

The Connecticut Think College Strategic Plan

Fall 2018

Developed by the
Connecticut Think College Statewide Collaborative

Produced by the University of Connecticut Center for Excellence in Developmental Disabilities, 263 Farmington Ave. MC6222, Farmington, CT 06030. 860-679-1500. www.uconnucedd.org.

The development of the Connecticut Think College Strategic Plan was funded by a Capacity-Building grant from the Think College National Coordinating Center, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, Massachusetts 02125.

UCONN

**UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES**

263 Farmington Ave., MC6222
Farmington, CT 06030
www.uconnucedd.org

The University Center for Excellence in Developmental Disabilities engages in innovative disability related research, training and technical assistance to bring about societal change and improvement in relation to people with disabilities. The UCEDD's activities are guided by a belief in individualized supports, inclusion, self-determination, natural supports and collaboration with organizations to address policy issues and systems change. We have committed ourselves to the belief that education is a powerful force for positive change.

Table of Contents

| | |
|--|----|
| Executive Summary | 1 |
| Acknowledgements | 3 |
| Background | 5 |
| Process to Develop the CT Think College Strategic Plan | 9 |
| Introduction to the Connecticut Think College Strategic Plan | 13 |
| Strategic Plan for Leadership and Sustainability | 17 |
| Strategic Plan for CT Colleges and Universities (Institutions of Higher Education) | 23 |
| Strategic Plan for Family Engagement | 31 |
| Strategic Plan for Self-Advocate Engagement | 35 |
| Strategic Plan for Public School Roles and Responsibilities Including Curriculum | 41 |
| Strategic Plan for Employment Opportunities through Think College | 51 |
| Conclusion and Next Steps | 59 |
| References | 61 |
| List of Appendices | 63 |

Executive Summary

A 10-month grant by the Think College (TC) National Coordinating Center (NCC) enabled the University of Connecticut Center for Excellence in Developmental Disabilities (UConn UCEDD) to develop a Strategic Plan (SP) including many strategies that were identified by the CT Think College Statewide Collaborative (CTTCSC) for plan implementation. The SP identified goals, objectives, and activities/strategies to facilitate the establishment of a true TC model in CT whereby students with intellectual disabilities (ID) who want to attend 2- or 4-year public or private institutions of higher education (IHE) could do so inclusively and benefit to the greatest extent from that experience in terms of post-TC employment.

The SP addresses six action areas: (a) leadership and policy strategies to support TC's implementation and sustainability, (b) continued work with IHEs to establish a pilot for the 2019-20 academic year and systematically make adjustments based on the experience of the pilot so that TC is extended to all CT IHEs, (c) family engagement, (d) self-advocate engagement, (e) public school roles and responsibilities including curriculum to prepare students with ID for TC, and (f) employment-related initiatives for that population that can be accessed a coordinated manner to assure TC students and graduates have optimal employment outcomes.

Although the term IHE is inclusive of CT Colleges and Universities (CCUs), it also includes other postsecondary options that result in a degree or certificate usually intended to enhance career opportunities following program completion. For the purposes of this plan, the emphasis has been on CCUs although the vision and mission address all IHEs in the long term.

After ten months of research, meetings, site visits, email and phone communications, and other activities, the CTTCSC has developed a SP that should position our state well for future grant competitions. Components of this plan include an overview of TC both nationally and in CT and a brief background on the project in addition to six separate overarching goals

accompanied by specific goals and objectives, and, in some cases, specific activities, guided by a collectively developed Vision Statement, Mission Statement, and Core Values for Strategic Plan Implementation in our state. An organizational structure for the CT model, not unlike those of the University of Central Florida and Virginia Commonwealth University, was also designed to be piloted in at least one CT CCU for the 2019-2020 Academic Year.

Results are intended to be the springboard for further planning and development activities of a Statewide Collaborative supported by the CT Developmental Disabilities Network (DDN) to position CT to apply for, and receive, a formal Transition Programs for Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID) grant in the next round of federal grants. The TPSID grant will be used to evaluate and enhance the pilot TC model and extend TC across CT in accordance with both the vision and mission of the CTTSC and the goals and objectives outlined in this Strategic Plan.

Glossaries of abbreviations and acronyms in short- and long forms are appended to this document.

Acknowledgements

Although not everyone could participate equally in the Capacity Building process, the following individuals deserve recognition for giving what they could give by way of valuable input, time, and effort. Some wrote initial letters of support, some participated in CTTCS and Workgroup activities, some offered constructive feedback to various drafts along the way, and some provided valuable insight through discussions with Project Staff at the UConn UCEDD. Being acknowledged does not necessarily imply endorsement of the final Strategic Plan. Project staff (**Mary Elizabeth Bruder**, Executive Director; **Nicholas Gelbar**, Research Director; **Gerarda Hanna**, Administrative Manager; and **Linda Rammler**, Project Coordinator) would like to extend our gratitude to each and every one of you.

In alphabetical order of last name, special thanks to:

| | |
|---|--|
| State Representative Catherine Abercrombie | Gretchen Knauff (Disability Rights CT) |
| Michael Alfano (Sacred Heart University) | Jill Larmett (Capitol Workforce Partners) |
| Emily Ball (KASA) | Genna Lewis (DDS Self-Advocacy Coordinator) |
| President Joe Bertolino (Southern CT State University) | Chris Librandi (Fairfield Public Schools) |
| Chris Blake (Advocate) | Joseph Madaus (University of Connecticut) |
| Naomi Brickel (Westchester Institute for Human Development) | Kathy Marchione (CT Department of Rehabilitation Services) |
| Natalie Carlone (Avon Public Schools) | Linda Mizzi (Disability Rights CT) |
| Charles Cicarella (Branford Public Schools) | Laverne Moore (CT Family Support Network) |
| Kevin Daly (CT SEPTO Alliance) | Joan Nicoll-Senft (Central CT State University) |
| State Representative Michael Demicco | Michelle Ouimette (Ability Beyond) |
| Sharon Denson (Connecticut Business Leadership Network) | Laura Patey (Wesleyan University) |
| Jaclyn Dunn (Branford Public Schools) | Ann Perzan (Torrington Public Schools) |
| Cheryl Fialkoff (parent) | Elisabeth Phillips (Life Independence Solutions) |
| Nino Freitas (Central CT State University) | Meghan Ramsey (University of Connecticut) |
| Savannah Freitas (Boston College) | Beth Reel (CT Parent Advocacy Center) |
| Nicholas Glomb (Advocate) | Jason Rojas (Trinity College) |
| Walter Glomb (CT Council on Developmental Disabilities) | Lisa Roland (parent) |
| Barbara Green (Workforce Alliance, a CT AJC) | Noah Seltzer (Wesleyan University) |
| Katie Hanley (New England Assistive Technology: An Oak Hill Center) | Elizabeth Skudzienski (Sacred Heart University) |
| Eileen Healy (Independence Northwest) | Daria Smith (State Independent Living Council) |
| David Johnson (Advocate) | Tesha Tramantano-Kelly (CT Family Support Network) |
| Bryan Klimkiewicz (CT State Department of Education) | Doriana Vicedomini (Business Owner) |
| | Robin Wood (CT Department of Developmental Services) |
| | Ana Wittig (Oak Hill School) |
| | Missy Wrigley (CT State Education Resource Center) |

Strategic Plan Background

Since the 1990's, some parents and professionals around the country – many affiliated with the international disability advocacy organization, TASH – began “thinking college” for transition aged students (Brown & Somerstein, 1990; Butterworth, Jorgensen, Rammler, Whelley, & Yuan, 1994; Rammler, 2001; Rammler & Wood, 1993; Wood & Rammler, 1991).

National Think College Context

The amendments to the federal Higher Education Opportunity Act (P.L. 110-315) (HEOA) was enacted on August 14, 2008 to reauthorize the Higher Education Act of 1965. This reauthorization improved access to postsecondary education at Institutions of Higher Education (IHEs) for students with intellectual disabilities (ID) by establishing criteria for “Comprehensive Transition Programs (CTPs).” Based on the 2008 Higher Education Opportunity Act, PL110-315, a student with an intellectual disability is a student: A) with a cognitive impairment, characterized by significant limitations in (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.

CTPs were to provide students with ID inclusive access to, and full participation in, college classes and campus activities including residential life. Being enrolled in a CTP made students with ID eligible for funding all or part of their IHE experiences through the Federal Application for Student Financial Aid (FAFSA) process. HEOA also provided funds for model demonstration Transition and Postsecondary Education Programs for Students with Intellectual Disabilities (TPSIDs) and a Think College National Coordinating Center, which was established in 2010, to provide support, coordination, training, and evaluation services for students with ID enrolled in IHEs. As a result, many states today have well established Think College programs.

History of Think College in Connecticut.

Beginnings. In Connecticut, initial efforts involved a handful of individual CCUs on behalf of a handful of specific students. In each situation, the parents were proponents of inclusive education for their secondary-school-aged children and benefitted from the *P.J. et al v. State of Connecticut, Board of Education, Civil Action No. 291CV000180* (2002). For example, a collaboration between the West Hartford Public Schools and the University of Hartford from 1996 – 1999 was created and another between the Bristol Public Schools and the Human Services Department of Tunxis Community College from 1999 - 2003. A model also was developed in collaboration between the West Hartford Public Schools and what is now the University of St. Joseph in which the district's services for students with Intellectual Disabilities (ID) age 18-21 were moved out of one of the high schools to be based on the college campus. These early initiatives were disbanded, however, when the students exited IDEA services and the administrations in the involved districts changed.

Some formal programs started in the intervening decades to meet a demand from families but without having received any specific grant funds. These include Gateway's Step Forward programs that began as collaboration between this CT community college and area public schools. Chapel Haven extended its substantially separate transition services to enable some individuals to take classes at nearby colleges and receive support for these activities through the program. Other school districts (individually or in collaboration between school districts) were able to co-locate postsecondary transition programs on a number of CT college campuses but these programs remain substantially separate from college life for the most part.

The current state of the State. Many of these co-located programs continue to exist today or were also disbanded for a variety of reasons (e.g., changes in administration, no longer having space available at CCUs).

There also is no doubt that some isolated situations continue to exist in CT today. For example, as one member of the CTTSC reported observing, a student with ID recently took a teacher preparation class at a Hartford area IHE. The typical students benefitted from seeing their professor model inclusive education in action and were also exposed to classroom applications of positive behavior supports, differentiated instruction, presuming competency of students with ID, and celebration of student body diversity. The student benefitted from friendly, age-appropriate interactions with his peers. Unfortunately, none of these students were able to participate in residential life. There is evidence that participation in residential life has benefitted other minority groups on campus (c.f., López Turley & Wodtke, 2010) and, when the arrangement is that of a “Living/Learning” environment rather than a traditional residence hall, success is even more evident (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006).

In addition, College Steps in Connecticut is currently taking major action to become fully inclusive at one CT 2-year community college and a private CT 4-year college and a private non-profit has been established to further Think College opportunities for others.

UCEDD’s involvement with the national movement. The University of Connecticut Center for Excellence in Developmental Disabilities (UCEDD) applied for both the first (2015) and second (2016) rounds of highly competitive TPSID grants but was not a recipient of either. Undeterred, the UCEDD conducted a thorough needs assessment resulting in a document, “Is Connecticut Ready for a Think College Initiative? A Data Analysis Justifying Recommendations

for Proceeding (UConn UCEDD, 2016).” The conclusion was a resounding “yes” but there was no funding to proceed with the recommendations therein.

As AUCD continues to be involved in a major postsecondary initiative (<http://www.aucd.org/template/page.cfm?id=509>), it is through this involvement, with core funding through the federal Administration on Community Living, that the UCEDD has remained current with subsequent TC activities. In 2017, the UCEDD applied for, and received, a capacity-building grant from the Think College National Coordinating Center for the purposes of developing this Strategic Plan.

Process to Develop the CT Think College Strategic Plan

Details of the process to develop the CT Think College Strategic Plan (TC SP) under this mini-grant appear in a separate document, the *Think College Final Report to the Think College National Coordinating Center*, that was developed in the Fall of 2018 and is posted on the UCEDD's website at www.uconnucedd.org.

Stakeholders

The stakeholders involved in development of the TC SP included representatives from a variety of entities that are involved in services and supports to CT citizens with ID or would likely be involved in a CTTC initiative. These entities included several key state agencies (i.e., the Bureau of Rehabilitation Services in the CT Department of Rehabilitation Services, the Bureau of Special Education in the CT Department of Education, the State Education Resource Center (SERC), Workforce Development Boards funded through the CT Department of Labor, and the CT Department of Developmental Services); representatives of the other two members of the CT Developmental Disabilities Network (DDN [i.e., the CT Council on Developmental Disabilities and our privatized protection and advocacy agency, Disability Rights CT]); the State Independent Living Council and one of the Independent Living Centers; New England Assistive Technology (a/k/a NEAT: an Oak Hill Center); elected officials in the CT General Assembly and CGA staff members; employment-related entities such as the CT Business Leadership Network; individual family members; representatives of statewide parent groups (i.e., Connecticut's federally funded Parent Training and Information Center [CPAC]; the CT Special Education Parents and Teachers Alliance [SEPTO]; and the CT Family Support Network]; CT colleges and universities; public school administrators and transition services staff; and other interested parties; The breadth of participants was required because the CTTCSC decided early on that its

Think College model would service BOTH transition-aged young adults *and* those who had already aged out of public school services.

Planning Process

The major steps of the planning process were as follows and are depicted in the timeline that appears in **Appendix C**:

- The UCEDD was established as the official coordinator for planning activities.
- Members of a Connecticut Think College Statewide Collaborative were identified and invited to an initial retreat that was held on January 24, 2018. Results of this retreat included heightened awareness among participants of Think College nationally and the goals of the TC SP, specification of consensus values, development of vision and mission statements, and identification of opportunities and barriers that exist in our state.
- Additionally, at this retreat, initial meetings of Workgroups were established to address the issues of (a) Family and Self-Advocate Engagement, (b) Leadership and Sustainability, (c) Institutions of Higher Education, (d) Supplemental Think College Curriculum, (e) Public School Roles and Responsibilities, and (f) Employment. Each Workgroup developed initial action plans to address activities both to be accomplished by the Workgroup and to be included in the final TC SP.
- An intra- and inter-Workgroup communication system was established by the UCEDD.
- Workgroups held subsequent meetings between March and August of 2018 to refine their action plans and develop supporting documents.
- Another meeting of the CTTCSC was held on June 14, 2018, for Workgroups to share their work to date, address common issues across Workgroups, and determine next steps.

- Throughout the grant, the UCEDD Project Coordinator (PC) conducted multiple activities to support the Workgroups such as providing additional resource materials, meeting with representatives of CCUs, formally writing up and updating Workgroup-specific plans and supporting materials, consulting with Debra Hart (the Technical Assistant from the TC NCC), and related activities.
- Several formal presentations about TC were given by the PC to raise awareness (e.g., at the Annual CT Statewide Transition Symposium and to participants of a CT AHEAD meeting).

Project Outcome

As a result of these activities, the following CT Think College Strategic Plan described in subsequent pages was developed.

Introduction to the Connecticut Think College Strategic Plan

The Connecticut Think College Strategic Plan grew out of consensus values that were identified by the CTTSC. From these consensus values flows both vision and mission statements for a “true” TC initiative statewide. From these statements flow specific Goals, Objectives, and activities that need to occur (a) to develop a pilot project for the 2019-2020 Academic Year, (b) to develop a model reflecting any changes required to the pilot to remain consistent with the consensus values of the CTTSC and QI of the TC NCC, and (c) to extend the pilot to many public and private 4-year IHEs, and all of CT’s 2-year Community Colleges, in the future.

Consensus Values

In addition to embracing the concept that individuals with ID who wish to attend college should have opportunities to do so, the consensus values developed by the CTTSC are that TC in CT will:

- Be grounded in the principles of self-determination
- Provide opportunities both inside and outside the classroom
- Provide a safe environment with assurances of safety and security to families and students
- Be supportive and inclusive
- Allow for/aim for competitive employment
- Assure human dignity, dignity of risk, respect
- Provide access to all programs and services
- Encourage independence to the greatest possible extent
- Assure a welcoming educational experience
- Be fully supported by college leadership that creates expectations of college-wide inclusion

- Measure success in terms of personal growth, friendship, and positive outcomes (e.g., self-confidence)*
- Assure that students w/ID enhances the college experience for all
- Be individualized (from faculty/college points of view).

The Vision

The vision statement for Think College in CT, developed by the CTTSC, is as follows:

CT will have a higher education system where ALL students, regardless of ability, have an opportunity to participate fully in all programs and services of every College, University, and postsecondary career training program.

The Mission

The vision statement for Think College in CT, developed by the CTTSC, is as follows:

We create opportunities for people with intellectual disabilities to go to college in a supportive, self-determined, individualized and inclusive environment enhancing the college experience and achieving sustainable outcomes for all.

Opportunities and Barriers in CT

The goals, objectives, and activities specified in this plan both support these three major decisions AND address the opportunities and barriers identified by the CTTSC. These opportunities and barriers, specified through the resource identification process undertaken by the CTTSC, are broken out so that relevant portions appear in each of the six strategic plan components reflecting the follow-up activities of Workgroups. The Workgroups addressed each of the main categories of opportunities and barriers pertaining to (a) all stakeholders including CT communities at large, (b) families, (c) current and potential TC students, (d) public schools,

(e) IHEs, and (j) employment. Results of this process are six overarching goals. Note that these overarching goals have been re-ordered in this plan for the purposes of making the flow of implementation steps addressing each of the planning topics more effective.

