

Think College Final Report
to the Think College National
Coordinating Center

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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.

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Introduction to Connecticut’s Think College Strategic Plan

In late November of 2017, the Think College National Coordinating Center (NCC) notified Dr. Mary Beth Bruder, Ph.D., Director of the University of Connecticut Center for Excellence in Developmental Disabilities (UCEDD), that a \$25,000 grant for the purposes of Strategic Capacity building had been awarded. This award was in response to a competitive proposal submitted to the NCC on 10/27/17 requesting these funds for the purposes of establishing a CT Think College Statewide Collaborative (CTTCSC). Eleven letters of support for the proposal were obtained representing CT’s executive and legislative branches, a private sector service provider, the two other partners of the CT Developmental Disabilities Network, the State Independent Living Council, a large parent organization, and two institutions of higher education (IHEs)¹.

The charge of the CTTCSC was to develop a strategic plan for our state for “true” Think College (TC) opportunities -- i.e., those that align with the “Think College Standards, Quality Indicators and Benchmarks (Grigal, Hart, & Weir, 2012; QIs)” for students with intellectual disabilities (ID at 2- and 4-year colleges and universities in CT. The plan would (1) promote greater knowledge across target audiences in CT about quality higher education programs as a tool to improve outcomes for students with ID and (2) align state policies and practices related to Think College-related transition services and develop a mechanism for implementing these at the UCEDD. UCEDD staff assigned to the project were Dr. Mary Beth Bruder (UCEDD Director and principal investigator [PI]), Dr. Nicholas Gelbar (Research Director [RD]), Gerarda Hanna

¹ Note that “IHE” and its later name (CT Colleges and Universities or CC&U) are used interchangeably throughout this document.

(Administrative Manager), and Dr. Linda Rammler (Community Education Director and Project Coordinator [PC]). The NCC Technical Assistant (NCC TA) assigned to our project was Debra Hart.

As stated in the original proposal, the process of developing the Strategic Plan followed the steps successfully used by the UConn UCEDD in other contexts and as depicted step-by-step in **Figure 1**.

Figure 1

Strategic Planning Development Process



Some sections of the Action Plan were completed as background information for “Proposed Decisions and Implementation Recommendations” that are incorporated into a Strategic Plan. A timeline of major project activities which are described in detail in subsequent sections of this report appears in **Appendix A**.

Over 70 CT residents had some direct connection to the project (e.g., wrote letters of support, attended various meetings, gave input to the PC by phone/email/face-to-face contacts, and provided feedback to drafts). Many participated in the development of the Strategic Plan. A list of contacts and their contributions appears in a table in **Appendix B**. In addition to self-advocates, these individuals represented state agencies; adult service providers; the CT Assistive Technology Marketplace; elected officials in the CT General Assembly and CGA staff members; CT DDN partners; employment-related entities such as the CT Business Leadership Network and the American Job Centers; individual family members and representatives of statewide parent

groups; CT colleges and universities; public school administrators and transition services staff; and other interested parties. The breadth of participants was required because the CTTSC 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. As can be seen from this table, many were invited/expressed interest in participating but not all had the time to commit to developing a Strategic Plan.

All four project outcomes stated in the grant application were either addressed directly (and achieved) during the project or comprise specific “next steps” to be delineated in the Strategic Plan. The first outcome, increased knowledge across target audiences about quality higher education programs, was addressed in part during the planning process by enlightening the representatives of the varied constituencies who participated. This outcome is a priority for many of the recommendations for future activities, too. The second outcome, revised policies demonstrating alignment with TCSI and related standards concerning transition services, were the focus of all project activities. A number of mechanisms that align CT policies with TCSI standard are either in place or underway as a result of other state initiatives. Further work in this area is addressed in recommendations. The UConn UCEDD website updates, the third outcome of this project, are pending submission of this final report and approval of a Strategic Plan by the CTTSC. Finally, the fourth outcome established the UCEDD as a centralized mechanism during the project. The UCEDD will continue to be involved in Strategic Plan implementation.

Evaluative data was collected throughout the project. **Appendix C** contains the complete NIRS Summaries for each key event. Overall, 97% of respondents agreed or strongly agreed with positive statements about the quality of the event, the quality of the presenters/facilitators, and their overall satisfaction with the events. Other evidence of the project’s progress were

posted in a Think College Dropbox. They are available on request and are described in subsequent sections of this report.

