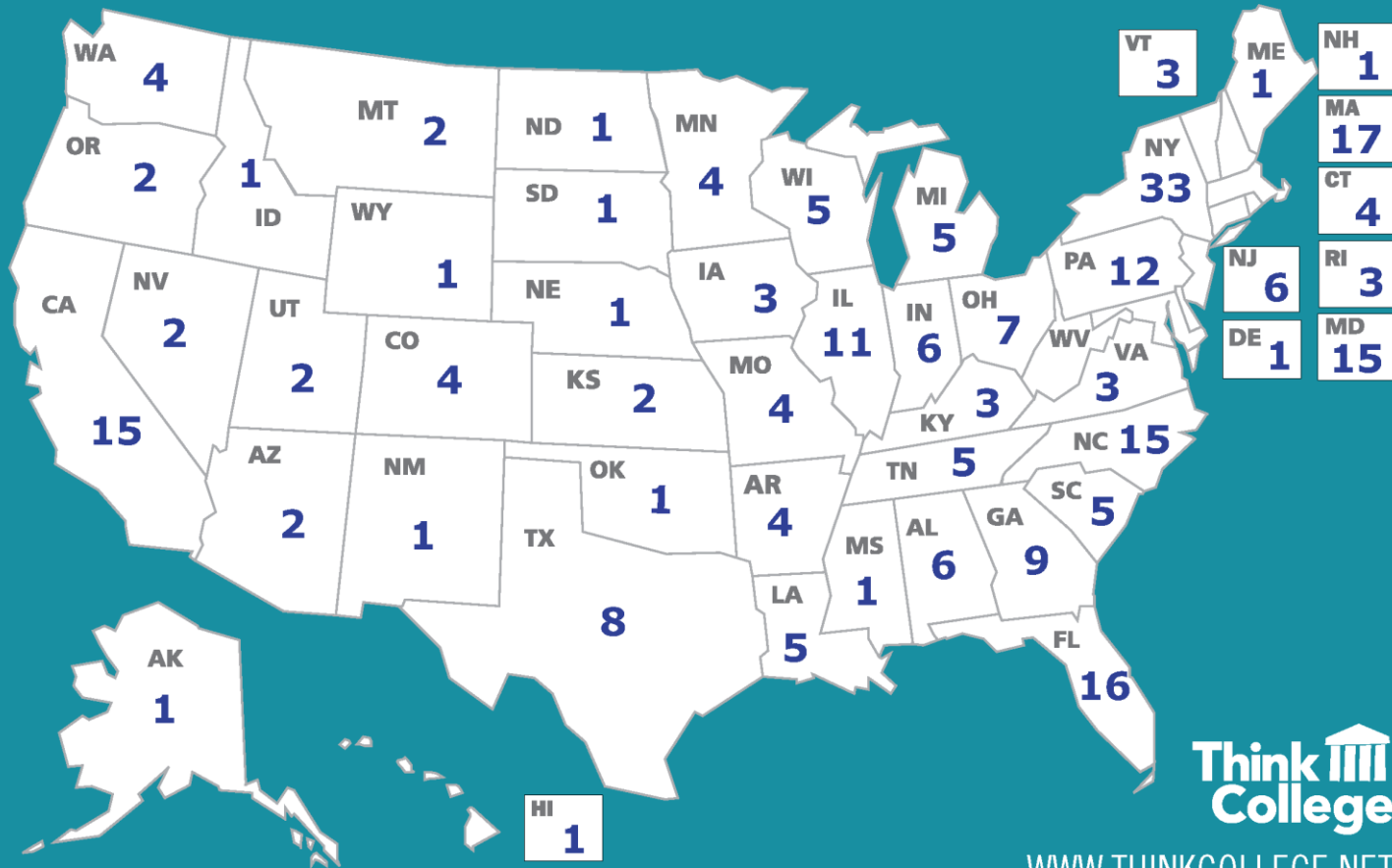


Think College National Coordinating Center is a project of the Institute for Community Inclusion at UMass Boston, and is funded by the Office of Postsecondary Education, US Dept. of Education. Grant # P407B100002