- **Overarching Goal 1.0 (Leadership and Sustainability):** The CT TC Initiative will have strong leadership and be sustainable over time by building on/enhancing current systemic opportunities and eliminating/working around systemic barriers.
- **Overarching Goal 2.0 (TC CT Colleges and Universities):** CT Colleges and Universities (CCUs) will welcome and fully include students with ID as integral to their diverse student body and develop/sustain Comprehensive Transition Programs as defined by federal law to support the success of students with ID.
- **Overarching Goal 3.0 (Family Engagement):** Families of individuals with ID in CT will embrace and support TC as a viable option for their family members with ID.
- **Overarching Goal 4.0 (Self-Advocate Engagement):** Self-Advocates in CT will be engaged in developing and sustaining a true TC model.
- **Overarching Goal 5.0 (Public School Roles and Responsibilities, Including Curriculum):** Public Schools will adequately prepare students with ID who want to attend college by including students with ID and their families in all college preparatory activities and applying an inclusive curriculum that best prepares these students for functioning in a college or university setting.
- **Overarching Goal 6.0 (Employment Opportunities):** While enrolled in TC, students will hold down jobs just like typical students and, upon completing the requirements of CTPs will enter the workforce because CT business and industries have collaborated with TC

opportunities to identify essential skills for TC students to learn and are willing and prepared to hire individuals with ID who are competent employees.

Each of these six overarching goals, with their own goals, objectives and activities, is addressed separately in the following pages of this TC SP.

Strategic Plan for Leadership and Sustainability

Overarching Goal 1.0:

The CT TC Initiative will have strong leadership and be sustainable over time by building on/enhancing current systemic opportunities and eliminating/working around systemic barriers.

The Workgroup responsible for developing strategies for TC leadership and project sustainability components of the strategic plan met a total of four times to support the following major decisions. These decisions, made by the CTTSC, meet the vision and mission of the CTTSC. These major decisions are as follows:

- There will be a TC model pilot in at least one college and/or university in CT for the 2019-202 Academic Year using existing resources (i.e., without asking the legislature for additional funds given the state of CT's budget).
- All activities will build on and enhance existing resources and roles/relationships rather than developing new and separate TC structures and processes.
- Funds to support TC students with ID according to entitlement- and eligibility-based funding streams will be braided rather than implementing TC from a single source payee approach.
- A State TC Coalition will be established to further TC activity in CT.
- The next federal TPSID grant will be pursued for funding to make data-based decisions resulting from the TC pilot and to fund expansion of the model throughout the state.
- TC in CT will adhere to the "Think College Standards, Quality Indicators and Benchmarks (Grigal, Hart, & Weir, 2012; QIs)" for students with intellectual disabilities and not result in co-located programs or other separation of these students at CT IHEs.

Resources developed for this group, which are attached in **Appendix D**, are a table depicting existing CT mechanisms for interagency collaboration (D1) and a draft Infographic of “Points of Entry and Path of the Planned CT TC System (D2).”

Opportunities and Barriers Specific to Leadership and Sustainability

This plan addresses resources identified – i.e., current systemic opportunities and eliminating/working around systemic barriers – that are specific to developing strong leadership and sustainability over time. These appear in Table 1.

| Table 1 Resource Identification Related to Leadership and Sustainability | |
|---|--|
| Opportunities | Barriers to address |
| <ul style="list-style-type: none"> • NCC TC resources are available to CT. • Other states have data-based evidence of success. • There are existing opportunities for interested parties from Connecticut to connect with/visit other states that have already established a TC opportunity. • Students and families already serve as advocates for CT initiatives. • There are state agency administrators and legislators already on board with the TC concept. • Past and present silos in CT are proof this can work here, too. • TC offers a unique opportunity to braid and blend sources of funding (e.g., FAFSA, Medicaid Waiver, private pay, IDEA- and/or BRS funding). • Individuals are less dependent on other services. • Individuals contribute more to community economics. • Some individuals who earn wages are less dependent on public funding (e.g., SSI, SAGA). | <ul style="list-style-type: none"> • There is a lack of start-up funding and no existing mechanism for comprehensively addressing costs • There currently is no comprehensive top-down support to date • Social attitudes about individuals with ID and the role of IHEs are currently incompatible. • CT has experienced some related challenges (e.g., by BRS, school systems) in the past. • Many CT legislators (see comments by CT’s House Speaker about centralizing and segregating state’s special education resources) are not informed about the potential of individuals with ID. • Communities often see spending money on people with ID as “a waste of resources.” We need to cultivate a significant demand for change in beliefs, attitudes, and practices. • There is now no comprehensive effort to address this culture change statewide. • There have been past challenges with enrolling some individuals in colleges via BRS, failed agreements with school districts, etc. • Values that students with ID should enjoy experiences “just like everyone else” are not widely adopted. |

Resulting Goals, Objectives and Activities

Specific goals, objectives and activities to build on these opportunities and address the barriers are as follows:

Goal 1.1: Formally establish a Coalition through the Developmental Disabilities Network (DDN) to further Think College in CT.

Objective 1.1.1: Formally establish members of the DDN Coalition

Activities:

- *Convene a meeting of DDN leaders and support staff for TC in CT.*
- *Access the NCC TC resources to support the Coalition.*
- *Identify other members of the Coalition.*

Objective 1.1.2: Formally establish the UCEDD as the central coordinating and communicating body.

Activities:

- *Update the TC information on the UCEDD website*
- *Enhance and extend resources on the website to serve as a public access point for any entity (e.g., CC&Us, families, individuals with ID, advocacy groups, or public schools) interested in joining the CTCSC, pursuing college, or otherwise engaging in the mission of the DDN Coalition to create opportunities for people with intellectual disabilities to go to college in a supportive, self-determined, individualized and inclusive environment enhancing the college experience and achieving sustainable outcomes for all*
- *Post current information, including this Strategic Plan and any future, in the existing Dropbox for current and future stakeholder.*

- *Provide description of resources and links to the UCEDD website on other supporting websites (for example, www.cttransition.org, www.ctserc.org, and <https://portal.ct.gov/SDE/Services/Special-Education>.)*

Objective 1.1.3: Identify which of the goals and objectives in this Strategic Plan are priorities, set deadlines, and determine who will be responsible.

Activities:

- *Send out the last version of this plan for feedback from all those on the list of Acknowledgements for feedback.*
- *Make adjustments to the plan as recommended.*
- *Re-convene a third face-to-face meeting of the CTTCSC.*
- *Develop an agenda and strategy (including facilitators) for the DDN Coalition to proceed.*
- *Charge the new Coalition with identifying which of the decisions made to date and recommendations of the six current Strategic Plan components should be highlighted and what action steps can be completed both in the absence of bridge funds or if bridge funds become available.*
- *Determine which of the original CTTCSC members and others who served on one of the six Workgroups (i.e., Family Engagement, Self-Advocate Engagement, Leadership and Sustainability, CC&Us, Public School Roles and Responsibilities include Curriculum, and Employment Opportunities) who want to be members of the DDN Coalition.*
- *Identify other stakeholders (e.g., legislators, advocates, representatives of the business community, etc.) to participate in the DDN Coalition.*

Objective 1.1.4: Continue to build support for TC among various constituencies.

Activities:

- *Monitor follow-through on the Strategic Plan components proposed by the CTTSC*
Workgroups that are possible in the absence of TPSID funding.
- *Conduct central coordinating activities (e.g., scheduling and facilitating subsequent meetings and providing other support to begin implementing this plan).*
- *Continue support to those entities already committed to implementing this plan through meetings, inter-meeting contacts, and other activities.*

Goal 1.2: Continue identification of strategies and development/implementation of plans to address other systemic barriers

Objective 1.2.1: Research and apply for additional funding to sustain the project prior to the next round of TPSID finding as well as monitor federal activity related to future TPSID funding in order to submit a proposal that is funded.

Objective 1.2.2: Identify an interagency mechanism (e.g., MOU) for IHEs, the DDN, and state agencies to determine roles and responsibilities for the pilot.

Objective 1.2.3: Review existing legislation and state agency policies to identify areas for change in order to better support TC in CT.

Activities:

- *Divide responsibilities among DDN Coalition members.*
- *Develop system for monitoring progress towards meeting those responsibilities.*
- *Develop specific mechanisms to evaluate interagency coordination.*

Goal 1.3: Establish a process including agency-specific mechanisms for collaboration to support braided funding

Objective 1.3.1: Research and select/adapt strategies existing in other states whose TC programs rely on multiple funding sources.

Objective 1.3.2: Convene a meeting of all policy-oriented stakeholders to determine mechanisms for formalizing and enhancing existing relationships to support this plan.

Objective 1.3.3: Develop and implement mechanisms that formalize and enhance existing relationships to implement this plan.

Goal 1.4: Develop and implement a marketing strategy for ALL stakeholders

Objective 1.4.1: Plan and conduct a statewide conference to “roll out” TC to all stakeholders.

Objective 1.4.2: Identify needs for additional information from conference attendees at the statewide, regional, local, and individual level.

Objective 1.4.3: Identify and develop effective means of meeting needs for additional information.

Objective 1.4.4: Apply these means throughout CT and across constituencies.

Goal 1.5: Evaluate progress toward meeting Goals 1.1 through 1.4.

Objective 3.5.1: Successful completion and documentation of all objectives. .

Objective 3.5.2: Use the current NIRS data collection system following all meetings and trainings.

Objective 3.5.3: Collect and analyze data at the UCEDD to drive future decision-making.

Strategic Plan for CT Colleges and Universities

Overarching Goal 2.0:

CT Colleges and Universities will welcome and fully include students with ID as integral to their diverse student body and develop/sustain Comprehensive Transition Programs as defined by federal law to support the success of students with ID.

The Strategic Plan for CT Colleges and Universities (SP CCUs), to be eventually extended to all CT Institutions of Higher Education (IHEs), was developed through multiple face-to-face meetings and exchanges via email and telephone with representatives of various CT colleges and universities. Both public and private CCUs were represented. Additionally, a training was conducted at CT AHEAD (the national Association of Higher Education and Disability) to familiarize attendees with the TC concept.

Opportunities and Barriers Specific to CT Colleges and Universities

This plan addresses resources identified – i.e., existing opportunities and current systemic barriers – that were identified by the CTTCS and are specific to developing CT CCUs. These are identified in [Table 2](#) as follows:

Table 2

Resource Identification Related to CT Colleges and Universities

| Opportunities | Barriers to address |
|--|---|
| <ul style="list-style-type: none"> • Students have already benefitted from typical campus resources available to all students (i.e., tutoring, writing labs). • Students with ID increases campus diversity, income, and inclusion. • TC challenges everyone’s assumptions about disabilities. • A Peabody study showed more people want to change majors to work in human services which is one of the fastest growing fields for future employment. • TC provides an opportunity to make IHEs more physically and programmatically accessible to all. • TC can potentially result in an influx of resources to IHEs (e.g., how to improve UDL, more students paying tuition). • TC is consistent with what is considered “state of the art” in higher education. • Many CT CCUs have mission statements that support inclusion, diversity, and greater preparation of students for college life both before starting college, during their college years, and after graduation. • Many CCUs have comprehensive structures in place to address many of the concerns initially raised by the CTTSC that can easily apply to students with ID. | <ul style="list-style-type: none"> • Current co-located programs that are not services actually run by IHEs do not work because: <ul style="list-style-type: none"> • The students or the program get kicked out of their “home base” space if needed by the IHE for other purposes. • Historically there have been attitudinal and practical challenges for individuals with ID to be competitively employed as a result of association with an IHE • Efforts have been focused on students with a specific learning disability and/or physical, vision, and hearing challenges. • Existing CT programs on the NCC TC website do not meet the NCC’s Standards and Indicators criteria. • Social attitudes about people with ID and role of IHEs are currently incompatible. • At this time, there is no comprehensive effort to address this culture change statewide. • There have been past challenges with enrolling some individuals with ID in colleges via existing school and adult services resources • Values that students with ID should have experiences “just like everyone else,” even if they may need additional supports, are not widely adopted. • Most families have not saved for college for their children with ID so CCUs must become FAFSA-eligible by implementing approved CTPs. • For IHEs, TC requires a total paradigm shift from “the best and the brightest” to “the most motivated and who will benefit most in the long run.” |

| | |
|--|---|
| | <ul style="list-style-type: none">• CCU administrative structures are not experienced with how to support students with ID.• There are currently no IHE talking points.• Disability Services Offices typically limit the types of accommodations provided (i.e., viewing them as “one size fits all). They also are not generally aware that what is provided may not meet the needs of students with other disabilities.• Physical and programmatic inaccessibility continues to be a problem on many campuses.• There is a need for staff development from faculty to supports to operations personnel (i.e., the University of So. Florida model of “everyone is prepared and trained” must happen in CT).• Policy-makers fear additional support costs.• Many CCUs lack cultural competence as extended to individuals with, and families affected by, disability.• Many involved in CT higher education may be short-sighted re: what students with ID can do and what can be offered via higher education to overall student experience and college life• Non-disabled students would need to be trained to embrace diversity and learn strategies for providing appropriate support.• It can be difficult for .typical students to negotiate IHE systems, e.g., re: dropping a course, getting IT help, getting academic support (e.g., many places provide this but there may be no direct instruction for negotiating these systems).• It will be necessary to demonstrate no higher costs because of braided funding and for advocates not to drop the ball following through in making this happen.• Section 504 is misapplied (either one-size fits all or students with ID considered “not otherwise qualified”). |
|--|---|

Several products have been developed to address many of these barriers. These, which appear in **Appendix E**, include (a) the topics and major points of the CT AHEAD presentation (E1); (b) a core elevator speech for administrators of CT CCUs that can be modified to address specific institutional values, as well as vision and mission statements, as these align with a true TC model (E2); and (c) a sample of what a State University such as SCSU could offer to meet the requirements of CTP designation leading to a proposed “Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies.” Included are:

- A sample Daily Schedule for a TC student as compared to a “traditional” transition schedule for school-aged individual with ID in an LEA-based transition program (Hart, 2018) along with a Daily Schedule Supplement conceptualized by the CTTTCSC to include evenings and weekends (E3).
- A Sample Program of Studies for a fully inclusive college experience leading to a credential such as a single “Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies” regardless of the number of years (i.e., 2-4) a TC student is enrolled in the CTP at a specific CCU (E4).
- Sample CTP coursework (E5).

Note that this sample Program of Studies also addresses many of the concerns (e.g., for student safety) raised by Workgroups during development of this plan and includes both participation of TC students in typical classes, the opportunity to earn credential-related credits through participation in other CCU activities, and interest-/preference-driven participation in other aspects of college life.

Resulting Goals, Objectives and Activities

Specific goals for CCU's in both the short-term for the pilot and the long-term to address the overall vision and mission of this plan are as follows:

Goal 2.1: Plan and conduct a meeting of selected representatives of CT Colleges and Universities to develop consensus about how to meet CTP requirements and what type of credential will be offered after the pilot CCU(s) become approved CTPs.

Objective 2.1.1: Re-establish relationships with Trinity College and SCSU.

Objective 2.1.2: Convene a meeting or meetings with SSCU, Trinity College, and any other identified CCUs.

Activities:

- *Identify venue or Zoom*
- *Determine scope of meeting and develop agenda*
- *Develop a cover letter and contact list.*
- *Issue invitations*
- *Secure a commitment to develop a CTP for at least on pilot site for TC in Academic Year 2019-2020*

Objective 2.1.3: Use the materials already developed as the basis for discussion at the meeting

Activities:

- *Disseminate the materials developed.*
- *Plan and conduct follow-up meetings to align sample materials with a CTP application*

Goal 2.2: Receive approval for a CTP (minimally, a “CTP of One”) for the pilot CCU at for the 2019-20 Academic Year with support from the DDN.

Objective 4.2.1: Finalize and submit any Applications for Title IV Approval of a Comprehensive Transition and Postsecondary Program at a pilot CCU to the U.S. Department of Education’s Office of Postsecondary Programs.

Objective 2.2.2: Provide any additional materials requested.

Goal 2.3: With support from the DDN, identify and build on/enhance existing IHE structures and processes necessary to assure students with ID experience success during the pilot.

Objective 2.3.1: Convene meetings of pilot CCU administrators, faculty, and staff who will be immediately affected by the pilot to introduce TC.

Objective 2.3.2: With the CCU administration, identify representatives to involve in the pilot.

Objective 2.3.3: Develop and implement follow-up training to selected CCU representatives of administrators (e.g., Registrar), faculty (i.e., those who will be teaching institutional credit-bearing and CTP credit-bearing courses), and staff (e.g., residential supports, co-curricular activities staff) who will be involved in the pilot.

Objective 2.3.4: Review and revise/enhance existing CCU policies and procedures to assure they meet the needs of students with ID.

Objective 2.4.5: Identify an on-campus coordinator to be the primary contact for the DDN Coalition.

Goal 2.4: Admit students with ID to the pilot project and provide agreed-upon services.

Objective 2.4.1: Work with the DDN Coalition to identify initial families and student participants.

Objective 2.4.2: Establish connections with the TC NCC for on-going support throughout the pilot year.