Also in subsequent sections of this report are details about the project in chronological order from its initial activities through its conclusion.

Project Activities

Initial Activities

The UCEDD, as described in the initial grant application, took the role as the official coordinator for the CTTSC and engaged in initial activities in preparation for a CTTSC. For example, the UCEDD participated virtually in the NCC-sponsored Grantee Orientation on 12/8/17. At that event, a PowerPoint of the planned activities of the CTTSC were shared by the PI and PC with other NCC grant recipients. These included (1) developing a plan for a TC Model, (2) establishing multiple Workgroups and overseeing their work, (3) conducting formative and summative evaluations, (4) addressing leadership and sustainability issues, (5) applying for a Transition Post-Secondary Programs for Students with Intellectual Disabilities (TPSID) grant should a third round of start-up funding be available, and (6) achieving the primary outcome of greater participation of students with ID in competitive integrated employment, community membership, and independent living.

Following this organizational meeting, the project coordinator (PC) began to accumulate information from the NCC website and publications and articles from peer-reviewed journals to provide background information about TC to stakeholders. Additional information was obtained from December 13-15, 2017, at the annual conference of TASH: A Disability Advocacy Organization. There, the PC attended nine breakout sessions on TC, a poster session presented by NCC, and a research symposium on TC. These breakout sessions are listed in the extended list of resources used for this project that appears in **Appendix D**. Additionally, she interviewed many individuals with existing TC projects and collected multiple handouts and other materials for the CTTSC. The conference was held in Atlanta, GA.

Meeting of TC supporters. This information was incorporated into a PowerPoint developed for a 12/18/17 meeting, hosted at the UCEDD, for the eleven individuals who had written letters of support for our application and the Special Education Bureau Chief of the CT State Department of Education (SDOE). An adult with ID also participated unexpectedly. The purpose of this meeting was to provide an overview of TC and the need for/anticipated role of a CTTCS, provide a status report on the grant and its goals, and discuss possible Workgroup topics.

Those present at this meeting more narrowly defining the Workgroups (i.e., Leadership/Sustainability and Alignment of Policy/Practices were combined resulting in a new total of six Workgroups) and embraced the “five conditions of collective impact” (Hanleybrown, Kania, & Kramer, 2012) that were strongly recommended by the Georgia Inclusive Postsecondary Education Consortium as a result of its experience with Think College (Brady, Crimmins, Jacobson, & Miller-Raines, 2017). Meeting participants also brainstormed plans for a kick-off retreat for the CTTCS. The recommendations of those in attendance at this meeting, as well as several consulted by phone afterward, were incorporated into the materials for the retreat in January.

Between 12/19/17 and 1/23/18, the PC consulted with the NCC TA about her participation in the retreat as a presenter and for support, materials to provide in advance to participants, and other logistics of proceeding with the UCEDD’s work plan.

Initial CTTCS Planning Retreat

On January 24, 2018, the UCEDD hosted a day-long kick-off retreat for the CTTCS. The retreat followed an agenda developed by Project Staff in collaboration with the NCC TA.

Of the 33 people invited, 25 RSVP'd affirmatively but only 14 physically attended. Two participated by Zoom and three LEND participants also were present. These individuals represented two statewide parent groups, an advocate with ID wanting to attend college, a parent-driven non-profit (Students Achieving Success) established for the purpose of pursuing Think College in CT, a non-profit service provider experienced in providing supports to students with ID in college settings, the State Independent Living Council and a regional independent living center (n=3), a consultant from the State Education Resource Center, the directors of the CT Council on Developmental Disabilities and Disability Rights CT (our privatized office of protection and advocacy), a higher education administrator, and a transition coordinator from a public school system. Also in attendance were three representatives of State of Connecticut agencies - i.e., the Department of Education Bureau of Special Education, the Department of Rehabilitation Services (the CT vocational rehabilitation agency), and the Department of Developmental Services (which supports eligible CT residents with intellectual disabilities).

Prior to the retreat, links to materials were made available to participants to provide background information on TC. These materials included peer-reviewed articles; selected editions of the UMass Institute for Community Inclusion's *Insight: Think College Brief on Policy, Research, and Practice*; the QIs; and the federal guidelines for Comprehensive Transition Programs. Copies were also on hand at the retreat and were later made available to those unable to attend the retreat via the Dropbox.

The retreat began with additional awareness training to participants including an orientation by the UCEDD Project Coordinator followed with a presentation by the NCC TA, Debra Hart. A values clarification activity then was conducted in order to establish a common vision for the CTTCS and its mission statement.