COLLEGE OPTIONS for PEOPLE with INTELLECTUAL DISABILITIES, January 2019

TOTAL NUMBER OF PROGRAMS: 265



Think College

WWW.THINKCOLLEGE.NET



TPSID 2010–2020 Grantees

A map of the United States showing the locations of TPSID 2010–2020 grantees. The states are labeled with their two-letter abbreviations. Grantees are indicated by red stars, blue stars, green dots, or purple dots. Red stars are located in WA, OR, CA, AZ, TX, LA, FL, VA, NC, SC, GA, AL, MS, AR, MO, IA, NE, KS, MN, ND, SD, WI, MI, IN, OH, KY, WV, PA, NJ, DE, MD, VT, NH, MA, RI, CT, NY, ME, HI, AK, and NM. Blue stars are located in MT, WY, CO, UT, NV, ID, WY, NE, OK, TX, TN, AL, GA, and FL. Green dots are located in MN, WI, MI, IN, OH, KY, WV, PA, NJ, DE, MD, VT, NH, MA, RI, CT, NY, ME, HI, AK, and NM. Purple dots are located in WA, OR, CA, AZ, TX, LA, FL, VA, NC, SC, GA, AL, MS, AR, MO, IA, NE, KS, MN, ND, SD, WI, MI, IN, OH, KY, WV, PA, NJ, DE, MD, VT, NH, MA, RI, CT, NY, ME, HI, AK, and NM.

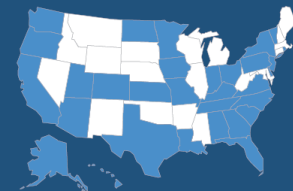
think COLLEGE!
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93 PROGRAMS 