Goal 2.5 (long-term): Expand TC throughout CT.

Objective 2.5.1: Continue outreach to CT Colleges and Universities (CCUs).

Objective 2.5.2: Conduct outreach to other IHEs (e.g., vocational institutes) and determine plan applicability to students with ID wishing to attend their programs.

Objective 2.5.3: Obtain commitments and develop a timeline for implementation.

Objective 2.5.4: Coordinate efforts with College Steps and co-located programs to enhance their services so they are compatible with a “true” TC model across the state.

Goal 2.6: Evaluate progress toward meeting Goals 2.1 through 2.5.

Objective 2.6.1: Evidence of completion of activities required to meet objectives.

Objective 2.6.2: Develop and implement mechanisms (e.g., rubrics for Individual Plans of Study, grades/transcripts, certificates of completion of any Job-Specific training, and satisfaction surveys) to measure impact on students with ID and their learning.

Objective 2.6.2: Use the current NIRS data collection system following all meetings and trainings.

Objective 2.6.3: Collect and analyze data at the UCEDD to drive future decision-making.

Additional activities, specific time frames for completion, and responsible parties will be developed further by the DDN Statewide TC Coalition in conjunction with CCUs involved with TC CTPs.

Strategic Plan for Family Engagement

Overarching Goal 3.0:

Families of individuals with ID in CT will embrace and support TC as a viable option for their family members with ID.

The Workgroup responsible for developing this component of the CTTCS held a total of four meetings. The group defined a model of shared responsibility between families and colleges/funders; developed a Venn diagram to minimize “culture shock” for appropriate parental roles in high school v. college settings; proposed a marketing plan; and identified specific resources and support groups to target over the next year with support from the DDN. As a result of their early recommendations, safety and security measures taken by CCUs were researched to reassure parents concerned about their students’ safety in a higher education setting. It is the consensus of the Workgroup that families are in the best position to advocate for any systemic changes required to move TC forward in CT and should be a major focus of subsequent efforts to further a CT TC initiative.

Opportunities and Barriers Specific to Families

This plan addresses resources identified – i.e., opportunities and barriers – that are specific to families in CT in order to engage them in embracing and supporting TC as a viable option for their family members with ID. These appear in [Table 3](#):

| Table 3 Resource Identification Related to Family Engagement | |
|--|---|
| Opportunities | Barriers to address |
| <ul style="list-style-type: none"> • There currently are families in CT who want their sons/daughters with ID to think college and attend college. • TC will offer relief for those wanting high quality transition programs. • TC offers an opportunity to learn how to parent an independent young adult. • Having TC available provides opportunities for teaching families about having high expectations. • Districts, Regional Transition Networks, Regional Educational Service Centers (RESCs) offer secondary transition fairs, resource nights, expos to inform families of post-school options and supports. | <ul style="list-style-type: none"> • Many families are overprotective and have low expectations. • There needs to be a healthy balance between appropriate interactions on behalf of adult students v. “helicoptering.” • Most families have not saved for college for their children with ID. |

Resulting Goals, Objectives and Activities

Specific goals to build on these opportunities and address the barriers are as follows:

Goal 3.1: Conduct meetings with selected family support groups including those statewide groups and their regional/local affiliates represented on the CTTSC around the state to provide information about TC and identify additional strategies to garner support and interest.

Objective 3.1.1: Use the materials already developed (see **Appendix F**) to approach families and prepare them for their emerging adults to attend TC including a model of shared responsibility changes over time (F1), cultural differences between high school and college (F2), a targeted marketing plan for approaching families (F3), and a list of CT support groups for families (F4)

Activities:

- *Compile materials already in existence into a formal introductory presentation.*
- *Compile and enhance materials already in existence into a formal parent training program.*
- *Review and prioritize family support groups from the list in Appendix FF to approach.*
- *Develop a schedule for meetings and trainings.*

Objective 3.1.2: Establish an outreach team to target these groups as well as identify additional forums for dissemination.

Activities:

- *Develop an “elevator pitch” especially for families.*
- *Identify members of the outreach team and secure commitments for participation.*
- *Communicate the elevator speech to people who are likely to use it so they can become fluent in “spreading the word.”*
- *Identify all Family Resource Fairs hosted by various groups.*
- *Identify annual Transition Fairs hosted by school districts or Regional Education Service Centers.*
- *Schedule formal presentations as per the priority list developed for Objective 2.*
- *Schedule family trainings as per the priority list developed for Objective 2.*
- *Mobilize families interested in pursuing TC for their family members with ID to advocate for this opportunities among all other stakeholders (e.g. to LEAs, IHEs including CCUs, the legislature, state agencies).*

Goal 3.2: Continue on-going efforts to apprise families of related information/supports such as Charting the LifeCourse tools and strategies, the promise of ABLE (Achieving a Better Life Experience) accounts, alternatives to guardianship, and being partners in policymaking/LEND faculty need to continue as they apply to TC.

Objective 3.2.1: Convey the TC SP to funding agencies such as DORS/BRS, DDS, LEAs

Objective 3.2.2: Meet with stakeholders responsible for addressing these other sources of information/supports to assure that TC is included in their work.

Goal 3.3: Evaluate progress toward meeting Goals 3.1 and 3.2.

Objective 3.3.1: Develop family satisfaction surveys.

Objective 3.3.2: Use the current NIRS data collection system following all meetings and trainings.

Objective 3.3.3: Collect and analyze data including satisfaction surveys and other feedback from stakeholders.

Objective 3.3.4: Develop and conduct a qualitative analysis structure on which to base future efforts.

Objective 3.3.5: Report analyzed data to the DDN and the DDN Coalition for data-based decision-making.

Additional activities, specific time frames for completion, and responsible parties will be developed further by the DDN Statewide TC Coalition.

Strategic Plan for Self-Advocate Engagement

Overarching Goal 4.0:

Self-Advocates in CT will be engaged in developing and sustaining a true TC model.

This Workgroup was spun off from the Family Engagement Workgroup in the last of its four meetings. The original thinking behind combining the two topics of Family and Self-Advocate Engagement was to provide a balance between parents' ideas and those of their (adult) children to assure that self-advocates had a strong say in their desires, e.g., for independence, and that resulting plans for family engagement were not inconsistent with the values of, e.g., self-advocacy and self-determination applicable to TC students. Moving forward, it is expected that self-advocates will continue to be intricately involved in all activities related to a CT TC initiative. Products developed for this group, which are attached in **Appendix G**, are a proposed agenda for an introductory session on TC to self-advocate groups (G1) and an updated list of these groups and their contacts (G2).

Opportunities and Barriers Specific to Self-Advocates

This plan addresses resources identified – i.e., opportunities and barriers – that are specific to self-advocates in CT in order to engage them in developing and supporting a true TC model. These appear in Table 4.

Table 4
Resource Identification Related to Self-Advocate Engagement

| Opportunities | Barriers to address |
|--|---|
| <ul style="list-style-type: none"> • There are students with ID who want to continue their education and go to college. • By going to college, students with ID can better relate to siblings who have gone to college. • Students with ID need to be able to get an education like everyone else. • TC facilitates “growing up” as students with ID: <ul style="list-style-type: none"> • Learn to make good choices • Learn from mistakes • Grow personally by way of improved self-esteem and increased self-sufficiency. • develop job skills in chosen fields as well as have opportunities to discover other career paths • Learn to self-advocate because self-advocacy is embedded in daily college life. • Assistive Technology can improve access to the curriculum and is easily made available. • Assistive technology is “cool” and enhances social status of students who use it. • TS allows students with ID to have better preparation in planning and being successful in their adult lives. • TC students develop more skills, have more social opportunities, earn more money, and make more community contributions. • TC students develop increased self-esteem and self-confidence through increased self-sufficiency. • TC facilitates development of natural supports, community connections, and relationships. • Community barriers are addressed directly as community members see students with ID seen as competent adults. • LEAs support students with participating in and facilitating their Planning & Placement Team Meetings. • In collaboration SERC & UCEDD provide professional learning sessions on the development of self-determination skills | <ul style="list-style-type: none"> • There are currently no IHE talking points for self-advocates. • Self-advocates need to be aware of their accommodation needs and how to advocate for them to Disability Services Offices at IHEs. • Self-advocates need to develop advocacy skills at a systemic level to assure implementation of “true” TC models involving inclusion and opportunities to lead enviable lives. • Self-advocates need to be prepared at a younger age for college presence and participation by advocating for increased independence and opportunities to learn how to access higher education (e.g., by using AT, staying safe, and self-advocating) with their families, schools, and IHEs. |

Resulting Goals, Objectives and Activities to Address Self-Advocate Engagement

Specific goals to build on these opportunities and address the barriers related to self-advocate engagement are as follows:

Goal 4.1: Introduce leaders of self-advocacy groups throughout the state, including People First of CT, to the TC model using the presentation agenda that was developed.

Objective 4.1.1: Review and prioritize the self-advocacy groups from the list in Appendix G to approach.

Activities:

- *Conduct outreach to group contacts.*
- *Work with contacts to determine if groups in geographically compatible locations can be combined for these introductory sessions.*
- *Develop a schedule for meetings and trainings.*

Objective 4.1.2. Conduct initial meetings to various self-advocacy groups around the state.

Activities:

- *Finalize the draft agenda for this orientation.*
- *Identify and access any additional materials needed.*
- *Schedule and conduct regional and local meetings to raise awareness.*
- *Recruit potential trainers from various groups.*
- *Solicit input from attendees about additional strategies to garner support and interest and encourage meeting participants who are interested in attending college to become more active in the state's future work on a TC initiative.*

Goal 4.2: Develop and implement a “train the trainers model” so that a core group of self-advocates can provide further training, with support from the DDN, across the state.

Objective 4.2.1: Develop training materials drawn from materials developed for other components of the TC SP.

Activities:

- *Convene a meeting of representatives of People First, KASA members, graduates of Partners in Policy-Making and LEND participants, representatives of the CT Secondary Transition Community of Practice Youth Advisory Board, and individuals already known to the CTTSC to develop consensus on next steps regarding “spreading the word.”*
- *Identify materials relevant to self-advocates from all sources.*
- *Develop the curriculum package for use by self-advocates.*

Objective 4.2.2: Convene “train the trainers” sessions to introduce the materials.

Activities:

- *Schedule an initial training for volunteer self-advocates who express interest in becoming trainers.*
- *Provide supervised opportunities for trainers to practice their training.*
- *Provide constructive feedback and develop additional supports for trainers to use to be effective trainers.*

Objective 4.2.3: Secure commitments from members of the DDN or designees to accompany self-advocate trainers in order to provide transportation, support during the trainings, and other assistance as needed.

Goal 4.3: Include self-advocates in all activities of the DDN TC State Collaborative to assure self-advocates are knowledgeable about progress towards all overarching goals and able to advocate to anyone seeking TC or interested in learning more about it.

Objective 4.3.1: Identify self-advocates interested in participating in the DDN Collaborative and any subgroups formed to continue TC planning and implementation.

Objective 4.3.2: Develop a communication system to assure self-advocates are apprised of meeting dates and other participation opportunities.

Objective 4.3.3: Assure transportation and other supports needed by self-advocates are accessible and available to assure participation.

Goal 4.4: Assure that TC students are involved in Participatory Action Research (PAR) about their TC experiences.

Objective 4.4.1: Revisit the PAR models used by other states.

Objective 4.4.2: With involvement of CCU representatives and students with ID, develop a PAR process for the pilot.

Objective 4.4.3: Secure Institutional Review Board approvals as required.

Objective 4.4.4: Implement the PAR process.

Goal 4.5: Evaluate progress toward meeting Goals 4.1 through 4.4.

Objective 4.5.1: Develop any additional means of evaluating their own progress toward the CTTCS's vision and mission that are recommended by self-advocates.

Objective 4.5.2: Regularly collect, review, and analyze PAR data.

Objective 4.5.3: Use the current adapted self-advocate evaluation form for NIRS data collection system following all meetings and trainings.

Objective 4.5.4: Collect and analyze data at the UCEDD to drive future decision-making.

Additional activities, specific time frames for completion, and responsible parties will be developed further by the DDN Statewide TC Coalition.

Strategic Plan for Public School Roles and Responsibilities

Including Curriculum

Overarching Goal 5.0:

Public Schools will adequately prepare students with ID who want to attend college by including students with ID and their families in all college preparatory activities and applying an inclusive curriculum that best prepares these students for functioning in a college or university setting.

This portion of the TC SP resulted from the efforts of two Workgroups which met three times each. One Workgroup initially addressed the need for a “Supplemental TC Curriculum” (e.g., self-advocacy, safety awareness in the community, transportation use, and other skills not typically taught directly to typical students at CCUs) and the other considered Public School Roles and Responsibilities for students entitled to a transition program under the IDEA.

However, the TC NCC strongly advised against development of a “Supplemental TC Curriculum” in a TC setting and, as strategic planning progressed, it was clear that individual needs for direct instruction in specific skills could best be met (a) as part of their IEPs as embedded in inclusive high school experiences, (b) by empowering families and school staffs to have high expectations from the age of diagnosis on, and (c) through supported inclusive activities once enrolled in a CTP.

Also, from the beginning, a statewide “dual enrollment model” like that in other states was rejected because, in CT, there already are a number of co-located programs reflecting agreements between an LEA and a CCU that do not meet the criteria of a “true” TC model. Specific reasons are discussed in [Table 2](#). One LEA (Fairfield Public Schools), for example, has already expressed an interest in working with the DDN Collaborative and their host university to

begin working toward the ideal. Additionally, well-known court cases (c.f. *Superior Court of Connecticut, Milo SHEFF et al. v. William A. O'NEILL et al., No. CV890492119S, 2011*), state statutes (e.g., C.G.S. § 10-262) aimed at improving access to quality public education throughout the state, and local budget cuts raise concerns that funding may not be equitable available for students with ID to have equal LEA-funded opportunities for TC.

Thus this TC SP has a single overarching goal addressing Public School Roles and Responsibilities Including Curriculum (PSRRIC) developed to respond to the following opportunities and barriers resulting from the CTTCSC.

Opportunities and Barriers Specific to PSRRIC

This plan addresses resources identified – i.e., opportunities and barriers – that are specific to public schools in CT in order to adequately prepare students with ID who want to attend college by including them and their families in all college preparatory activities and applying an inclusive curriculum that best prepares these students for functioning in a CCU setting. These appear in Table 5.

Table 5
Resource Identification Related to Public School Roles and Responsibilities Including Curriculum

| Opportunities | Barriers to address |
|---|---|
| <ul style="list-style-type: none"> • Public perception of intellectual disabilities and competence is slowly changing. • People see greater possibilities (e.g., to be productive) for people previously thought to have little to offer. • Individuals are less dependent on other services. • Individuals contribute more to community economics. • Some individuals who earn wages are less dependent on public funding (e.g., SSI, SAGA). • District educators & transition coordinators collaborate with other stakeholders as they participate, contribute, and assist with facilitation of CT Secondary Transition Groups <ul style="list-style-type: none"> • CT State Transition Task Force • CT Transition Community of Practice • CT Regional Transition Networks • CT Transition Symposium • CT Transition Task Force & Community of Practice have created resources for districts/LEAs to utilize with preparing students to transition to adulthood. These include: <ul style="list-style-type: none"> • CT Transition Community of Practice Website • Building a Bridge (revised 2019) • CT Secondary Transition Planning Manual: The ‘How To’ Guide for providing Transition • CT CORE Transition Skills • CT CORE Transition Skills Resource Chart • CT CORE Transition Skills Scope & Sequence (2019) • Assessing Soft Skills in Secondary Transition: A Resource Guide | <ul style="list-style-type: none"> • Segregation in high school result in even greater lack of preparedness for higher education. • Schools too often have low expectations for students with ID in preK-Grade 12. • Special educators are not aware of Think College as an option and tend to be driven by deficit thinking. • IHEs are not IEP-driven but rather Section 504-driven. School staffs need to know how to translate IEPs into truly meaningful 504 plans. • 504 is misapplied (either one-size fits all or students with ID considered “not otherwise qualified”). • State DoE is reluctant to push for TC due to lack of resources (even if conceptually on board). • LEAs have been growing their own transition programs and are therefore reluctant to pay for this type of service. • There have been challenges experienced by some LEAs with students not successfully completing college-based programs. • Schools are not widely teaching essential skills like use of AT for self-management. |

Additional resources, opportunities and barriers, and other considerations were contributed by representatives of the Bureau of Special Education staff of representative LEAs. These resulted in the following decisions which build on CT's comprehensive initiative to reform transition programs and the numerous relationships with other entities to truly prepare all students for life after public school that have already been established. These resulted in the following decisions:

- TC needs to be formally added as a practice group to the state's Transition Community of Practice.
- Students with ID need to participate in college preparatory activities while in high school just like nondisabled students.
- Public Schools are in the best position to teach skills in self-advocacy, functional applications of assistive technology (AT), and asking questions (e.g., for clarification or to get information) because they oversee students' IEPs and transition programs as mandated by the IDEA.
- In situations where a Planning and Placement Team determines that Think College is the appropriate option for a student, LEAs will continue to be allowed to fund this on an individual basis and braid their educational funds with other sources of funding. In such cases, the LEA will retain ownership over the students' IEPs although a mechanism to eliminate duplication with plans required by other funding sources will be needed.
- CCUs already have comprehensive orientation programs in place for incoming students so no one "sinks or swims" on their own and meaningful social relationships form early on.