Strategic planning process stage I: Identifying consensus values and developing a vision about Think College in CT. Taking into account information provided prior to and during the CTTCSA Retreat, a list of consensus values was developed by small groups.

Consensus values. CT TC will:

- Allow self-determination
- Provide opportunities both inside and outside the classroom
- Provide a safe environment and is enticing to families
- 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)

Vision statement. After UCEDD staff reviewed the importance of a vision and sample TC vision statements of three other states' TC initiatives were distributed, the following vision statement was developed by consensus, integrating the major points of draft visions statements also developed by small groups:

CTTCSC Vision Statement

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 post-secondary career training program.

Strategic planning process stage II: A Mission Statement for the CTTCSC. The UCEDD staff also reviewed the importance of having a mission. For the CTTCSC, this meant defining what it, as a group, would do in order to operationalize the vision. Sample mission statements from the same TC initiatives in other states were provided and criteria for evaluating each small group’s draft were distributed. These criteria addressed such quality indicators as clarity, understandable statement of purpose; primary focus on creating and sustaining the CTTCSC; flexibility to adapt to changes; and achievable standards. Results from the small groups were then consolidated and “tweaked” in the large group, resulting in the following mission statement:

CTTCSC Mission Statement

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.

Strategic planning process stage III: Resource identification. For this part of the retreat, all participants brainstormed “Opportunities” – i.e., existing resources and activities – in CT on which to build. “Barriers” that would need to be overcome were also identified and,

combined, comprised a consensus statement for future TC model in CT that translated into goals for the CTSC. These were scribed by the Project Coordinator on wall sheets. Main categories of opportunities and barriers addressed were those pertaining to:

- All stakeholders
- Current and potential TC students
- Communities in which individuals with ID live
- Institutions of Higher Education and
- Families

The specific statements applicable to the Mission Statement resulting from the identification of resources present (opportunities) and resources needed (barriers) are listed in **Table 1**. In lieu of developing a new consensus statement as stated in the original action plan, however, the CTTSC went back and reviewed the vision and mission statements developed earlier in the day to assure that both the Vision and the Mission statements were inclusive of the identified resource opportunities and barriers. This assured that the strategic planning process, through the Workgroups, would build on the stated opportunities and develop plans to overcome the identified barriers.

Strategic planning process stage IV: Action plans. A list of the six Strategic Planning Topics had been distributed earlier in the day to each retreat participant identified. Directions on the list were for them to rank order the top three of the six topic(s) that were of greatest interest to them. Only a few identified more than one topic and were later invited to participate in multiple Workgroups. At this stage of the retreat, each participant was assigned to small groups *by topic*. Those who had identified more than one topic were assigned to groups so that each group had at least two members. This served as the first meeting of the CTTSC Workgroups.

Table 1

Resources Identification (Barriers and Opportunities)

	Opportunities	Barriers
Across the Board	<ul style="list-style-type: none"> • NCC TC resources are available to CT. • Other states have data-based evidence of success. • TC provides social equity. • TC extends to diversity in the workplace. • If the University of South Florida can do it, so can CT! • There are existing opportunities for Connecticutians to connect with/visit other states that have already done this. • 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). 	<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 people with ID and role of IHEs are currently incompatible. • CT has experiences some related failures (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 informed about the potential of people with ID. • 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, practices. • There is now no comprehensive effort to address this culture change statewide. • There have been past failures with enrolling some individuals in colleges via BRS, failed agreements with school districts, etc. • Values that students with ID should have experiences “just like everyone else” is widely not adopted.
Families	<ul style="list-style-type: none"> • 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. 	<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.

Students/Self-Advocates	<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. • TC opens doors to develop job skills in chosen fields as well as opportunities to discover other career paths • There is ample evidence that TC students achieve an overall better quality of life after TC • Students learn to self-advocate because self-advocacy is embedded in daily college life. • Assistive Technology improves 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. 	<ul style="list-style-type: none"> • 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.” • 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. • Students are held back by unreasonable safety concerns • Many potential stakeholders are just not amenable to new ideas. • 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 lack cultural competence as extended to individuals with, and families affected by, disability. • Short-sighted re: what students with ID can do and offer 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.
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<p style="text-align: center;">Community and Public Schools</p>	<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). 	<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 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. • Some LEAs have had bad experiences with, e.g., Step Forward dropping students after first year. • Schools are not widely teaching essential skills like use of AT for self-management.
<p style="text-align: center;">IHEs</p>	<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. • TC provides an opportunity to make IHEs more physically and programmatically accessible. • TC can potentially result in an influx of resources to IHEs (e.g., how to improve UDL). • TC is consistent with what is considered “state of the art” in higher education. 	<ul style="list-style-type: none"> • 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. • BRS has a bad reputation for deciding historically that those with ID are not competitively employable and for focusing efforts in their work with IHEs 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.