90 colleges and universities 

3,400 students with I/DD

**31
STATES**



TPSID 2017-2018 AT A GLANCE

25 GRANTEES **48*** PROGRAMS **19** STATES



18 AVERAGE NUMBER OF STUDENTS PER PROGRAM

25 APPROVED COMPREHENSIVE TRANSITION PROGRAMS

21 SERVING DUALY ENROLLED STUDENTS

 at 46 IHE



EMPLOYMENT DATA



EMPLOYMENT



**Employed while
in college**



**Received
services from
Vocational
Rehabilitation**

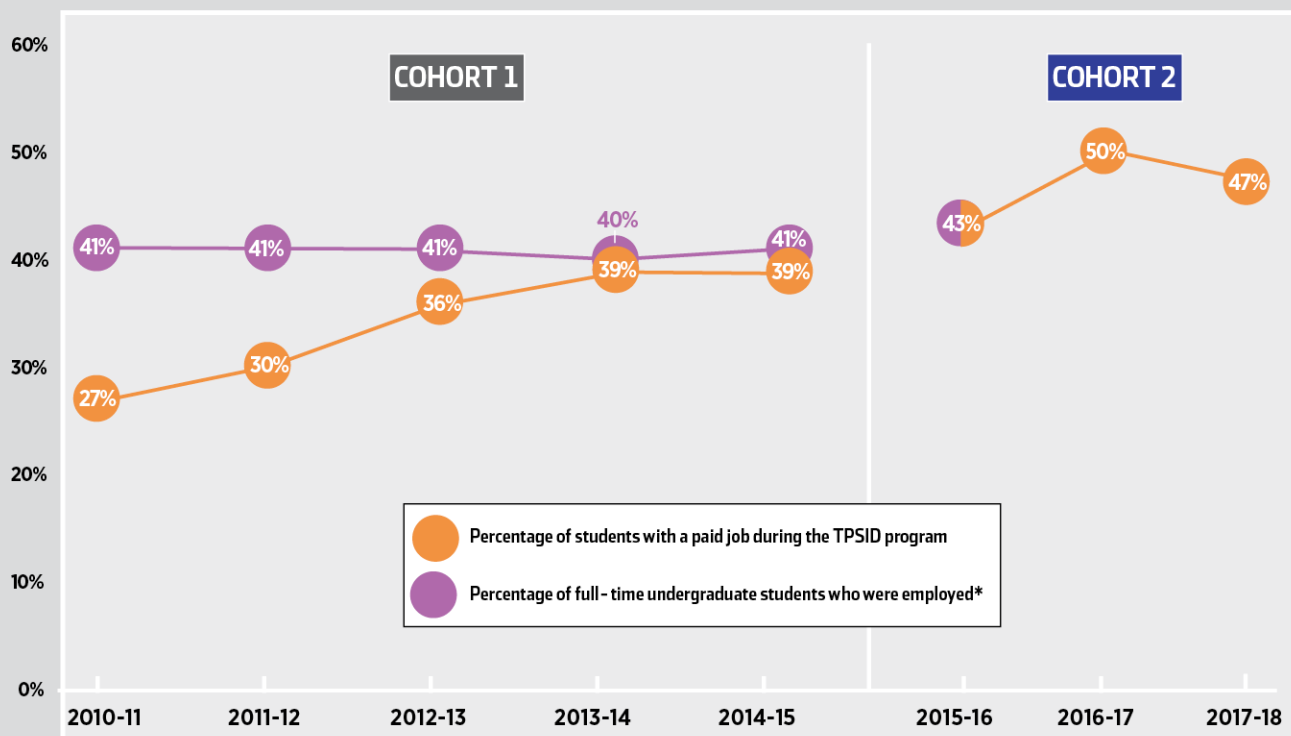


**Never held a
paid job prior
to enrollment**

TPSID DATA 2017-2018



PAID EMPLOYMENT IN COLLEGE



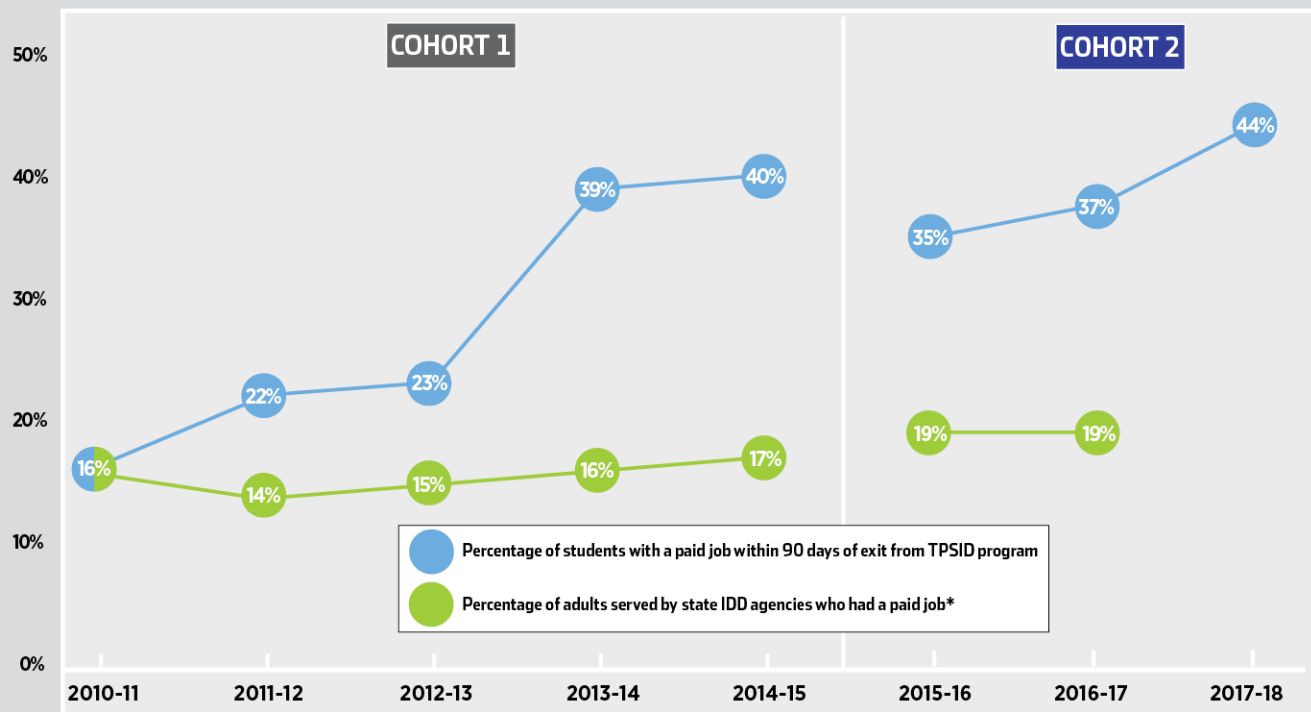
*National Center for Education Statistics