Resulting Goals, Objectives and Activities

Specific goals to build on opportunities, overcome/work around barriers, and support the above decisions are as follows:

Goal 5.1: Review the CT CORE Transition Skills Scope & Sequence and other resources related to preparing for college to ensure that there are specific skill development & activities related to self-advocacy, self-determination, use of AT for learning and other generalizable skills.

Objective 5.1.1: Determine which existing materials can clarify and/or enhance existing portions of secondary transition resources listed in Table 5.

Activities:

- *Review communication strategies and self-advocacy skills specifically recommended by current students.*
- *Apply the criteria for evaluating AT in **Appendix H** as well as best practice in*
- *evaluating for use of AT to various AT devices and software*
- *Develop a mechanism to strongly encourage school districts and families to facilitate maximum independence.*

Objective 5.1.2: Apply existing CT Transition COP strategies to apprise professionals, families and students with ID about college-focused goals and objectives, and encourage embedded use of the resources available in **Appendix H**, for those who will enroll in CTPs rather than matriculating CCU Programs of Study.

Goal 5.2: Identify and secure assistive technology to facilitate independence for ALL college-bound students (e.g., for scheduling, formatting papers due, completing inclusive course requirements and demonstrating increased knowledge and competencies in course content).

Objective 5.2.1: Develop a statewide policy to eliminate the current ban in many secondary schools on the use of personal electronic devices as long as they are used for the purpose of preparing for greater independence.

Objective 5.2.2: Obtain input from AT experts in CT about current AT resources, best practices, and appropriate criteria for evaluating for AT.

Objective 5.2.3: As a promising practice in the revised Transition IEP Rubric, recommend that school based staff involved with adolescents to visit, e.g., New England Assistive Technology: An Oak Hill Center (formerly known as the NEAT marketplace) or attend workshops on AT for college-bound students with ID.

Objective 5.2.4: Assure that every students has access to a laptop and personal device at school and at home to practice appropriate use of software.

Goal 5.3: Develop and implement curriculum for public school staff development to increase knowledge and skill competencies for student preparation for TC.

Objective 5.3.1: Conduct a needs assessment of current LEA high school special educators to identify which are already embracing the following principles:

- Full inclusion in secondary academic and other classes

- Awareness of Think College as an option
- Strengths-based rather than deficit-based thinking
- How to translate IEPs into truly meaningful 504 plans
- Embedding functional skills into a typical school day
- The realities of the adult service system

Objective 5.3.2: Identify existing staff development curriculum that addresses the above principles.

Objective 5.3.3: Conduct a needs assessment (simultaneous to the one conducted for Objectives 5.3.1) about current LEA high school special educators to use assistive technology for independence, teach communication and self-advocacy skills, teach self-determination, and impart other aspects of a supplemental TC curriculum.

Objective 5.3.4: Identify existing staff development curriculum that addresses the above curriculum items.

Objective 5.3.3: Develop and implement a strategy to reach the widest number of school personnel involved in secondary education and transition services.

Activities:

- *Conduct formal presentations at annual meetings of, e.g., the annual Back-to-School, Association of School Guidance Counselors, ConnCASE and its regional chapters, etc.*
- *Develop webinars/course materials for school staffs to access for continuing education*
- *Identify and implement a mechanism for acknowledging LEA staffs who demonstrate increased knowledge and skill competencies as a result of having participated in the trainings.*

Goal 5.4: Identify targeted school districts to work with pilot CCU(s) and other funding sources by referring students to a pilot TC CTP.

Objective 5.4.1: Conduct a phone survey of LEAs that have already been involved with the UCEDD in transition activities to determine level of interest and ability to commit to the pilot.

Objective 5.4.2: Involve the State Dept. of Education's Bureaus of Higher Education and Special Education, in addition to identified LEAs, in developing guidelines for the pilot and subsequent expansion of the CT TC initiative.

Goal 5.5: Continue and enhance existing collaboration with other CT agencies, develop guidelines for LEA support of TC for interested students (e.g., through counseling families and students about ABLÉ accounts and FAFSA), and assure opportunities for statewide staff development for all educational administrators, educators, and support staff.

Objective 5.5.1: Involve LEAs and the State Bureau of Special Education in all subsequent DDN Coalition activities.

Objective 5.5.2: Provide DDN support the State Bureau of Special Education in identifying other legal, regulatory or policy barriers to TC participation across at CT LEAs.

Goal 5.6: Evaluate progress toward meeting Goals 5.1 through 5.5.

Objective 5.6.1: Collaborate with CCUs and other funders to develop and implement mechanisms (e.g., rubrics for Individual Plans of Study, grades/transcripts, certificates of

completion of any Job-Specific training, and satisfaction surveys) to measure impact on students with ID and their learning that do not duplicate information collected.

Objective 5.6.2: Conduct statewide analysis of individual student impact data to make data-based decisions about future enrollment by LEAs in CCUs during the transition years under the IDEA for students with ID.

Objective 5.6.1: Use the current NIRS data collection system following all meetings and trainings.

Objective 5.6.2: Collect and analyze data at the UCEDD to drive future decision-making.

Additional activities, specific time frames for completion, and responsible parties will be developed further by the DDN Statewide TC Coalition in conjunction with the state BSE and LEA representatives.

Strategic Plan for Employment Opportunities through Think College

Overarching Goal 6.0:

While enrolled in TC, students will hold down jobs just like typical students and, upon completing the requirements of CTPs will enter the workforce because CT business and industries have collaborated with TC opportunities to identify essential skills for TC students to learn and are willing and prepared to hire individuals with ID who are competent employees.

The Workgroup that developed this portion of the TC SP involved representatives of the business community, American Job Centers (AJC), and private non-profit agencies involved in employment of people with ID. The CT Department of Rehabilitation Services provided valuable input to the CTTSC. The Workgroup formally met three times to address the opportunities and barriers specific to employment identified by the CTTSC within the context of the following information and decisions made:

- BRS may pay, within existing budgetary constraints, for a range of costs including, e.g., tuitions and fees, books and supplies, transportation, and assistive technology *provided a certification or degree from a CC&U is part of an individual's Employment Plan and leads to employment.*
- There has been an MOU pertaining to this between BRS and CCUs, a copy of which was provided by DORS.
- Although CT lacks the formal designation of an "Employment First" state, many mechanisms are already in place, or are planned to be in place in the near future, to support employment for individuals with ID such as the CT DORS "Level Up" program, CT Department of Labor's *CT Hires* website components devoted specifically to job seekers

with disabilities and employers wanting to hire people with disabilities, seven American Job Centers (and their satellite offices) that include a Disability Services Specialist position, Life Course planning and Employment First initiatives within the CT DDS, commitment within the CT DDN to add Customized Employment to the toolbox of employment strategies used across the state which resulted in a series of intensive trainings by Marc Gold & Associates, and demonstrated success of a four-pillared program model established with the UCEDD's consultation by the non-profit adults services agency.

- Many mechanisms for marketing employment of people with disabilities including ID (e.g., the CT Business Leadership Network, priority efforts of the CT Autism Action Coalition) by engaging the business community already exist.
- The AJCs are already building relationships with CCU Career Development Offices and offer “one-stop shopping” for such employment-related services as writing resumes, interviewing skills, and job placement. AJCs also collaborate with BRS to eliminate service replication.
- Throughout CT, many Transition and Job Fairs occur on a regular basis.

Additional resources for the Employment Opportunities section of this TC SP appear in **Appendix I** and include a visual depiction of the program model used for TC by one private agency service adults, a list of approved career training and apprenticeship programs in CT (many of which are based in CCUs), and a description of the CBLN's mentorship program.

Opportunities and Barriers Specific to Employment

Following in Table 6 are the opportunities on which to build and barriers to address that were specifically identified by the CTCSC as relating to employment:

Table 6
Resource Identification Related to Employment

| Opportunities | Barriers to address |
|---|---|
| <ul style="list-style-type: none"> • Public perception of intellectual disabilities and competence is slowly changing. • People see greater possibilities (e.g., to be productive) for people previously thought to have little to offer. • Students with ID who continue their education and go to college have greater opportunities to learn the skills they need to work for an employer with job classifications that meet their interests and preferences. Finding these matches enables employees with ID to have greater success at work. • Assistive Technology improves employment performance for many and is easily made available nowadays. Assistive technology is “cool” and enhances social status of employees who use it. • TC students develop more skills, have more social opportunities, earn more money, and make more community contributions. • TC students have experience relying on natural supports, community connections, and relationships such as those among co-workers and supervisors. • Employment barriers are addressed directly as co-workers, supervisors, and other community members see people with ID as competent adults. • Individuals contribute more to community economics with greater purchasing power. • Some individuals who earn wages are less dependent on public funding (e.g., SSI, SAGA) and less dependent on publicly funded services. • Students have already benefitted from typical campus resources available to all students (i.e., tutoring, writing labs) that relate to preparation for employment. • Students with ID increases workforce diversity and inclusion. • Federal laws (e.g., WIOA, the ADA) support employment of people with ID | <ul style="list-style-type: none"> • CT has experienced some related challenges involving state agencies, LEAs, and private agencies concerning successful competitive integrated employment of individuals with ID in the past. • Communities see spending money on people with ID as “a waste of resources.” We need to cultivate a significant demand for change in beliefs, attitudes, and practices so people with ID are seen as viable contributors to the state’s economy. • Values that individuals with ID should have work experiences “just like everyone else” is widely not adopted. • Individuals with ID are held back by unreasonable safety concerns • Physical and programmatic inaccessibility continues to be a problem in many places of employment. • Employers fear additional support costs. • Non-disabled co-workers and supervisors might need to be trained to embrace diversity and learn strategies for providing appropriate support. • 504 is misapplied (either one-size fits all or individuals with ID considered “not otherwise qualified” because, e.g., they can’t pass a written exam that has little to do with actual job requirements). Most 504 accommodations are no- or very low-cost. • LEAs have been growing their own transition programs that use community employers for work experience for many students and may not be willing to place someone permanently with a particular employer so they can maintain their current relationship. |

Resulting Goals, Objectives and Activities

Specific goals to build on existing mechanisms and related opportunities, as well as overcome identified barriers, are as follows:

Goal 6.1: Using existing mechanisms and those already identified by Workforce Investment Boards, market the benefits of and strategies for employing individuals with ID to CT businesses and industries during and after their TC CTP enrollment.

Objective 6.1.1: Use the resources identified in **Appendix G** to formalize a cohesive employment referral and placement system that supports the draft Infographic in **Appendix D**.

Objective 6.1.2. Develop guidelines for use by all stakeholders for distinguishing between “First Job/Valuable Work Experience” and career-oriented TC education.

Objective 6.1.3: Assure high school and transition staffs are aware of (a) the current employment trends and (b) the full range of skill levels and job classifications in each to encourage students with ID to explore these through a formal discovery process.

Objective 6.1.4: Identify and use mechanisms to widely disseminate all available information about employment (including, e.g., the potential of Ticket-to-Work and ABLE accounts; credit- and industry-specific certificate-bearing CCU programs; and “stackable programs” that use accumulated certificates and other non-traditional ways of measuring and acquiring knowledge) to all stakeholders.

Objective 6.1.5: Widely disseminate, through the UCEDD, components of the model transitional services for adults depicted in **Appendix I**.

Goal 6.2: Provide training to all public and private business sectors, as well as CCUs, about successful employment of individuals with ID.

Objective 6.2.1: Access offerings of the CBLN to provide training to businesses and provider agencies and identify other existing supports and resources for employers and employment-related staffs applicable to job-seekers with ID.

Objective 6.2.2: Identify mechanisms (e.g., Chamber of Commerce meetings, intra-office staff development opportunities) and schedule opportunities to provide this training.

Objective 6.2.3: Work with the new DDS Employment Services Administrator to address the needs of supporting individual employees as well as those of the business community.

Objective 6.2.4: Support the establishment of effective linkages between existing services and supports for employment of people with disabilities including ID with Career Development Centers at CCUs and assure that information about inclusion of students with ID is addressed.

Goal 6.3: Provide initial and ongoing support to staff of current employment resources re: effective approaches to obtaining and maintaining employment of individuals with ID.

Objective 6.3.1: Continue providing training in Discovery, Job Development, and Systematic Instruction to stakeholders to develop proficiency in obtaining and sustaining naturally supported employment for TC students and graduates.

Objective 6.3.2: Examine existing procedures (e.g., the placement tests required by some entities, on-line applications) that discriminate against job-seekers with ID and develop recommendations for change.

Objective 6.3.3: Develop no-cost legislation or other policy recommendations to eliminate these processes/waive standard pre-employment requirements while still assuring that employers are able to hire “otherwise qualified” job-seekers with ID.

Goal 6.4: Establish formal linkages between CT TC activities by the DDN and key staff in both DDS and DORS.

Objective 6.4.1: Share this Plan with Amber Burke, the new Director of Employment & Day Services at DDS, and Arlene Lugo, Program Director at Connecticut Tech Act Project at DORS.

Objective 6.4.2: Involve Amber Burke in all subsequent TC activities in CT.

Objective 6.4.3: Involve Arlene Lugo in all further activities related to AT use.

Goal 6.5: Evaluate progress toward meeting Goals 6.1 through 6.3.

Objective 6.5.1: Develop and implement a system for measuring employment outcomes during and after TC involvement by students with ID.

Objective 6.5.2: Examine data collection systems currently used by stakeholders concerning progress toward obtaining employment, becoming employed, and sustaining successful employment to eliminate redundancy among funders who participate in braided funding to support TC employment.

Objective 6.5.2: Use the current NIRS data collection system following all meetings and trainings.

Objective 6.4.3: Collect and analyze data at the UCEDD to drive future decision-making.

Additional activities, specific time frames for completion, and responsible parties will be developed further by the DDN Statewide TC Coalition in conjunction with representatives of state and private entities involved in employment of individuals with ID.

Conclusion and Next Steps

This SP is an ambitious commitment to making “true” TC opportunities available to students with ID living in CT. Although the focus, again, is on CCUs, the long term vision and mission is for TC to be available in all CT IHEs so that CT will have a higher education system where ALL students, regardless of ability, have an opportunity to participate fully in all programs and services of every College, University, and postsecondary career training program.

Across the six overarching goals for Leadership and Sustainability, CT Colleges and Universities, Family Engagement, Self-Advocate Engagement, Public School Roles and Responsibilities Including Curriculum, and Employment Opportunities through Think College, there are 30 goals. Each of these goals has its own objectives and some, as a result of efforts by the CTTSC to operationalize these objective, have a number of specific strategies identified. Clearly prioritization is needed.

Overall, there remain some questions that still require answers. These include:

- Although there is an initial commitment to implement a true TC model in CT within existing resources, is there a long-term resource commitment that will need to be made for the vision and mission to become a reality?
- How will the roles of existing disability services (e.g., CCU Disability Services offices, case managers from state agencies, LEAs, or private agencies, guidance counselors) change and how will the change be supported in the long-term?
- Will implementing the goals, objectives, and activities identified in this document meet the needs of all families with students who have ID and want to pursue higher education? Will it meet the needs of all those students with ID?
- What is the best way to market this SP across constituencies so there is buy-in from all?

Partial answers to these questions will no doubt be achieved through trial and error in any pilot program(s) and as a result of ongoing evaluation of TC efforts. What will be important, however, is not to develop a new system specifically for TC but rather identify mechanisms for systems already in place to collaborate for effective and efficient implementation of the model. For the most part, this will rely on CCUs, families, self-advocates, and employers with support from CT public and private agencies, including school districts, that already have expertise in community inclusion of individuals with ID.

References

- Brown, L., & Somerstein, L. (1990, November). Michelle Goes to College. TASH, Chicago, IL
- Butterworth, J., Jorgensen, C., Rammler, L., Whelley, T., & Yuan, S. (1994, April). So who should go to college? Issues of inclusion at the secondary level. Presentation given at TASH/New England, South Portland, ME.
- Grigal, M., Hart, D., & Weir, C., (2012). Think College Standards Quality Indicators, and Benchmarks for Inclusive Higher Education. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Rammler, L.H. (2001). College Lifestyles for All: Creative Supports for Transitioning Youth. Rammler & Wood, Consultants. Training provided to secondary educators at the Barrington Public Schools, Barrington, RI.
- Rammler, L.H., & Wood, R. (1993). College Lifestyles for All. Middlefield, CT: authors.
- Wood, R., & Rammler, L.H. (1999, December). A transformation of services for students 18-21. Presentation given at the annual conference of TASH: Chicago, IL.
- López Turley, R. N., & Wodtke, G. (2010). College residence and academic performance: Who benefits from living on campus?. *Urban Education*, 45(4), 506-532.
- Inkelas, K. K., Vogt, K. E., Longerbeam, S. D., Owen, J., & Johnson, D. (2006). Measuring outcomes of living-learning programs: Examining college environments and student learning and development. *The Journal of General Education*, 40-76.
- UConn UCEDD (2016). Is Connecticut Ready for a Think College Initiative? A Data Analysis Justifying Recommendations for Proceeding. Farmington, CT: author.