Work group topics at this time were:

- Engagement of family and self-advocacy representatives in all aspects of the project;
- Structures for leadership and sustainability (e.g., UCEDD, LEAs, BRS, FAFSA, DDS, private pay), processes to access funds, and policies and practices at the state, regional, and local levels including personnel development at the pre- and in-service levels to support TC in CT;
- IHEs to address inclusive recruitment/retention, academic access, campus membership, and alignment of college policies and practices for students with ID;
- TC and existing CT Core Transition Standards curriculum materials applicable to CTPs at 2- and 4-yr IHEs and addressed self-determination, independent living, access to transportation and community resources, employment, social connections, etc.;
- Roles and responsibilities of public schools in terms of a CT model for inclusive concurrent enrollment; and
- Career development opportunities to result in integrated competitive employment upon TC exit to include business partnerships and participation in meaningful and inclusive entrepreneurial endeavors.

The charge of each of the six Workgroups was to establish CTTSC goals and objectives using an Action Planning Checklist (OSEP's "IDEAs that Work") to develop initial action plans with goals achievable in 8 months of the project, one or more objectives per goal, four or more measurable or demonstrable action steps per objective, responsible individual(s), and target dates for initiating and completing each action step. Workgroups recorded their discussions on an Action Plan form that also addressed goals/objectives for each TC topic, specified action steps

needed to meet these goals/objectives, identified who was responsible for each step, and identified target initiation dates and deadlines for each action step.

Results of these Action Plans are included in subsequent topic-specific sections of this document. No other goals and objectives resulted from the consensus statement of opportunities and barriers because all fit into the six Workgroup topics. Each group also charged with identifying evaluation and ongoing accountability mechanisms for adherence to TC QIs and other quality measures identified in the introduction to this document.

Finally, participants fleshed out discussions about the application of the “Collective Impact” approach (Hanleybrown, Kania, & Kramer, 2012) which was strongly recommended by the Georgia UCEDD at TASH. Results appear in **Figure 2** and were developed from notes taken by the PC at the retreat.

Figure 2

Collective Impact Model of CT’s Think College Model

The “5 Components of Collective Impact” that were established for the strategic planning process will remain beyond the term of the NCC Strategic Planning grant in order to leverage TPSID and/or other sources of funding to implement this model on a broader scale.

The first component was the **Common Agenda** which kept all parties moving toward the same goal reflected in the Vision, Mission, and Core Values that were developed during the first meeting on the CTTCS on January 24, 2018. These are now incorporated as part of the Strategic Plan.

The following four components will remain in place for the duration of the Think College Program in CT – i.e., until inclusion of students with intellectual disabilities who want

to go to college becomes a typical action of IHEs in their reach for diversity and with the components of this plan operationalized in each IHE:

- **The Backbone organization** that took on the role of managing collaboration was the UConn UCEDD with support from the TC NCC. Dr. Rammler, the UCEDD's dedicated staff member for the CTTSC, was officially named as the CT Contact for NCC on June 1, 2018. The UCEDD also has the requisite skills in project management. As Kania & Kramer (2011) note in their original article, "Coordination takes time, and none of the participating organizations has any to spare.
- **Continuous Communications** have thoughtfully occurred through meetings, a Dropbox for shared information, emails, and phone calls both within and outside of the CTTSC. Resources which have been posted in the Think College Dropbox available to all members of the CTTSC. This will continue to be updated by the UConn UCEDD.
- **Mutually reinforcing activities** that tapped a broad range of expertise to leverage as part of the overall project grew out of and contributed to communication through intra- and inter- Work Group tasks. Initially, these tasks were separately addressed but all groups were made aware of and provided input to other groups' activities.
- **Common Progress Measures** that get to the true outcomes established for the CTTSC were achieved, in addition to standard evaluations by participants of each meeting, through development and dissemination of Workgroup plans and continual reference to the QIs.