Changing Expectations. Increasing Opportunities.

 **ThinkCollege**



PAID EMPLOYMENT AT EXIT



*National Core Indicators

Changing Expectations. Increasing Opportunities.

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Career Development/Employment



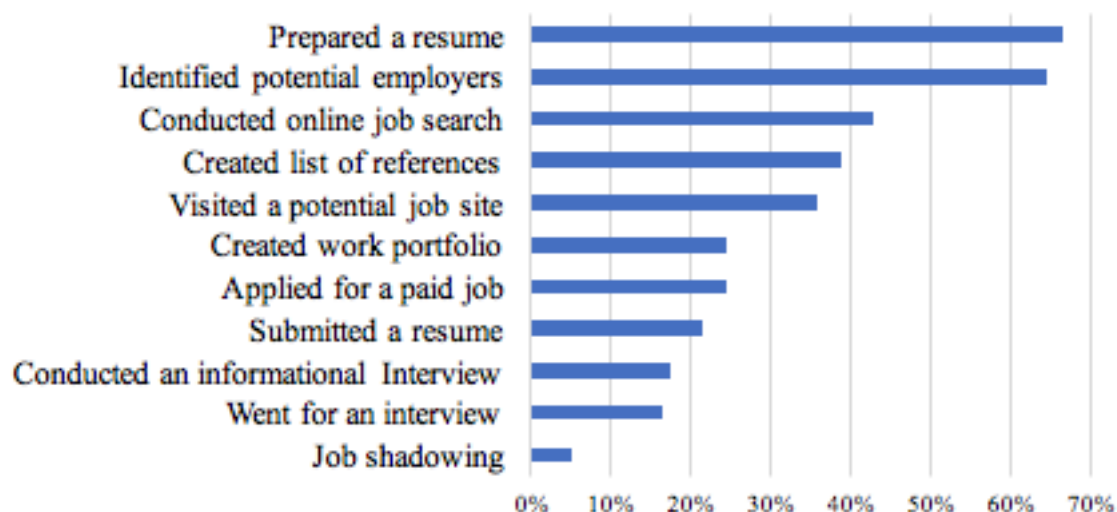
- Career development focus
- Student paid jobs
- Career internships (paid/unpaid)
- Semester1 – resume, career assessment, informational interview, job shadow, interview practice
- Sem 2-4 – internships
- Coursework aligns w/career focus
- EPSY210