List of Appendices

| | |
|--|--------|
| Appendix A – Glossary of Abbreviations and Acronyms (short form) | A1-A2 |
| Appendix B – Glossary of Abbreviations and Acronyms (long form) | B1-B10 |
| Appendix C - Timeline of Strategic Plan Development Activities | C1-C2 |
| Appendix D - Resources for Strategic Planning around Leadership and Sustainability | D1-D4 |
| Appendix E - Resources for Strategic Planning Involving CT Colleges and Universities | E1-E10 |
| Appendix F - Resources for Family Engagement | F1-F6 |
| Appendix G - Resources for Self-Advocate Engagement | G1-G4 |
| Appendix H - Resources for Addressing Public School Roles and Responsibilities Including Curriculum | H1-H2 |
| Appendix I - Resources for the Employment First Component of Think College in CT | I1-I2 |

Appendix A

Glossary of Abbreviations and Acronyms

(Short Form)

This form of the TC SP Glossary of Abbreviations and Acronyms only about what the abbreviation or acronym stands for. It may be helpful for readers unfamiliar with the abbreviations/acronyms to keep a copy of this short form available while reading the TC SP. For readers who want more information, please use the Long Form for brief descriptions/explanations.

| Abbreviation | What it stands for |
|---------------------|--|
| 504 | Section 504 of the federal Rehabilitation Act |
| ABLE | Achieving a Better Life Experience (as in ABLE Account) |
| ACL | Administration on Community Living |
| ADA | Federal Americans with Disabilities Act |
| AHEAD | Association on Higher Education and Disability |
| AJC | American Job Center(s) |
| AT | Assistive Technology |
| AUCD | Association of University Centers for Excellence in Developmental Disabilities |
| BRS | Bureau of Rehabilitation Services |
| C.F.R. | Code of Federal Regulations |
| C.G.S. | CT General Statutes |
| CAAC | CT Autism Action Coalition |
| CBLN | CT Business Leadership Network (now <i>Disability: IN Connecticut</i>) |
| CCUs | CT Colleges and Universities |
| CGA | CT General Assembly |
| ConnCASE | Connecticut Council of Administrators of Special Education |
| COP | Community of Practice |
| CPAC | CT Parent Advocacy Center |
| CT | Connecticut |
| CTFSN | CT Family Support Network |
| CTP | Comprehensive Transition Program |
| CTTC | CT Think College |
| CTTCSC | Connecticut Think College Statewide Collaborative |
| DD Act | Developmental Disabilities Act of 2000 |
| DDC | CT Council on Developmental Disabilities |
| DDN | CT Developmental Disabilities Network |
| DDS | Department of Developmental Services |
| DNC | Developmental Disabilities Network |
| DOL | Department of Labor |
| DORS | CT Department of Rehabilitation Services |
| DRCT | Disability Rights Connecticut |

| | |
|----------------------------|---|
| FAFSA | Federal Application for Student Financial Aid |
| HEOA | Higher Education Opportunity Act of 2008 |
| ID | Intellectual Disability or Intellectual Disabilities |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program |
| IHE | Institutions of Higher Education (including CCUs) |
| IRB | Institutional Review Board |
| KASA | Kids As Self-Advocates |
| LEA | Local Education Agency |
| LEND | Leadership Education in Neurodevelopmental Disorders |
| MOU | Memo/Memorandum of Understanding |
| NCC | National Coordinating Center |
| NEAT | New England Assistive Technology |
| NIRS | National Information Reporting System |
| PAR | Participatory Action Research |
| PC | Project Coordinator |
| QI | Think College Standards, Quality Indicators, and Benchmarks |
| RESC | Regional Education Service Centers |
| SCSU | Southern CT State University |
| SEPTO | CT Special Education Parents and Teachers Alliance |
| SERC | State Education Resource Center |
| SP | Strategic Plan |
| SSDI | Social Security Disability Insurance |
| SSI | Supplemental Security Income (with or without Disability Benefits) |
| TC | Think College |
| TC NCC | Think College National Coordinating Center |
| TPSID | Transition and Postsecondary Education Programs for Students with Intellectual Disabilities |
| UCEDD or UConn UCEDD | CT University Center for Excellence in Developmental Disabilities |
| UCF | University of Central Florida |
| VCU | Virginia Commonwealth University |
| WIOA | Work Incentives and Opportunities Act of 2014 |

Appendix B

Glossary of Abbreviations and Acronyms

(Long Form)

This form of the TC SP Glossary of Abbreviations and Acronyms provides brief definitions or explanations to any reader unfamiliar with what the abbreviation or acronym stands for.

| Abbreviation | What it stands for | Brief definition/explanation |
|---------------------|---|--|
| 504 | Section 504 of the federal Rehabilitation Act | This section requires provision of reasonable accommodations to people with disabilities by entities receiving federal funds. |
| ABLE | Achieving a Better Life Experience (as in ABLE Account) | A savings account established under federal law to help individuals with disabilities save money to pay for qualified expenses, without being taxed on the earnings and, in most cases, without losing eligibility for certain means-tested benefit programs. |
| ACL | Administration on Community Living | The branch of the U.S. Department of Health and Human Services that support the fundamental principle that people with disabilities of all ages should be able to live where they choose, with the people they choose, and with the ability to participate fully in their communities. |
| ADA | Federal Americans with Disabilities Act | A comprehensive federal civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life (e.g., to work, be able to purchase goods and services, use public transportation, etc.). |
| AHEAD | Association on Higher Education and Disability | A organization of disability professionals that represent a considerable depth of knowledge and experience in supporting students with disabilities in higher education settings. |

| | | |
|--------|--|---|
| AJC | American Job Center(s) | A partnership of organizations, working as a team, to promote a universal approach to providing effective workforce assistance to job seekers and businesses through a one-stop job-finding and career development resource. |
| AT | Assistive Technology | Any device used to ameliorate the effects of disability. May be “low tech” (e.g., pencil grip) or “high tech” (e.g., personal electronic devices like laptops or cell phones). |
| AUCD | Association of University Centers for Excellence in Developmental Disabilities | A network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families, and communities. |
| BRS | Bureau of Rehabilitation Services | A bureau within the CT Department of Rehabilitation Services that creates and supports opportunities as funding allows for people with disabilities to work competitively and live independently. |
| C.F.R. | Code of Federal Regulations | The codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the federal government of the United States. |
| C.G.S. | CT General Statutes | The codification of the laws of Connecticut. |
| CAAC | CT Autism Action Coalition | A group made up of parents, individuals, organizations and educators that provide one unified voice for individuals on the Autism Spectrum in CT. |
| CBLN | CT Business Leadership Network | An organization in CT affiliated with a nation organization which supports businesses in Connecticut which are committed to disability inclusion both in the workplace and supply chain. Recently renamed “Disability: IN Connecticut.” |

| | | |
|----------|--|--|
| CCUs | CT Colleges and Universities | One category of IHEs. |
| CGA | CT General Assembly | The legislative branch of CT governments that consists of two bodies: the State Senate and the House of Representatives. |
| ConnCASE | Connecticut Council of Administrators of Special Education | A professional organization dedicated to promoting professional leadership, exploring common issues, and developing improved services for exceptional children. There are regional chapters within CT. |
| COP | Community of Practice | A group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly. CT has a Transition COP and a Family Support COP, for example. |
| CPAC | CT Parent Advocacy Center | A statewide nonprofit organization that offers information and support to families of children with any disability or chronic illness, age birth to 26. |
| CT | Connecticut | Typically used to preface other abbreviations or acronyms to assure this applies only to CT as a state. |
| CTFSN | CT Family Support Network | An organization that exists to help families raising children with disabilities and special health care needs. |
| CTP | Comprehensive Transition Program | A program required of IHEs by the HEOA in order for participating students to be eligible for FAFSA |
| CTTC | CT Think College | A preface for various activities designed to establish a comprehensive system across CT for students with ID to participate in higher education. |
| CTTCSC | Connecticut Think College Statewide Collaborative | A group representing multiple constituencies that was established by the UConn UCEDD under a strategic planning grant from the TC NCC. |

| | | |
|--------|--|--|
| DD Act | Developmental Disabilities Act of 2000 | Federal law that mandates establishment of SILCs and the DDN to “assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.” |
| DDC | CT Council on Developmental Disabilities | One of three sister agencies comprising the CT DDN which promotes full inclusion of all people with disabilities in community life through funding and education. |
| DDN | CT Developmental Disabilities Network | A group of three sister agencies – the DDC, the UCEDD, and DRCT – funded under the federal Administration on Developmental Disabilities to assure full inclusion of people with disabilities in all aspects of life. |
| DDS | Department of Developmental Services | A state agency in CT that provides services and supports to individuals who meet the standard definition of ID. |
| DOL | Department of Labor | The federal agency that funds AJCs and also is responsible for occupational safety, wage and hour standards, unemployment insurance benefits, reemployment services, and some economic statistics. CT has a state-level DOL. |
| DORS | CT Department of Rehabilitation Services | The CT state (vocational rehabilitation) agency responsible for maximizing opportunities for people in Connecticut with disabilities to live, learn and work independently. |

| | | |
|-------|--|---|
| DRCT | Disability Rights Connecticut | The privatized non-profit which constitutes CT's ACL-funded agency for Protection and Advocacy of people with disabilities. One of the three sister agencies comprising CT's DDN. |
| FAFSA | Federal Application for Student Financial Aid | A form that can be prepared annually by current and prospective IHE students in the U.S. to determine their eligibility for student financial aid. |
| HEOA | Higher Education Opportunity Act of 2008 | The federal law that reauthorizes the Higher Education Act of 1965 and contains provisions relevant to TC |
| ID | Intellectual Disability or Intellectual Disabilities | A disability characterized by significant limitations in both intellectual functioning and in adaptive behavior. |
| IDEA | Individuals with Disabilities Education Act | The federal law that ensures students with a disability are provided with Free Appropriate Public Education that is tailored to their individual needs and which requires an IEP for each eligible student. |
| IEP | Individualized Education Program | The written document that's developed for each public school child who is eligible for IDEA services and includes a "Transition Plan" that includes a coordinated set of activities outcomes-oriented objectives in the areas of postsecondary/vocational education or training, continuing/adult education, integrated employment, and/or independent living skills/community participation, and adult services. Must be <i>in place</i> no later than age 16. |
| IHE | Institutions of Higher Education | Public and/or private colleges, universities, vocational programs, and other postsecondary educational/career training entities that award academic degrees or career certifications. |

| | | |
|------|--|--|
| IRB | Institutional Review Board | A type of committee in all IHEs and organizations which conduct research that has been formally designated to approve, monitor, and review biomedical and behavioral research involving humans. |
| KASA | Kids As Self-Advocates | A national, grassroots project created by youth with disabilities for youth/young adults to facilitate making choices, leadership, and self-advocacy by providing the information and support they need. |
| LEA | Local Education Agency | A public school district responsible for implementing public education including 504 accommodations, special education IEPs, and transition planning as defined by the IDEA. |
| LEND | Leadership Education in Neurodevelopmental Disorders | Programs to train future leaders so that “All children, youth, and families will live and thrive in healthy communities served by a quality workforce that helps assure their health and well-being.” |
| MOU | Memo/Memorandum of Understanding | A type of agreement between two of more entities that formalizes a common commitment to meet a particular set of goals, objectives, and/or activities. |
| NCC | National Coordinating Center | A federally-designated entity that is responsible for providing support, coordination/collaboration, training, evaluation services, data bases, and other activities to facilitate implementation, monitoring, and reporting of specific federally funded initiatives. |
| NEAT | New England Assistive Technology | An Oak Hill Center, NEAT provides training and opportunities to try out the latest technologies, products, equipment and services that assist people with day-to-day activities that they have trouble doing themselves. |

| | | |
|-------|---|---|
| NIRS | National Information Reporting System | A national, web-based data reporting and retrieval system for the AUCD Network. |
| PAR | Participatory Action Research | An approach to research that emphasizes participation and action by those being studied through collaboration with researchers. |
| PC | Project Coordinator | The professional who ensures that people and resources devoted to completing a project result in the project's success. |
| QI | Think College Standards, Quality Indicators, and Benchmarks | A system to identify and validate practices in higher education to create, expand, or enhance high-quality, inclusive postsecondary educational opportunities and positive outcomes for students with ID. |
| RESC | Regional Education Service Centers | Nonprofit, fee-for-service, public education agencies established to provide quality, cost-effective education resources, programs, and services to the state's public schools. There are six RESCs in CT with each covering a specific geographical region of the state. |
| SCSU | Southern CT State University | One of five public CT CCUs, SCSU "empowers students to succeed in a world that demands more from them every day. With a commitment to diversity, access, and inclusion, we inspire minds and transform lives through in-demand degrees, innovative partnerships, practical learning experiences, and community engagement." |
| SEPTO | CT Special Education Parents and Teachers Alliance | An alliance of local SEPTOs serving as parent advocacy groups to advance the quality and delivery of special education and support teachers in achieving this for students with disabilities. |
| SERC | State Education Resource Center | A quasi-public agency established under CT law to serve the CT State Board of Education in supporting educational equity and excellence. |

| | | |
|--------|---|---|
| SP | Strategic Plan | A document developed to define goals of an agency or project and identify strategies to meet goals. It guides decision-making on resources allocation to implement identified strategies to meet the defined goals. |
| SSDI | Social Security Disability Insurance | A program administered by the federal Social Security Administration making income payments available to workers who have accumulated a sufficient number of work credits. |
| SSI | Supplemental Security Income (with or without Disability Benefits) | A program administered by the federal Social Security Administration making income payments available to low-income individuals who have either never worked or who haven't earned enough work credits to qualify for SSDI. |
| TC | Think College | A model of fully including students with ID in IHEs that adhere to the QI set forth by the TC NCC. |
| TC NCC | Think College National Coordinating Center | The national organization dedicated to developing, expanding, and improving inclusive IHE options for people with ID. |
| TPSID | Transition and Postsecondary Education Programs for Students with Intellectual Disabilities | Model demonstration projects funded as a result of a competitive grant application process in grants were awarded to individual or consortia of IHEs to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with ID. |

| | | |
|----------------------------|--|--|
| UCEDD or UConn UCEDD | CT University Center for Excellence in Developmental Disabilities | One of three sister agencies comprising the CT DDN which provides interdisciplinary leadership in education, research, community services and dissemination of evidence based practices and policies to ensure CT citizens with disabilities and their families fully participate in all facets of community life and are offered informed choices to ensure their quality of life. |
| UCF | University of Central Florida | A public research university located in Orlando which has a TC model in place. |
| VCU | Virginia Commonwealth University | A public research university located in Richmond which has a TC model in place. |
| WIOA | Work Incentives and Opportunities Act of 2014 | The federal law designed to strengthen and improve the nation’s public workforce development system by helping Americans with barriers to employment, including individuals with disabilities, achieve high quality careers and helping employers hire and retain skilled workers. |

Appendix C

| Timeline of Strategic Plan Development Activities | |
|--|---|
| DATE | ACTIVITY |
| October 2017 | <ul style="list-style-type: none"> • Grant application submitted to TC NCC |
| November 2017 | <ul style="list-style-type: none"> • Notification of receipt of grant |
| December 2017 | <ul style="list-style-type: none"> • Official start of grant-funded activities and events • TC NCC Grantee Orientation for all recipients of mini-grants (12/8) • PC attended TASH in Atlanta, GA (12/13-12/15) • UConn UCEDD sponsored an orientation for initial supporters (12/18) • UCEDD begins project development work |
| January 2018 | <ul style="list-style-type: none"> • Project development activities by UCEDD, cont. • CT Think College Statewide Collaborative all-day retreat (1/24) |
| February 2018 | <ul style="list-style-type: none"> • Feedback from Workgroups due • Project activities by UCEDD including preparation for Workgroups/Workgroup meeting |
| March 2018 | <ul style="list-style-type: none"> • Initial meetings of five Workgroups <ul style="list-style-type: none"> ○ Employment Opportunities Workgroup (3/15) ○ Leadership and Sustainability Workgroup (3/16) ○ Supplemental Curriculum Workgroup (3/16) ○ Family and Self-Advocate Engagement Workgroup (3/22) ○ Public Schools Roles and Responsibilities Workgroup (3/22) • First quarterly report to TC NCC submitted • UCEDD staff meeting to determine next steps to date |
| April 2018 | <ul style="list-style-type: none"> • Workgroup reviews of March plans and submission of relevant materials • Meeting with parent-led group, Students Achieving Success (4/16) • Telephone interviews with CCU representatives in CT knowledgeable about TC • CT AHEAD presentation (4/6) • UCEDD background work |
| May 2018 | <ul style="list-style-type: none"> • UCEDD background work including preparation for second meeting of CTTCS • Follow-up meeting of Leadership and Sustainability Workgroup (5/2) |

| | |
|--------------------|--|
| June 2018 | <ul style="list-style-type: none"> • Second meeting of the CTTSC (6/14) • Follow up work/draft documents by UCEDD • Presentations on TC at the CT Annual Transition Symposium (6/27) • Second quarterly report to TC NCC submitted • Meeting with DDS self-advocacy coordinator (6/23) • Meeting with representative of the IHE Workgroup (6/29) |
| July 2018 | <ul style="list-style-type: none"> • Schedule CCU meetings/contact co-located programs • Produce draft materials requested by Workgroups |
| August 2018 | <ul style="list-style-type: none"> • Follow-up meeting of the Family/Self-Advocate Engagement Workgroup • Discussions with typical students • Met with CCU representatives to provide “elevator speech” and hard copy of FAQs |
| September 2018 | <ul style="list-style-type: none"> • Compilation of all materials into reports completed • Visual of process proposed by Leadership and Sustainability Workgroup drafted • Third quarterly report to TC NCC submitted • Informational table on TC at SDOEs annual Back-to-School conference (9/12) • Grant funds end |
| October 2018 | <ul style="list-style-type: none"> • TC Presentation at Down Syndrome Association of CT (10/13) • Participation in final meeting of funders and TC NCC • Discussion of mechanism for collaborating with People First of CT with newly elected Executive Board members (10/25) |
| November 2018 | <ul style="list-style-type: none"> • Began conversation among CT DDN representatives about the DDN taking over this project (11/15) • Completed final draft of report to TC NCC. • Began formatting Strategic Plan. |
| Planned activities | <ul style="list-style-type: none"> • Applications for bridge funding • Monitor TPSID grant announcements • Encourage Workgroups to continue planned activities related to marketing the SCCTTC values, vision, and mission |