Post-Retreat/Pre-Workgroup Activities

As determined on 12/18/17 and 1/24/17, the cohesive structure for coordination and communication regarding all CTTSC and Workgroup activities was established at the UCEDD. Thus, the PC assured that all 33 original invitees had an opportunity to provide feedback on the

initial action plans comprised the basis of the strategic plan. The deadline for doing so was February 15, 2018. All additions, changes, and deletions recommended were incorporated by the PC into revised initial Workgroup plans.

The PC began to compile materials required in accordance with those plans and uploaded them along with the revised plan components into Workgroup specific folders in Dropbox. The PC contacted potential participants by phone or email to determine interest and availability for future CTTCSA activities. Some of these individuals had been recommended by the original 33 members was expanded to 36 members although only 16 were active participants. The PC sent out initial components of draft action plans to all members of the newly expanded Workgroups, apprised Workgroup members of the TC program in MA recommended by Debra Hart for a site visit (this was left to individual Workgroups to be coordinated by the PC), and began to schedule Workgroup meetings.

The PC also produced the initial quarterly report required by the NCC on grant activities. All quarterly reports appear in **Appendix E**.

Workgroup Meetings and Subsequent Activities through June 14, 2018

Although most Workgroup plans called for more than one meeting over the next several months, this objective was not achievable. Instead, the schedule of Workgroup meetings that occurred between the CTTCSA retreat and the second meeting of the collaborative in June appears in **Table 2** below.

Table 2

Schedule of Workgroup Meetings

Date	Topics addressed by Workgroups	# Invited	# Participating excluding UCEDD staff
2/26/18	Institutions of Higher Education	2	2
3/15/18	Employment Opportunities	6	3
3/16/18	Leadership and Sustainability	10	2
3/16/18	Supplemental Think College Curriculum	3	2
3/22/18	Family and Self Advocate Engagement	7	2
3/22/18	Public School Roles and Responsibilities	7	1
5/2/18	Leadership and Sustainability (follow-up)	7	6

Details of the Workgroup meetings and other activities, including materials reviewed by each Workgroup, are described in later topic-specific sections of this document. These include feedback to and progress on initial action plans, materials developed, decisions made, and recommendations for the future.

Evaluations of activities. Because of the small number of participants at each of the six Workgroup meetings, and because many participated by Zoom, evaluations for all five Workgroups were collected from all present and a Survey Monkey link was sent to those attending virtually and the results summarized in a single NIRS report.

Within UCEDD activities as the CTTCS's coordinating entity. On March 22, 2018, UCEDD staff met to discuss the status of activities identified in our first NCC quarterly report

that still needed to be addressed. Several additional meetings were held between this date and June 14, 2018. The following activities and their strategies for implementation were fleshed out at these meetings:

- Convene the CTTCSG for another half-day to review Workgroup plans and formulate recommendations for additional ways to build on opportunities and overcome barriers. This was scheduled for the afternoon of June 14th and will be described in greater detail in a subsequent section of this report.
- Secure a commitment from at least one IHE to commit to planning for pilot start-up FY 2019-2020. Summer meetings with IHE representatives were planned along with the development of materials for those meetings. This also will be discussed in a subsequent section of this report.
- Workgroup representatives who indicated a desire to visit at least one TC model in, e.g., MA as an action step were provided with a list of options. One individual who was also a LEND student did go to observe a MA-based TC program prior to completion of her commitment to LEND. Her report was that she “didn’t see much” by way of TC students because of the level of inclusion and the staff/faculty she interviewed said the same types of things that were reported in the video incorporated into the NCC TA’s original presentation (*Appendix M1, Debra Hart presentation*) to retreat members. Note that one of the IHE Workgroup members had previously worked in MA IHE with a TC program and was able to describe this to other CTTCSG members who were interested.

The PC also produced the second quarterly report required by the NCC on grant activities for the period from March 1 through May 31, 2018. The NCC graciously accepted this report after the due date.

Second Meeting of the CTTSC

A second meeting of the CTTSC was convened in the afternoon of June 14, 2018. Interim meetings had not been possible for reasons previously discussed in addition to the fact that most members of the CTTSC were also members of at least one of the six Workgroups and were not amenable to additional face-to-face meetings of these smaller groups even though the option to participate by Zoom Video Communications was offered. All documentation related to this meeting appears in **Appendix H**.