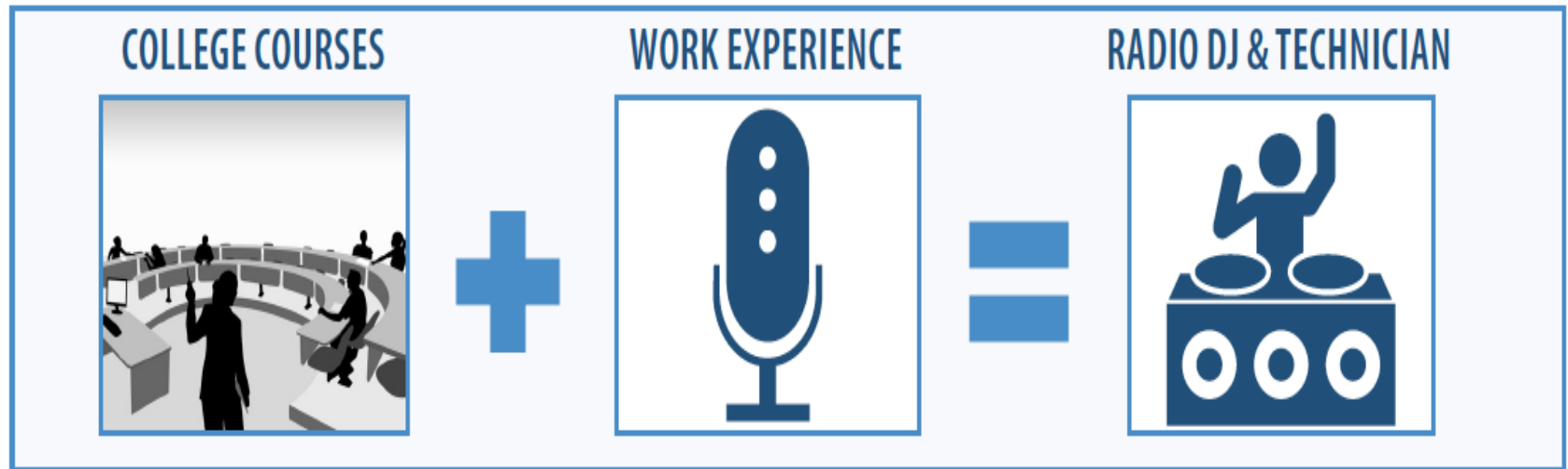


Data from MAICEI: Spring 2018

**Rates of Participation in Job Preparation Activities,
Spring 2018**



Case study #1: An aspiring DJ makes his own path



Patrick: Aspiring DJ

PATRICK'S COURSE OF STUDY

	PLAN	LEARN	WORK	SUPPORT
High School	Initiated enrolling in class after suggestion from guidance counselor.	TV/Video Production class	Recording high school meetings; sports events. Assisted with studio's social media channel	Project support: instructor
Fall 1	Developed person-centered plan with transition team. Class selection finalized with coordinator.	Radio production	Internship at college radio station; volunteered to record promos for other DJs.	Received 1:1 support from educational coach in class and internship. Quickly became independent navigating campus.
Spring 1	Reviewed short-term academic, social, and vocational goals with program coordinator and career development specialist.	Computer science	Awarded DJ certification. Continued internship on campus.	Received extra support in class. Support provided at radio station internship. Independent in other radio station activities.
Fall 2	Class selection aligned with career goal.	Television studio production and American sign language	Has his own radio show. Appointed station technician and director of audio promotions.	Continued support in class. Independent in radio station activities.



Case study #2

An Animal Lover Prepares for a
Career in Animal Health



Pete: Aspirations for animal care

PETE'S COURSE OF STUDY

	PLAN	LEARN	WORK	SUPPORT
Spring 1	Person-centered planning with team.	Introduction to Animal Care and Management	Set up dog-walking business Job tours of animal facilities	Received 1:1 support for class, homework, and job activities.
Fall 2	Discussed course selection with college faculty and team.	Applied Animal Behavior	Acquired volunteer job at museum to develop data entry skills Dog-walking business Job tours of animal facilities	Continued to receive 1:1 support in class and homework, and required less support to navigate campus.
Spring 2	Discussed course selection with college faculty and team. Periodic review of goals with transition team.	Medical Terms for Animal Science 1 Humane Euthanasia	Volunteer job at museum Dog walking Internship with Frog Watch USA project at zoo	Continued to receive 1:1 support in class. Decreasing support at job activities.
Fall 3	Recommendations on course selection made by faculty.	Medical Terms for Animal Science 2 Veterinary Office Procedures	Volunteer job at museum Dog walking Internship at zoo	Continued to receive 1:1 support in class. Decreasing support at job activities and on campus



Career development activities we are promoting through college-based transition services

- Person-centered planning (Pete and Patrick)
- Early exposure to related interests in high school (Patrick)
- Guidance and college advising for course selection (Pete and Patrick)
- Classes related to job/career interests (Pete and Patrick)
- Supports for learning (Pete and Patrick)
- Varied internships/community jobs related to interests (Pete and Patrick)
- Industry-recognized credential (Patrick)



CONNECTIONS TO EVIDENCE-BASED PRACTICES



From National Collaborative on Workforce Development/Youth, youth need:

Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing

Opportunities to learn and practice their work skills (so-called “soft skills”)



Multiple on-the-job training experiences (paid or unpaid), including community service, that are specifically linked to the content of a program of study and school Credit.