Appendix D

Resources for Strategic Planning around Leadership and Sustainability

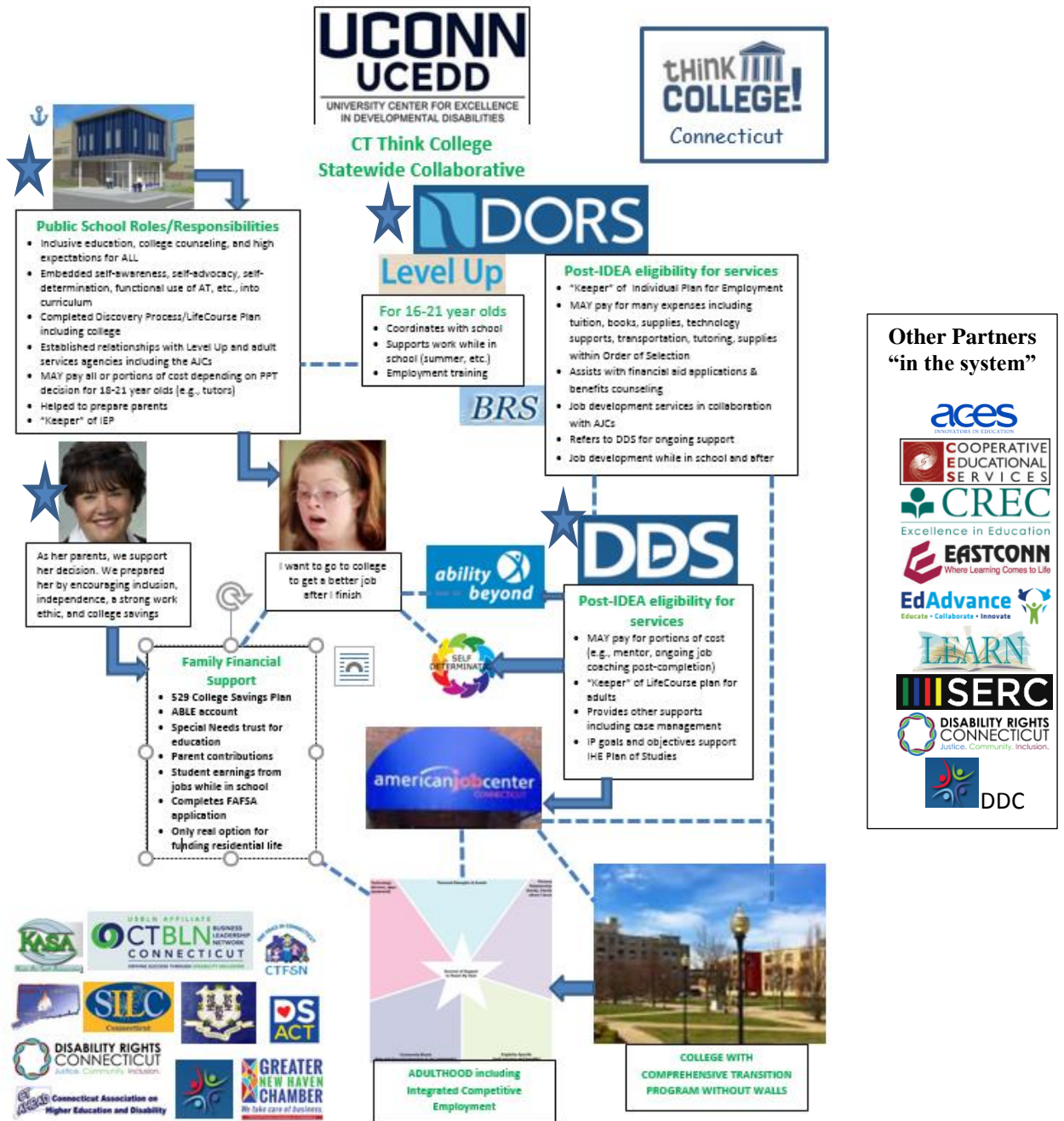
| <i>D1. Table Depicting Existing CT Mechanisms for Interagency Collaboration</i> | |
|---|---|
| Major component | How CT has these components already in place and their strengths/limitations |
| <ul style="list-style-type: none"> • CT 2- and 4-year Institutions of Higher Education (IHEs) NOTE: IHEs include CT Colleges and Universities (CCUs) which was the immediate focus of the CTTCSC. | <ul style="list-style-type: none"> • Almost all 2- and 4-year IHEs in CT have existing resources for students with and without disabilities, faculty, administration, career centers, etc., that can be aligned with a statewide TC initiative. • The CTTCSC has already begun to collaborate with CT AHEAD. • There is an existing MOU between DORS and all CT IHEs (public and private). • Representatives of two private 4-yr CCUs are serving on the CTTCSC. • The CTTCSC has received consultative support from representatives of 2 public 4-yr CCUs. • UCEDD staff have held 1:1 meetings or otherwise been in contact with selected CCUs that currently have a mission, vision, and/or statement of values that support a true TC model. • Two CCUs wrote initial letters of support for this project. • Other CCUs both within and outside of CT have expressed willingness to support the TC initiative in our state. |
| <ul style="list-style-type: none"> • CT Department of Children and Families. | <ul style="list-style-type: none"> • This state agency already provides higher education financial support to college-attending students who were in the state foster care system. This support includes funding needed for independent living, academics, and limited personal spending. • This could extend to students with ID in the foster care system. |

| | |
|--|--|
| <ul style="list-style-type: none"> • CT Department of Developmental Services (DDS) | <ul style="list-style-type: none"> • Within the limits of available funding, DDS currently provides services and supports to individuals in CT who have aged out of IDEA-funded services and have ID • DDS wrote an initial letter of support for this project. • There is a relatively new Transitional Services Waiver to provide support students who have “aged out” of IDEA-funded public school services that can include self-determined support for some aspects of college participation such as mentors. • Mentors and other services through approved private provider agencies or self-hire have already been supporting college students with ID, funded by waivers • DDS is not able to, and therefore will not, pay college tuition, fees, or costs of residential life. The department is willing to braid funds with other agencies or funding sources that can pay for these. • DDS case managers would not be involved in managing the IHE Individual Plans of Studies but IP goals and progress reports would reflect TC activities that are DDS funded. • On an individual basis, transportation <i>may</i> be funded by DDS if not funded by BRS. |
| <ul style="list-style-type: none"> • CT Department of Rehabilitation Services (DORS) Bureau of Rehabilitation Services (BRS) | <ul style="list-style-type: none"> • A high-level administrator of this state agency is a member of the CTTSC and is aware and supportive of TC. • As mentioned above, there exists a BRS/IHE Memo of Understanding (MOU). • BRS has a “Level Up” program in place that also serves students with ID in developing and implementing postsecondary education plans and opportunities. • BRS may pay for educational services leading to employment (e.g., tuition and fees) and has a current order of selection because services, including to those with ID, are driven by available funding. • BRS wrote an initial letter of support for this project. |
| <ul style="list-style-type: none"> • Employers | <ul style="list-style-type: none"> • Resources exist and are under expansion at our Department of Labor’s American Job Centers (AJC) to find, obtain, and sustain employment of individuals with disabilities including ID. • Employment of people with disabilities is already supported by business mentors identified through the CT Business Leadership Network (CBLN). • Employers are included in the above BRS/IHE MOU. • IHEs also provide opportunities for paid and unpaid internships as well as on- and off-campus employment. |

| | |
|--|--|
| <ul style="list-style-type: none"> • Public Schools (a/k/a Local Education Agencies or LEAs) | <ul style="list-style-type: none"> • The Special Education Bureau Chief of the SDOE is a member of the CTTSC. • Representatives of local public school districts including both Directors of Special Education and Transition Coordinators are members of the CTTSC. • Selected Directors of Special Education are interested in this model • Although LEAs do not have the funding in many cases to support college attendance (i.e., tuition and fees), there have been situations in which an individual student’s Planning and Placement Team (PPT) has determined that participation in a college program needs to be part of the students Individualized Education Program (IEP). In these cases, LEAs have funded these expenses. • More rarely, LEAs have paid for residential living when the PPT has determined that residing in a supervised setting other than the parents’ home is the only adequate setting that can meet the individual student’s needs for developing independent living skills in accordance with assessment results leading to a results-oriented transition IEP. • CT has a strong and active Transition Community of Practice with many resources available to LEAs about raising expectations for ALL students. |
| <ul style="list-style-type: none"> • UConn Center for Excellence in Developmental Disabilities (UCEDD) | <ul style="list-style-type: none"> • The UCEDD has already demonstrated its strong commitment to Think College. Specifically, it applied for 2010 and 2015 TPSID grants and conducted a Need Assessment of CCUs in CT (“Is Connecticut Ready for a Think College Initiative? A Data Analysis Justifying Recommendations for Proceeding,” UCEDD, 2016). • Think College is included in the UCEDD’s new 5-year plan. |

DRAFT

D2. Infographic of Points of Entry and Path of the Planned CT TC System



Possible points of entry into the system

Original recommendation: Case Manager/Rehabilitation Counselor or other representative of funding agency/ies provide(s) coordination and support collaboratively.

Appendix E

Resources for Strategic Planning Involving CT Colleges and Universities

| <i>E1. Topics and Major Points of CT AHEAD Presentation</i> | |
|---|--|
| Topic | Major points |
| The ask | <ul style="list-style-type: none"> • Since you as IHE representatives have already made a strong commitment to include students with higher incidence disabilities, and have achieved success in this area, we are looking to you to be an active partner and advocate in efforts to a Think College pilot project in Connecticut. • Our aim is to do this on a small scale, effective the 2019-2020 school year. • We seek to enroll students with ID in existing courses that align with their strengths, interests, talents, and career goals. • We ask that students with ID participate fully and inclusively in all other aspects of college life including, where feasible, residential life. |
| Benefits to IHEs | <ul style="list-style-type: none"> • Support from IHEs will better position CT to get a TPSID grant to support the CT TC initiative. • TPSID grant funds would be used for: <ul style="list-style-type: none"> • DSO staff training in how best to support another sector of diverse learners. • Teaching faculty how to differentiate instruction more effectively to reach and teach all learners. • On-going support to IHE administrators, faculty, and staff. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Training of peer mentors. • There will be no additional costs to IHEs when TPSID grant funds for start-up braids with other sources of funding that include: <ul style="list-style-type: none"> • DORS (existing MOU). • Public Schools (but not necessarily the Inclusive Concurrent Education model because, unlike MA, CT is not likely to have a legislative initiative about TC with new funding attached). • DDS (Medicaid Waiver funds) • FAFSA (with CTP designation) • Private pay via ABLE accounts, trusts, other savings or cash outlay from families. • Inclusion of students with ID will result in increased enrollments. |
| <p>What the Project Does NOT Want</p> | <ul style="list-style-type: none"> • TC does not create a separate program. • TC does not ask instructors to modify their curriculum. • Students with ID must still pay admission and other essential fees even if funded through some of the above resources. • TC does not seek formal matriculation except if the individual meets all the requirements of an existing certificate or degree program. |

E2. CORE ELEVATOR SPEECH FOR IHEs

Background

“Think College” is a National Project in its 8th year. It was one of the outcomes of the Higher Education Opportunity Act (P.L. 110-315) (HEOA) of 2008 intended to provide college options for college-aged students with intellectual disabilities.

We learned through a needs assessment the UConn UCEDD conducted and published in January 2016 that CT does not really have any “true” Think College models. (*Insert statement about any co-located public school programs not being “true” TC models.*) Those on the Think College website are self-selected and, while many IHEs graciously host public school transition programs, these are not structured in a way that they can be designated as a “Comprehensive Transition Program.” This designation is important because it allows students with intellectual disabilities to apply for FAFSA and encourages a braiding of other sources of funding to support them.

CT received a strategic planning grant for Think College in 2017 and we fully intend to be a recipient of a Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) in the 2020 grant cycle.

But, we need your help and we are specifically approaching _____ because your vision/mission/values addressing Leadership/impact/better world, Community partnerships/experiences, and Diversity, Inclusion, social justice so closely align with what “Think College” is all about (*insert language directly from IHE websites*). We are hoping we can get your input, if not a direct commitment to work with us to establish a Think College program on your campus, regarding how we can initiate a small scale pilot in CT starting with the 2019-2020 academic year.

What we don’t want are changes to your standards of excellence (except with the admission requirements waived by the HEOA). Therefore, we seek no separate programs, no modified curriculum, no waived admission or other essential fees, and no formal matriculation except if the individual meets all the requirements of one of your existing programs.

E3. What a State University such as SCSU Could Offer to Meet the Requirements of CTP Designation and a Proposed “Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies”

NOTE: Details would need to be negotiated with CCUs hosting CTPs

Sample Daily Schedule

A comparison of TC v. “traditional” transition schedules

Author: Debra Hart, accessed via email dated

| Traditional Schedule for a Student 18+ w Intellectual Disability | | | | | | Schedule for Student w Intellectual Disability 18+ Going To College | | | | | | |
|--|------------------------------|--|-------------------------------|------------------------|----------------------------|---|-------------------------|---------------------|---------------------------|----------------------------|-------------------------|------------------------|
| Day/time | Monday | Tues | Wed | Thurs | Friday | Day/time | Monday | Tues | Wed | Thurs | Friday | |
| 7:30-8:00 | Travel - school van | → | | | | 7:15-8:00 | Public transit college | Public transit job | Public transit college | Public transit job | Public transit college | Public transit college |
| 8:00-8:30 | Schedule overview - group | → | | | | 8:00-9:15 | Coffee break | Work- 8-9:45 | Coffee break | Work- 8-9:45 | Coffee break | Coffee break |
| 8:30-9:30 | Van - community job (unpaid) | Lifeskills instruction | Van to community job (unpaid) | Lifeskills instruction | Van-community job (unpaid) | 9:15-9:45 | Library- check email/BB | | Library- check email/BB | | Library- check email/BB | |
| 9:30-10:30 | Work Internship | School job | Work internship | School job | Work Internship | 9:45-10:00 | Head to class | Coffee break | Head to class | Coffee break | Head to class | |
| 10:30-11:30 | | Community travel/shop ping for cooking | | Cooking activity | | 10:00-11:15 | College class #1 | Work- 10-12:30 | College class #1 | Work 10-12:30 | College class #1 | |
| 11:30-12:30 | Lunch-work/school | Lunch community | Lunch school | Lunch | Lunch – work/school | 11:15-12:00 | Meet w/ ed coach | | Meet w/ ed coach | | Meet w/ ed coach | |
| 12:30-1:30 | Leisure or life skills | → | | | | 12:00-12:45 | Lunch mentor | | Lunch campus | | Lunch campus | |
| 1:30-2:30 | Home van | Home van | Home van | Home van | Home van | 12:45-1:00 | Hang out campus | Lunch w co-workers | Hang out campus | Lunch w co-workers | Fitness center | |
| | | | | | | 1:00-2:15 | College class #2 | | Job/ internship on campus | Work 1-2:00 | College class #2 | |
| | | | | | | 2:15-3:15 | | Public transit home | Meet w/class #1 tutor | Public transit meet friend | | |



| Daily Schedule Supplement conceptualized by the CTTSC | |
|--|---|
| Evening/weekends schedule of 18+ year old w/ID enrolled in traditional transition programs | Evening/weekend schedule of 18+ year old w/ID attending college |
| <ul style="list-style-type: none"> • At home with family • Attending community events with family or family of another individual with ID • Rarely attending social events unsupervised • Attending social events primarily scheduled for others with disabilities | <ul style="list-style-type: none"> • Socializing with non-disabled peers in dorm and in IHE activities • Developing independence in activities of daily living (scheduling, following through on assignments to develop responsibility) • Possibly working on- or off-campus in an integrated, competitive job |

E4. Sample Program of Studies

This inclusive undergraduate certificate program mirrors the current SCSU 3-tiered Liberal Education Program except that it is only available to students who have intellectual disability. Intellectual disability is defined in the HEOA as: "...mental retardation (sic) or a cognitive impairment, characterized by significant limitations in (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills (Sec. 760, 2A) and (a student) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (Sec. 760, 2B)."

Consideration needs to be given to whether a single "Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies" regardless of the number of years (i.e., 2-4) a TC student is enrolled in the program which, again, will be determined each individual's Plan of Study.