Fifty-six (56) individuals were invited to this meeting including three representatives of state agencies (i.e., DDS, DoE, DoRS); five representatives of statewide parent groups (i.e., Arc of CT, CPAC, SEPTO and the CTFSN); five representatives of other statewide non-profit organizations (i.e., SILC, SAS, NEAT, CBLN, and SERC); four representatives of the two CT UCEDD's DDN sister agencies; two representatives of two different regional AJCs; two representatives of private non-profit adult services agencies; one business owner; seven legislators and legislative staff members; six IHE administrators/faculty/staff; two interns/fellows; five individual family members; seven public school administrators/teachers (transition coordinators); five self-advocates; one representative of a regional independent living center; and one educational consultant. The NCC TA provider also was invited to attend.

Of the 56 invitees, only eight were actually in attendance in for all or part of the meeting in addition to the PI, PC, and RD from the UCEDD. Another eight participated via Zoom. The purposes of this meeting was for the CTTSC to:

- To accept or make recommendations for information collected/ products developed by each Work Group to date.
- To provide feedback to proposed decisions/ recommendations of each Work Group to date.

- To develop Action Plans in small groups to address “to-do’s” identified by and for Work Groups.
- To identify additional next steps including next meeting(s) dates and times.

All objectives of the meeting were accomplished.

Presentation of Strategic Plan work to date. The PC presented a PowerPoint update on the overall project. Every meeting participant received a packet at the meeting summarizing each Workgroup’s information collected and products to date as well as decisions proposed and recommendations. These are addressed in the Workgroup-specific sections that follow. After an orientation to the project’s current status by the PC, a representative from each Workgroup reported on their Workgroup’s progress and answered questions from other participants.

Workgroup activity. Following this status update, participants divided into their Workgroups (a challenge for those participating by Zoom that resulted in some individuals meeting by phone instead). It was at this time that the CTTCSC decided to have the Public School Roles and Responsibilities Workgroup absorb the Supplemental Curriculum Workgroup because of the plan for most supplemental curriculum to be imparted while potential TC students were still in secondary schools (e.g., curriculum addressing self-advocacy and self-determination, use of assistive technology, confidence in asking questions for information, etc.). Five Workgroups (Parents and Self-Advocate Engagement, Leaderships and Sustainability, IHEs, Public School Roles and Responsibilities including Curriculum, and Employment Opportunities) remained.

“To-Do” lists also were presented to four of the six Workgroups specifying actions recommended *to* their Workgroup by other Workgroups. Members of the Leadership and Sustainability Workgroup and the Employment Opportunities Workgroup did not have additional

“to-do’s” at this meeting so joined other Workgroups for this part of the agenda. Each Workgroup then developed additional action plans which were shared with the larger group. Results are described in the following sections of this document.

At this meeting, plans were made for two of the Workgroups (Family and Self-Advocate Engagement and IHEs) to meet over the summer to continue working on their plans. Other activities were completed by the PC on behalf of, and as directed by, the remaining Workgroups.

Strategic Planning Activities Subsequent to 6/14/18

Summer activities of the CTTSC were limited because of the vacation schedules of participants. Due to size constraints of the Dropbox, resources from the NCC and other peer-reviewed literature sources were taken down and replaced with the resource list. The following activities also were accomplished:

A third CTTSC meeting. Plans were made for the CTTSC to have a dinner meeting on a September evening but this meeting was cancelled because only three CTTSC members RSVP’d affirmatively. In the interim, those Workgroups having additional actions to take either met to accomplish those tasks or they become recommendations for the final Strategic Plan.

NCC TA input. On behalf of the CTTSC and the Workgroups, the PC requested technical assistance several times from the NCC staff.

Strategic plans. Sample strategic plans from three other states (Mississippi, Wisconsin, and North Dakota) were obtained from NCC and posted in the Dropbox. An email was sent to CTTSC participants requesting that they review these materials.

Assuring that CTP requirements and CT’s inclusive career-bound TC college experience are congruent. The PC had another conversation with the NCC TA and NCC Project Director about the direction of CT’s TC model “not being a separate program.” NCC staff recommended that the PC contact the individuals associated with four other TC programs

about their TC status. Three of these returned calls so the PC was able to speak with TC staff at Millersville University in Pennsylvania (which had started out without designated TC staff), Virginia Commonwealth University (which acquired CTP designation with a “program of one,” and the University of Central Florida (which has a unique way of balancing full inclusion with CTP requirements). The input from these TC initiatives resulted in the UCEDD’s recommendation that the CTTCS seriously reconsider whether having a TC model without some sort of a “Home Base” at a hosting IHE will be feasible given the CTP application process. Having centralized coordination of any IHE-specific “home bases” will also facilitate a way to meet common needs for IHE staff development and other coordinative activities to occur within the time frame needs for a pilot to be up and running by the fall of 2019.