Opportunities to learn first-hand about specific occupational skills related to a career pathway.

MA Inclusive Concurrent Enrollment Initiative

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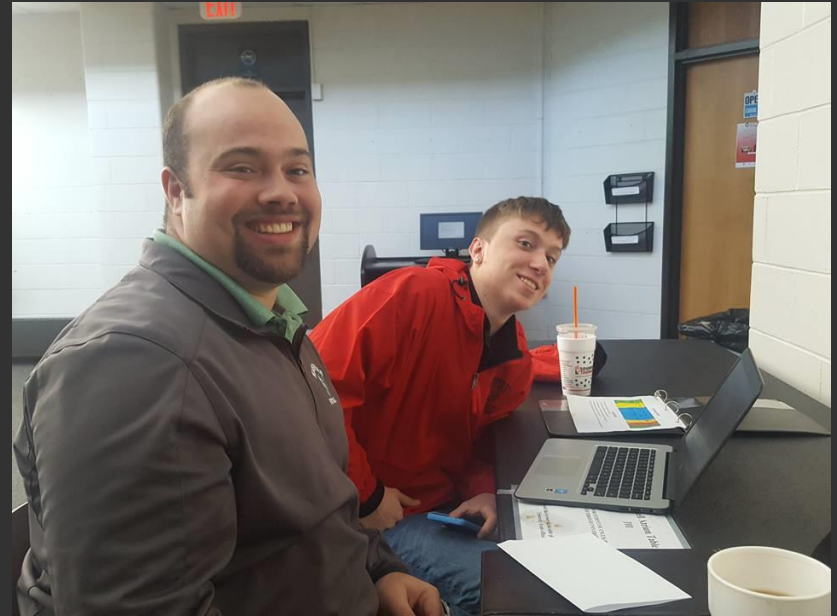


Career Development & Employment Preparation

By: Zack Chipman

Weekly Career Check-In Meetings

- Vocational assessment
- Career interests and goals
- Internship – fading support
- Application skills
- Resume & Cover Letter development
- Interviewing skills



Career Guidance – Student, Career Specialist & Education Coach



- Career Exploration – Career OneStop
- Microsoft Outlook – My College Schedule
 - Students enter schedules into their calendars (Linked to cell phones for reminders)
 - Start building independence and ownership of their college experience
- Internship Experience – Student's choice of location, time and day of the week
- Personal Information PPT
 - Created to assist with applications, medical forms and/or resume building
- Job Inquiry Assignments – Monster.com – students research companies in home towns
- Practice Applications (4X a year) Increasing Independence each time
 - Application Checklist – self-correct
- Resume Building
- Cover Letter Development – Resume and Cover Letter Critique
- Interview Skills – Mock Interviews to end the school year

Internships



- Weekly internship
- Job Coach support
- Gradual release of supports toward independence
- MA Work-Based Learning Plan



Internship Support Strategies



- Student Job Coach Agreement Form
 - Completed with internship supervisor and education coach at "Meet and Greet"
 - Updated at mid and end of each semester – Using Timesheet & Task Analysis
- Internship Timesheet
 - Students responsibility
 - Get into the routine – more than just showing up and leaving
- Task Analysis – Ed Coach Log
 - Track progress
 - Easily see growth
- MA Work-Based Learning Plan
 - Create job specific goals
 - Student's self-evaluate themselves

Monthly Career Workshops

- Communicating with Confidence
- Travel Training
 - Fall - BSU Bus on campus
 - Spring – MBTA into South Station
- Social skills
- Dress for Success
- Etiquette Breakfast
- Resume Building
- Resume & Cover Letter Critique
- Mock Interviews



Thank you

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