SOURCES:

<http://southernct.edu/academics/course-catalog.html>

<http://southernct.edu/academics/schools/arts/departments/interdisciplinarystudies/index.html>

<http://southernct.edu/academics/academicdepartments.html>

<http://catalog.southernct.edu/undergraduate/general-information/programs-and-requirements.html>

(Liberal Education Program)

To earn this certificate, students must take a minimum of **6.0** institutional credit hours (the equivalent of 2 3-credit courses) per semester in addition to a minimum of **6.0** Independent Study credit hours per semester for a total of 12 credits/semester to be considered a full time student.

Independent Study credits are available a) when courses offered for institutional credit are audited by the student but the student makes documented measurable progress in learning individualized content (e.g., the Essential Understandings as identified by the instructor OR specific skills identified by his/her team) OR b) when a student is awarded credit for participation in other activities (e.g., "Survival in Today's Modern World" or "Independent Study in Safety, Security, and Emergency Management").

Independent Study and institutional credits count equally toward the **Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies**

This certificate requires earning a minimum of 48 credits (a minimum of 12 institutional credits and a minimum of 36 over the span of two years or less. The program could last up to four years depending on an Individual's Plan of Study. Half of those institutional credit hours each semester must be accrued by auditing, or taking for credit, courses chosen from among the following TC Program of Study. In the following table, the second column specifies whether the course could be considered R (Required) or E (Elective) by the IHE itself: Most opportunities of courses that would meet the requirements for each description have various department-specific approaches to best meet the interests of ALL students.

E5. Sample CTP Coursework

| TIER | CREDIT | DESCRIPTION |
|--|-----------|---|
| Tier I Liberal Education Program (LEP) | 3 CR, R | Critical Thinking. Choose from at least one of the 14 courses listed in the course catalog (e.g., <i>Media Persuasion and Everyday Life</i>) for institutional credit as an Independent Study OR the course itself. |
| | 3 CR, R | INQ 101— Intellectual and Creative Inquiry. Seminar taken for IS or credit designed to assist first-year students in becoming enthusiastic and engaged members of the SCSU community. Seminars are organized thematically; topics vary by instructor. (to be selected based on instructor qualifications and student career needs, interests, preferences). All seminars focus on the process of learning how to learn and cultivating the habits of mind for life-long achievement and success. Students will learn and practice the process of academic inquiry common to all university disciplines, while exploring their reasons for seeking a university education and the choices they make as first-year university students. |
| | 3 CR, E | MAT 103 - MATHEMATICS FOR LIBERAL ARTS (ELECTIVE). Intended for the student whose major field of study requires no specific mathematical preparation. Topics include probability, statistics, and aspects of consumer mathematics. Other topics chosen by the instructor could include critical thinking/problem solving, geometry, graph theory, linear and exponential models, and voting theory. Taken for IS or institutional credit. |
| | 3 CR, R | Technological Fluency. Choose from at least one of the 15 courses that are listed in the course catalog to meet this requirement for IS or institutional credit. |
| | 3 CR, R | Written Communication (ENG). Choose from one of the three courses listed in the course catalog for IS or institutional credit. |
| Tier II LEP | 3 CR, R/E | Choose one or more of the 13 courses listed in the course catalog to meet the “ American Experience ” requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 41 courses listed in the course catalog to meet the “ Creative Drive ” requirement for IS or institutional credit. |

| | | |
|--------|--------------|--|
| | 3 CR, R/E | Choose one or more of the 16 courses listed in the course catalog to meet the " Cultural Expression " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 19 courses listed in the course catalog to meet the " Global Awareness " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 12 courses listed in the course catalog to meet the " Mind and Body " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 15 courses listed in the course catalog to meet the " Natural World I: Physical Realm " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 14 courses listed in the course catalog to meet the " Natural World II: Physical Realm " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 13 courses listed in the course catalog to meet the " Natural World II: Physical Realm " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 14 courses listed in the course catalog to meet the " Social Structure, Conflict, and Consensus " requirement for IS or institutional credit. |
| | 3 CR, R/E | Choose one or more of the 10 courses listed in the course catalog to meet the " Time and Place " requirement for IS or institutional credit. |
| Tier 3 | | CAPSTONE: Choose any Course Numbered 294. |
| | 3 CR, R/E | Choose additional courses from over 60 additional options as appropriate OR possibly continue with additional 100-200 level courses depending on area of career focus |

Following are other opportunities for students to earn credits in this Pre-Baccalaureate Program of Studies:

| | | |
|---|--|--|
| <p>Other required courses that are inclusive but not institutional courses offered to students for institutional credit. However, other students enrolled are strongly urged to take any non-required options (for example, they already need to participate in freshman year orientation but not Safety, Security, and Emergency Management or AJC</p> | | <p>Cooperative education thru TC partner agencies (i.e., LEA, DDS, BRS) or SCSU (4 semesters, 3 credits/semester)</p> <p>Independent Study in Safety, Security, and Emergency Management. Participation in 15 - 45 hours of inclusive campus safety and security learning opportunities (1 – 3 credits toward the certificate per 15 hour of activities). Hours accrued may include participation in emergency preparation programs offered by campus first responders, self-defense classes, enrolling in and demonstrating the ability to use any campus alert/notification system, documenting participation with a peer/mentor in accessing late night transportation services, attending residential presentations on such topics as dorm safety and acquaintance rape, downloading and (with a typical peer) learning to use the LiveSafe App¹ or comparable software on a personal electronic device that the individual has in his/her possession at all times, hours spent with campus fire or police personnel to learn about other services, etc. The specific activities will be individually tailored in the student’s individual Plan of Study and documented on a time sheet (with supporting documentation such as handouts or photos) to be placed in the student’s portfolio.</p> <p>Career Development. This course would require students to explore on-campus career development offices AND off-campus American Job Centers (from 1-6 credits depending on number of documented hours accessing these resources with documentable results). Students who access employment in their chosen field as a result of this course would continue to earn credits toward their pre-baccalaureate degree based on the number of part-time hours spent in that career-related job while attending college.</p> <p>Community Resource Management. This course would require participation in all required freshman year orientation and other career-related activities (see list below with additional requirements for pre-baccalaureate students), development of an Individual Plan of Studies, and signing a memo of understanding of student responsibilities for following, accessing assistive technology as needed to stay on track with requirements, and collecting evaluation data to demonstrate progress in completing the Individual Plan of Studies. (3 credits toward the certificate).</p> <p>Freshman orientation Special weekend events for incoming frosh Weekly meeting(s) with DSO advisor and/or other advisement opportunities</p> |
|---|--|--|

¹ <https://www.livesafemobile.com/solutions/mobile-app/>

| | | |
|---|--|---|
| <p>exploration) for personal growth and development and</p> | | <p>Register with the Disabilities Service Office Meet with staff from Assistive Technology to determine what works best for you (this may involve consultation with the CTTCS Coordinator. Participate in Academic Enrichment activities Completion of FOCUS on-line tool</p> <p>SURVIVAL IN TODAY’S MODERN WORLD. This 3-credit course, which may be repeated, offers the student opportunities to learn specific survival skills related to accessing community resources, developing personal competencies, participating in residential life, accessing regularly scheduled and spontaneous leisure and recreational activities on- or off-campus with non-disabled peers, etc. All learning will be experiential, inclusive, and will result in demonstrable skill mastery in accordance with the student’s plan of study. Membership and regular attendance at 2-3 on-campus clubs, sororities/fraternities, volunteer opportunities, and other IHE offerings is strongly encouraged.</p> <p>PARTICIPATORY ACTION RESEARCH. Up to three credits over the course of the program may also be accrued through students’ role in Participatory Action Research as follows:</p> <ol style="list-style-type: none"> 1. In the first step, the students will document their college experiences with cameras or pocket video cameras. 2. In the second step, the students will share their photos or video clips with the other students on a website that will be developed for this purpose. 3. In the third step, the students will discuss their data, commenting on their own and each other’s research. 4. In the fourth step, the students will make recommendations for changes that they think will help improve the college experience. 5. In the fifth step, the students will decide on actions they could take as a result of their research. 6. Finally, in the sixth step, the students will reflect on their research and decide if more needed to be done. |
|---|--|---|

The following courses could be recommended as well. Full catalog descriptions are listed for some.

| | | |
|----------------------|--|--|
| Strongly Recommended | | <p>MDS 150 - BUY THIS COURSE: MEDIA AND SELF. The dynamic relationships between media, culture, and self that render a consumerist world view. Using a critical lens, this course explores research and theory of media's role in sustaining the American way of life and its consequences on the individual. Open to freshmen, sophomores, and non-majors only.</p> <p>PCH 350/WMS 350 - WOMEN'S HEALTH CONSCIOUSNESS: AGES 18-40. Exploration of health issues specifically related to women aged 18-40: fertility control and behavior, alternatives in childbirth, and medical self-care.</p> <p>COM 210 - HUMAN COMMUNICATION. Students learn fundamental concepts and theories related to competent communication in interpersonal, relational, and small group contexts. Basic interaction skills are developed and applied in dyadic and group assignments to practice effective, appropriate, and ethical communication behaviors in personal and professional situations.</p> <p>Rec 105 AND/OR EXS 212.</p> |
|----------------------|--|--|

Appendix F

Resources for Family Engagement

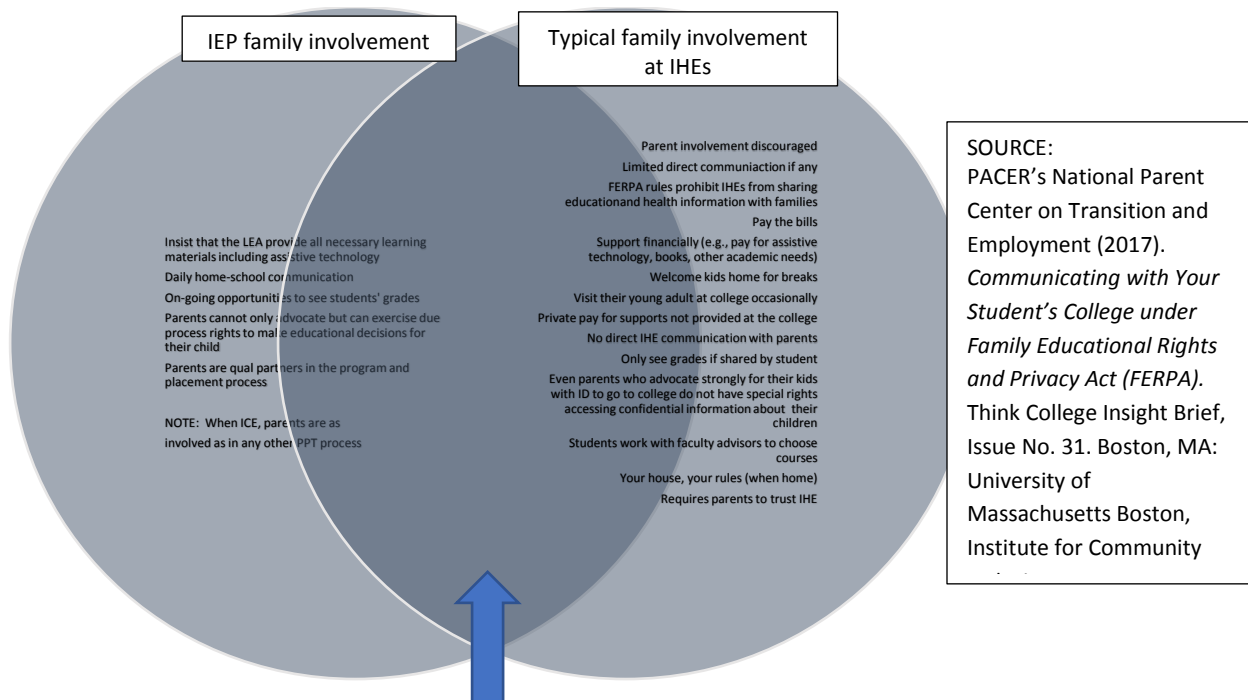
F1. Model of Shared Responsibility Changes over Time

| Age and Time ↓ | Provider | Parent/Family | Youth |
|-------------------|--|---------------|----------------|
| | → | | |
| | Major responsibility | Provides care | Receives care |
| | Support to Parent/family & child/youth | Manages | Participates |
| | Consultant | Supervisor | Manager |
| | Resource | Consultant | Supervisor/CEO |

Recklefer DM, & Truhovec DM. Supporting development of children with chronic conditions: From compliance based shared management. *Pediatric Nursing* 2005;29(9):354-363.

Downloaded 3/26/18 from <http://www.sickkids.ca/Good2Go/the-shared-management-model/index.html>

F2. CULTURAL DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE



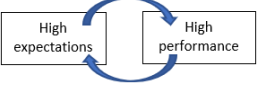
Overlapping types of involvement

- Family orientation opportunities; school newsletters
- Maintain positive relationship with students so they share any issues for family discussion/problem-solving.
- Shares information the IHE cannot share because of FERPA or HIPAA
- Involvement in community events like other family members (including school support)
- Anyone can encourage student to text/email family members

How TC program can support families

- Regularly scheduled group meetings w/TC project to share project updates, aggregated data, new information
- Periodic meetings of IHE staff (TBD) with enrolled TC students' families to discuss general concerns
- Project website
- Contact through group emails/social media

F3. TARGETED MARKETING PLAN FOR APPROACHING FAMILIES

| Loosely three target groups of families | Respect, cultural competence, follow-up | | | Engagement messaging | | Things for families to do | Who to do |
|--|---|--|----------------------|--|---|--|---|
| <p>GROUP 1: Parents of adults who had already IDEA services and have resigned themselves to what is “best available” in terms of time (i.e., 30 hrs./wk.)</p> <p>Parents of transitioning students who have resigned themselves to what is “best available” in terms of time (i.e., 30 hours/week)</p> <p>GROUP 2: Parents of transitioning students (18-21) as well as parents of recent grads who would have been open to TC if they knew about it</p> <p>GROUP 3: “Naive” parents who are not really thinking about college years yet</p> | First generation, family pride | “Going to college is what people in our family do” | My child wants to go | <ul style="list-style-type: none"> General information about TC, nothing breeds success like success so story-sharing. Will be a significant culture change for some | <div style="text-align: center;">  <p>Can-do attitude</p> </div> <ul style="list-style-type: none"> Not every person with ID needs to go to college but college should be available to all people with ID who want to go to college IEPs do not exist in college. Students have 504 and ADA accommodations Importance of college experience: <ul style="list-style-type: none"> Personal identity Personal growth ADLs Dignity of risk Life-long learning CTPs waive need for traditional diplomas and entry exams AT for independence/safety Family values higher education What is FERPA (i.e., no longer automatic right to see records/data). Even if student grants permission in writing, IHEs can ignore bc discretionary. May release if: <ul style="list-style-type: none"> parent’s federal tax dependent <21 yrs re violation of drug/alcohol policy School official’s observation/personal knowledge Health/safety risk Parent has legal status (e.g., Power of Attorney, Guardian, conservator) <p>IHE may have policy prohibiting release of info from non-educational records, too.</p> | <ol style="list-style-type: none"> Develop relationships with existing college students (older siblings, their friends, from “hanging out” on campus Explore unobtrusive safety technology Know your child Expose your child to many different experiences (interests, hobbies) Know your family finances – can you private pay? Eligible for FAFSA? ABLÉ or other college savings account? Engage in/teach ADLs at home Connect your child to the community Engage to reshape postsecondary process | <p>Who to do</p> <ul style="list-style-type: none"> Genna Lewis (DDS self-advocate who went to college. Other parent groups represented on the CTTCSG including <ul style="list-style-type: none"> Arcs Parent-2-Parent FAVOR Family Voices for Children CPAC School guidance counselors Elementary school staff talking about jobs and college Additional contacts include: <ul style="list-style-type: none"> Sherri Rombladt Beth Reel from CPAC Allison Kopie from DORS Joe Pagano LifeCourse Ambassadors <p>GROUPS 2 and 3:</p> <ul style="list-style-type: none"> Six RESCs and SERC to provide training to LEAs for Lifecourse (see below) IHE’s to share info w/families |

F4 - CT Support Groups for Families and Self-Advocates From DDS Website

African Caribbean American Parents of Children with Disabilities

(AFCAMP) provides training to parents of children with disabilities from every school district in Hartford to become advocates within their schools and assists them with training other parents to become advocates. 860.548.9959. www.afcamp.org

Community Collaboratives are made up of caring and committed individuals, parents/caregivers, and professionals who work to assist children with behavioral, social, anxiety, attention, communication or mental health challenges, and their families. To locate a Collaborative in your area: www.wrapct.org

Connecticut Autism Spectrum Resource Center (ASRC): serves a vital role in helping to educate and empower individuals and families affected by autism. As the state leader in advocacy, training and family support, ASRC is here to enhance the lives of those affected by Autism Spectrum Disorders (ASD) as well as their families. www.ct-asrc.org

Connecticut Cross Disability Lifespan Alliance (CTCDA) advocates for the full inclusion and participation in community of people with all disabilities. The goals of CT CDA are to increase society's view of people with disabilities as valuable contributors to their communities and to Influence the difficult decisions that need to be made regarding CT's current limited resources. The Alliance ensure that decisions made each year by CT legislators, business leaders and other policy-makers are designed in a manner that results in greater access, inclusion, and support of people with disabilities. **Facebook:** <https://www.facebook.com/pg/CTCrossDisabilityAlliance>