Also at the recommendation of the NCC advisor, an attempt was made by the PC to complete an actual CTP application form. This result assures the following:

- TC students will be physically attend IHEs and participate in inclusive academics and in other fully inclusive opportunities that match their unique interests, preferences, and skills heading toward employment as the outcome upon completion of the program.
- IHEs currently being considered each currently participate in Title IV Federal Student Financial Aid
- Overall Programs of Study will be designed to support students with ID in preparation for employment. Specifically, individual Programs of Study will be grounded in another CT initiative to use Charting the LifeCourse Planning tools (Missouri Family-to-Family, 2015), a structured, holistic, person- and family-centered approach, from the time a student is in IDEA-funded public school programs throughout adulthood across life domains. DDS has introduced these tools for individuals served by that state agency and pilot projects are

underway for some school districts to use them as well. These will reflect CT's definitions of transition programs funded by the schools as well as by DDS.

- The advising and curriculum structure will be embedded naturalistically in existing college resources (e.g., Disability Services Office and Registrar staff, faculty, and others employed by the IHE who are relevant to students' Individual Plans of Study. Training and support for those involved will be provided initially by the UCEDD.
- A policy to demonstrate satisfactory academic progress would be in accordance with goals and objectives in each individual's plan of study.
- In addition to identified outcomes for students, a credential could be offered upon successful achievement of those outcomes called something like a "Pre-Baccalaureate Certificate in Liberal Education and Interdisciplinary Studies."
- A program that, depending on the individual student's Plan of Study, lasts a minimum of two years but could last as long as four years.

The PC then researched the support services at two CT IHEs in depth to confirm what the typical students said they experienced during their first years. Indeed, substantial efforts have been made in most CT IHEs to create community among entering students, provide a comprehensive orientation, assure assistance when needed to answer questions, and embrace student participation to the fullest in the social fabric, residential life, and academics of this new stage of their lives.

Additionally, many "natural services" (e.g., about Emergency Management and Campus Safety Awareness; helpful assistive technology applications and their use; and expanded student support services to assure academic and personal success) were found to be available to all

students throughout their higher education experience when enrolled as full time students (a requirement of the CT TC model).

Description of a sample CTP/TC “Program of Studies”. Included in this research was an in-depth look at one of the interested IHE’s academic and social offerings and development of a sample Program of Study that could be used to secure CTP designation. This appears in **Appendix F** along with PC that compares “a day in the life” of a TC student in comparison to students in more traditional transition programs. Both are described in detail in the section of this document discussing the IHE Workgroup. Note that this Program of Studies refers to institutional offerings since individual students would have Individual *Plans of Study*.

Other Activities

The PC submitted the required quarterly update required by the NCC for the period covering June 2018 – August 2018. This report was uploaded to the Dropbox.

Presentations about Think College. Many Workgroups had stated the need to “get the word out” about TC in CT in addition to the 4/6/18 CT AHEAD presentation. Therefore, on June 27, 2018, the PC presented at a breakout session of the annual Statewide Transition Symposium in CT. The title of the presentation was “What’s Happening with Think College in CT.” At the same event, Think College was clearly identified and described as one of the “Charting the LifeCourse” options during a session co-presented by CTTSC member, Robin Wood of the CT Department of Developmental Services (DDS), and the PC. The PC conducted a break-out session titled, “Dare to Dream: What’s Happening with Think College for Students with Intellectual Disabilities in CT,” at the annual convention of the CT Down Syndrome Congress (renamed the Down Syndrome Association of CT or DSA-CT) on October 13, 2018. The same PowerPoint was used, with the new title, as on 6/27/18.

An informational table was displayed at the State DoE's annual Back to School Conference on 9/12/18. Ten people signed up "For More Information about Think College." An infographic about how the proposed TC model in CT, with braided sources of funding would work has also been drafted. This will be discussed in the section of this document on Leadership and Sustainability.

Additional TC NCC contacts. The UCEDD also participated in the October 18, 2018, follow-up meeting with NCC staff to report on Workgroup outcomes and proposed decisions/recommendations to date. Participating in this Zoom meeting were representatives of the TC NCC and the other grant recipients. Following this meeting, the UCEDD requested and received permission from the TC NCC to extend the date on which the final Strategic Plan and report on the grant will be submitted.