Down Syndrome Association of CT (DSACT) exists to improve the lives of people with Down syndrome, by promoting equity, opportunities, inclusion, and by empowering them and their families in all aspects of life. Relevant to Think College is its Statement of Principles that includes Individuals who have Down syndrome should be educated, be employed, live and play in the same classrooms, the same enterprises, the same living spaces and the same activities where people would go if they did not have Down syndrome." <http://mydsact.org/about-us/>

CT Family Support Network (CTFSN) is a statewide network of families who have children with disabilities and special healthcare needs. The Network assists families directly, offer parent-to-parent support, help with navigating CT's state service systems, and provide training and information. www.ctfsn.org

Connecticut Parent Advocacy Center, Inc. (CPAC) is a statewide nonprofit organization that offers information and support to families of children with any disability or chronic illness, age birth to 26. Phone: (860)739-3089, V/TDD-Toll Free 1-800-442722. www.cpacinc.org

Creative Housing Workgroup (CHW) is a group of proactive parents, caregivers and self-advocates who are working together to find supports, and create solutions for life in the community for individuals with disabilities. For more information please contact April

Dipollina, adipollina@lmhosp.org, Phone: 860-2714371.
The CHW is sponsored by the CT Family Support Network. www.ctfsn.org

CT Sibling Network: The mission of the CT Sibling Network is to support siblings of individuals with disabilities in the State of Connecticut by providing the information, tools, and community to enrich their lives and the lives of their siblings. They connect siblings throughout the State of Connecticut, share stories and offer support. Provide a platform for advocacy for and with individuals with disabilities. Organize meetings and seminars to share information and education regarding sibling issues, disability laws, and legal responsibility. They organize and facilitate Sibshops to provide support for child siblings throughout the state. 860-402-1730, **Email** info@ctsibs.org, or www.ctsibs.org, **Facebook:** www.facebook.com/groups/1604959316486659

And

SibShops provide young brothers and sister peer support and information in a lively, recreational setting. Facebook resources include SibTeen, Sib290, and Sibnet (a closed group). To locate a Sibshop group in Connecticut: www.siblingsupport.org/sibshops

DDS Regional Advisory and Planning Councils (RAC) are responsible for consulting and advising the Regional Director on the needs of persons with intellectual disability within the region. The councils engage in education and advocacy and foster communication between advisory groups, individuals, family members, local citizens and organizations. Members include parents, consumers, a practicing attorney and individuals designated by the local association for persons with intellectual disability. www.ct.gov/dds/cwp/view.asp?a=2&q=389774

North Region: Phone: (860) 263-2448 **Email:** ddsct.north@ct.gov
Web: <http://www.ct.gov/dds/cwp/view.asp?a=2&q=432256>

South Region: Phone: (203) 294-5053 **Email:** ddsct.south@ct.gov
Web: <http://www.ct.gov/dds/cwp/view.asp?a=2&q=429392>

West Region: Phone: (203) 805-7401 **Email:** ddsct.west@ct.gov
Web: <http://www.ct.gov/dds/cwp/view.asp?a=2&q=432584>

[RAC - Family Connections Flyer](#) (PDF, 312 KB)

[RAC - Family Connections Flyer Spanish](#) (PDF, 331 KB)

DDS Self-Advocates Consumer Corner: Self advocacy means speaking or acting for oneself. It means deciding what is best for you and taking charge of getting what you want. It means standing up for your rights as a person. The Department of Developmental Services (DDS) believes that all of the people we provide services to can benefit from learning and using self-advocacy skills. The Self-Advocate Coordinators are responsible for providing leadership, coordination, role modeling and mentoring of self-advocacy to individuals in their assigned geographic area. They do this by supporting existing self-advocacy groups and helping start new self-advocacy groups; by providing self-advocacy and self-determination training to consumers, staff and families; by creating self-advocacy and self-determination materials. www.dds.ct.gov/advocatescorner/site/default.asp **Linda has already spoken to Genna**

Family Advocacy Program (FAVOR) offers training, technical assistance and support to parents and caregivers. www.favor-ct.org

Family Empowerment Task Force (FETF) is an informal, unincorporated, organization of parents, siblings, guardians, caregivers and self-advocates. The FETF works to sustain, enhance and grow the Home and Community Based Services (HCBS) that are offered by DDS through its private provider network and self-directed plans by developing a supportive network of families and individuals who receive services, educating families about DDS services and educating legislators and public officials about the needs of families. **Facebook:** www.facebook.com/groups/CT.DDS.FETF

Grandparents as Parents Support Network (GAPS)

The State Department on Aging, with support from agencies throughout Connecticut, developed the Grandparents as Parents Support network (GAPS). Today the main focus of the GAPS network is to share information amongst the network of over 200 agencies, individuals and community organizations. GAPS focus in the past was to help provide assistance in establishing grandparent support groups for grandparents and relatives raising children. GAPS support groups were started in all five regions of the state under the auspices of the Brookdale Foundation Group's national program, Relatives as Parents Program (RAPP). Today there are over 70 support groups in the state of CT.

CT Grandparent/Kin Support

Groups: www.ct.gov/agingservices/lib/agingservices/pdf/ctgrandparentcaregiversupportgroups.pdf

GAPS: www.ct.gov/agingservices/cwp/view.asp?a=2513&q=313054

Padres Abriendo Puertas-Parents Opening Doors (PAP) is an organization of Hispanic parents of children with disabilities. Parents Opening Doors support group teaches Hispanic parents how to advocate for special education services for their school-aged children with disabilities. 860-297-4391. <http://padresabriendopuerta.wix.com/pap-website>

Parent to Parent/Family Voices of CT (PATH) is a family network, for any age that offers parent and sibling support groups. They also connect parents with similar family challenges together as another support option. www.pathct.org

The Arc Connecticut is an advocacy organization committed to protecting the rights of people with intellectual and developmental disabilities and to promoting opportunities for their full inclusion in the life of their communities. thearcct.org

Facebook: www.facebook.com/thearcct

Appendix G

G1. Resources for Self-Advocate Engagement

| DRAFT AGENDA OF A ONE-HOUR THINK COLLEGE PRESENTATION TO SELF-ADVOCATES | |
|--|---|
| Time | Topic |
| 7 minutes | Sign-in and introductions |
| 8 minutes | Initial questions to engage the group will include: <ul style="list-style-type: none"> • What do you already know about college? • How many of you know someone who went to college? • How many of you went to college? • How many of you wanted to go to college but couldn't? • How many of you would go to college if you had the opportunity? |
| 15 minutes | <p>Read aloud (a PowerPoint highlighting key components of this story with visuals should be developed): Kelty, K. (2014, January). Belonging on Campus. SOURCE: https://thinkcollege.net/sites/default/files/files/resources/kenneth_kelty_story_0.pdf</p> <p>Pause at various points in the story to check for understanding and ask trainees what they think so far of Kenny attending college. Answer questions that come up during the read-aloud. OR Conduct a structured interview of a guest speaker with ID who has participated in a truly inclusive college experience that asks the following questions:</p> <ul style="list-style-type: none"> • What does inclusion mean to you? Why was inclusion in college so important to you? • Where did you attend college? • How were you included in college academics? Tell us about your professors and other students in your classes. How did they help you? • How did college academics help you become a better employee? • What was your experience with work while you were at college? Did you have unpaid internships or did you work for real pay? • How did your supervisors and co-workers help you with work? • How did these experiences help you work when you were done with college? • Did you become more independent at college? How? • What was it like to live in a dorm? • What did you do to have fun? How did others help you with this? |
| 15 minutes | Show video. https://thinkcollege.net/resources/rethinking-college . Stop the video just before/after each speaker to tell viewers who is speaking and repeat what they are saying. Check for understanding. |
| 5 minutes | <p>Distribute one or more of the following reading materials with instructions for self-advocates to either read themselves or ask someone to read to them after this presentation is over. After reading, trainees should discuss what they learned with a trusted adult (e.g., parent, teacher, case manager). Ask each participant to identify their own trusted adult.</p> <ul style="list-style-type: none"> • Miner, I. (2013, August). Thriving in a college environment. SOURCE: https://thinkcollege.net/sites/default/files/files/resources/Thriving%20in%20a%20College%20Environment • Shepherd, I. (2014, July). At college and on the air with Ira Shepherd. SOURCE: https://thinkcollege.net/sites/default/files/files/resources/TC12_IRA_F2_0.pdf • Villemaire, N. (2013, August). Getting to and through college. SOURCE: https://thinkcollege.net/sites/default/files/files/resources/Getting%20to%20and%20Throu%20gh%20College.pdf |
| 10 minutes | Questions and answers and completion of presentation evaluation. |

G2. CONNECTICUT SELF ADVOCACY GROUPS AND CONTACTS

National

Self Advocates Becoming Empowered (SABE)
P.O. Box 104 Northport, AL 35473
Contact Vicki Hicks Tumaage

Statewide

People First of CT

Facilitator: Martin Podermanski, Community Navigators, Inc.
860-759-9386 or podermanskim@cninc.org

Kids as Self-Advocates (KASA)

Facilitators:
Carmina Cirioli ccirioli@pathct.org
Nanfi Lubogo nlubogo@pathct.org

Unified Sports through Special Olympics of CT

North Region

DDS Self-Advocate Coordinator Contacts

Kevin Arce, Self Advocate Coordinator
155 Founders Plaza
255 Pitkin Street
East Hartford, CT 06108
kevin.arce@ct.gov
Tel: (860)263-2457

Yana Razumnaya, Self Advocate Coordinator
155 Founders Plaza
255 Pitkin Street
East Hartford, CT 06108
yana.razumnaya@ct.gov
Tel: (860) 263-2554

Varian Salters, Self Advocate Coordinator
90 South Park Street
Willimantic, CT 06226
varian.salters@ct.gov
Tel: (860) 456-6345
Fax:(860) 456-6378

DDS North Region Contacts:

Amy M. Blazawski, Director of Self Determination
amy.blazawski@ct.gov 860-263-2449

Martin Zaugg, SD Employment Coordinator
martin.zaugg@ct.gov 860-263-2596

Patricia Cymbala, SD Employment Instructor
patricia.cymbala@ct.gov 860-263-2462

South Region

DDS Self-Advocate Coordinator Contacts

Carol Grabbe
Self Advocate Coordinator
35 Thorpe Avenue
Wallingford, CT 06492
carol.grabbe@ct.gov
Tel: (203) 294-5119
Fax: (203) 294-0220

Kellie Hartigan
Self Advocate Coordinator
401 W. Thames St., Suite 202
Norwich, CT 06360
kellie.hartigan@ct.gov
Tel: (860) 859-5512
Fax: (860) 859-5579

Genna Lewis
Self Advocate Coordinator
370 James Street
New Haven, CT 06511
genna.lewis@ct.gov
Tel: (203) 974-4232
Fax: (203)974-4201

DDS South Region Contacts:

Gregory H. McMahon, Director of Self Determination
Gregory.mcmahon@ct.gov 203-294-5063

Ada Johnson, Self Determination Employment Instructor
Ada.johnson@ct.gov 203-294-5008

West Region

DDS Self-Advocate Coordinator Contacts

Jamie Louchen, Self Advocate Coordinator
DDS Torrington Office
195 Alvord Park Road
Torrington, CT 06790
jamie.louchen@ct.gov
Tel: (860) 496-3067

Jossie Torres, Self Advocate Coordinator
DDS Waterbury Office
55 West Main Street
Waterbury, CT 06702
jossie.torres@ct.gov
Tel: (203) 805-7431

DDS West Region Contacts:

Beth Aura Miller, Director of Self Determination
Bethaura.miller@ct.gov 203-805-7430

Sandi Geer, Self Determination Employment Coordinator
Sandi.geer@ct.gov 203-805-7460

Mallory Morris, Self Determination Employment Instructor

Mallory.morris@ct.gov 203-805-7466

Appendix H

Resources for Addressing Public School Roles and Responsibilities Including Curriculum

| H1. Two Sets of Essential Skills Identified by Current College Students | |
|--|---|
| <p>Gaining attention of others to get information</p> | <p>Examples of questions:</p> <p>“When does this (program/facility) start/open and end/close?”</p> <p>“Where is _____?”</p> <p>“Who’s going to ____? Can I come, too?”</p> <p>“I want to do _____. Who would like to come with me?”</p> |
| <p>Self-Advocacy</p> | <p>Examples of questions:</p> <p>“How can I get help with _____?”</p> <p>“I still don’t get it. Can you re-explain or show me?”</p> <p>“What does _____ mean?”</p> <p>“I need extra help with _____. Can we meet after class or is there a tutor who can be assigned to me?”</p> <p>“I need someone to go with me because it’s dark”</p> <p>“Can I do XYZ instead of write a paper?”</p> |
| H2. Criteria Some Existing Think College Programs Use for Evaluating Assistive Technology (NOTE: Does not reflect AT Standards of Practice) | |
| <ul style="list-style-type: none"> • Will the student have mobile access to the file? • Is it baby-ish or age-appropriate? (It should be chronologically age-appropriate.) • Is the file free and safe? | |

- Which programs allow the student to connect with college-level curriculum content but in an alternative format?
- Does the program allow the student to demonstrate content mastery in a format acceptable to general education teachers (e.g., a poster that is presented orally instead of a short paper; a PowerPoint presentation instead of a longer paper)?
- What can another 18-year-old can use to connect with TC students?
- How can the student take videos or photos to document participation in required activities and/or progress?

IMPORTANT NOTE: These criteria were promulgated by an existing TC model with input from CTTCS members. They are not intended to replace or otherwise conflict with best practice in the field of Assistive Technology or the criteria AT experts use to evaluate for AT.

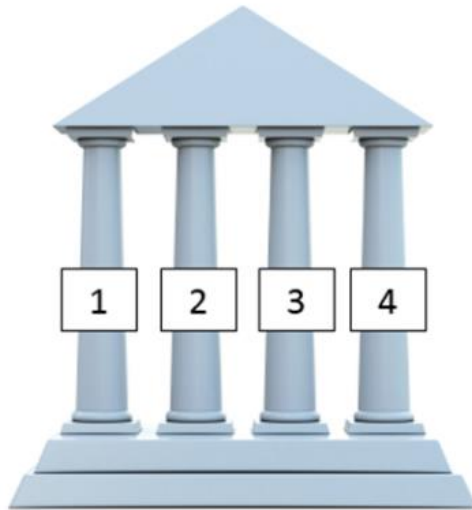
H3. Existing Resources

| | |
|--|---|
| Transportation | <ul style="list-style-type: none"> • Travel training offered by the Kennedy Center |
| Assistive Technology | <p>Examples to explore:</p> <ul style="list-style-type: none"> • Cell phone apps for maintaining schedules, reminders of upcoming events/due dates/appointments, • “About Me” medical or other important information materials • Reputable websites for research and other information • “Smart Home” technologies for use in dorms • AT Guidelines |
| Curricular and other transition resources recommended by name | <ul style="list-style-type: none"> • ProQuest’s <i>Self-Advocacy among Post-Secondary (sic) Students with Disabilities</i> • Oak Hill’s <i>Positive Choices</i> • <i>LifeCourse Planning</i> tools • “Matrix format” IEPs to embed “soft skills” and other life skills into daily high school life • “Student Success Plans” • <i>Building a Bridge</i> |

Appendix I

I1. Resources for the Employment First Component of Think College in CT

G1. Discover Learn Work Pillars of Service



Pillar 1 is the *First Job/Valuable Work Experience* you will receive at one of our dynamic businesses that support our Career Training Services.

Pillar 2 is the *Adult Continuing Education* you will receive to develop your professional and technical skills, assist you in negotiating the social dynamics of the workplace and life, and real world academics. For some of you, this may also include college linkages.

Pillar 3 is the *Community Practicum* you will have through internships, volunteerism, discovery opportunities, and applied learning in inclusive community settings.

Pillar 4 involves *Meaningful Employment and Personal Success* where you will benefit from job development and placement through Career Training Services, receive follow up support to be successful, and transition to natural supports and community connections.

12. Sample of Existing CT Programs and Supports for People with ID

Related to Employment

| | |
|---|---|
| American Job Centers | http://www.ctdol.state.ct.us/ajc/americanjobcenters.htm |
| CT Business Development Leadership Network | http://ctbln.com/ |
| Customized Employment | http://www.customizedworksct.com/ |
| Department of Developmental Services | https://www.ct.gov/dds/cwp/view.asp?a=4189&q=492514 |
| Department of Labor CT Hires | https://www.cthires.com/vosnet/Default.aspx |
| Department of Rehabilitation Services Level Up –School to Work | https://www.ct.gov/brs/cwp/view.asp?q=456934&brsNav |
| Department of Rehabilitation Services Other | https://www.ct.gov/dors/site/default.asp |
| Employment First in CT | https://www.ct.gov/dds/cwp/view.asp?a=4189&q=492524 |
| UConn Center for Excellence in Developmental Disabilities | https://uconnucedd.org/?s=Employment |

13. CBLN Offerings Related to TC (now called *Disability IN: CT*)

Training for Businesses

- Disability Awareness/Etiquette:
- Understanding Disability from the Inside-Out©
- Americans with Disabilities Act:
- Complying with the Americans with Disabilities Act©
- Training for Federal Contractors:
- Complying with Section 503 of the Rehabilitation Act©:
- Complying with VEVRAA©

Training for Service Providers

- Maximizing Your Effectiveness as a Job Developer©
- Section 503 for Service Providers©