Workgroup Outcomes

The next six sections of this report addresses what are now six Workgroups. These are Parent Engagement, Self-Advocate Engagement, Leaderships and Sustainability, IHEs, Public School Roles and Responsibilities including Curriculum, and Employment Opportunities. Each section contains a report of the Workgroup's composition, its activities over the course of the project, a description of developed products for use in Subsequent activities, and proposed decisions and recommendations for its specific topical area.

Plan for Family Engagement:

Development Process and Implementation Recommendations

The composition of the original Family and Self-Advocate Engagement Workgroup expanded to six members representing self-advocates, the CT DDS, the CT DDC, the CT Parent Advisory Council, and the CT Family Support Network, and other families known to be interested in TC but not represented by these groups. This Workgroup had four meetings including the two break-out opportunities at the 1/24/18 retreat and the 6/14/18 CTTSC meeting.

Family-Specific Workgroup Activities

January 24, 2018 breakout. Four CTTSC retreat participants (one self-advocate and four family members) kicked off this Workgroup's initial action plan. As a result, the PC gathered additional information for Workgroup members by consulting with other IHEs/UCEDD/NCC about how they involved families effectively. The Workgroup also decided to identify the pros and cons of developing a survey for wider reach of families. The initial thinking was that this would help assess interest/impact but it was later decided, based on Workgroup member experiences, that this would not be an efficient process to gather information because what was needed instead were outreach activities to "drum up" this interest. Through the PC, this Workgroup planned and succeeded in collaborating with others addressing public school roles and responsibilities so that they would start early on to empower families to support their youngsters in developing competencies in related CT Core Standards for Transition and TC QIs.

March 22, 2018 meeting. Then, on March 22, 2018, the PC met for three hours with two members of the Family/Self-Advocacy Engagement Workgroup. The purpose of this meeting

was to review the materials specifically prepared for this Workgroup which included the CTTCSA minutes, address issues raised during the 1/24/18 Think College retreat, and expand this Workgroup's action plan. Results were compiled into the first cut of another draft. The PC and SEPTO representative together watched the archived NCC video on Family Engagement and added information from this resource into a second draft action plan. Also included in this second draft were proposed materials to be used to engage families in CT's Think College initiative.

This second draft was then distributed by email to all Workgroup members for feedback. No changes were recommended.

Subsequent activities defined by the Workgroup. Several families that had contacted the UCEDD with requests for technical assistance for their adolescents or young adults were among the additional Workgroup members recruitment.

SAS involvement. On April 16, 2018, following communication with NCC representatives and the president/founder of Students Achieving Success (SAS), the PI and PC met with the board of that organization at the University of Hartford. Present were the parent as president/founder, two university professors, one special educator, one non-disabled student, and one other professional. The purposes of the meeting was to discuss collaboration in moving forward with the UCEDD's Strategic Planning grant. NIRS data was collected. Subsequent communication with SAS, however, stated that there were no areas of overlap in which collaboration would occur. Nonetheless, the president/founder and a college student with ID around whom this group was primarily organized have been invited to participate in Subsequent activities of this Workgroup and the CTTCSA.

June 14, 2018 CTTSC meeting activities. At this time, this Workgroup further refined the materials from its March meeting and decided to meet over the summer to continue working on their plans. Several specific actions steps were identified which results in additional decisions and/or recommendations.

Subsequent activities. The PC specifically researched current IHEs approaches to Emergency Management/Campus Safety because it was identified by the Family Engagement Workgroup as most likely to be a concern for family members of potential TC students. The results assure families that comprehensive opportunities exist on at least some IHE campuses to address the needs of all students. These opportunities address such topics as General Campus Safety Tips (e.g., locking doors, carrying your student identification at all times, how to notify the campus police, walking in well-lit areas and being aware of surroundings) which can be downloaded into a text-to-speech app for regular review; programs by a trained Safety and Awareness Team to end all forms of sex discrimination and abuse and promote healthy relationships; “See Something, Say Something;” Self Defense classes; and ways to prevent identity theft.

The Family and Self-Advocate Engagement Workgroup’s meeting then was rescheduled from July to August 13, 2018. Two members representing the DD Network and a statewide parent organization attended although the representative from SAS did not. Materials developed prior to the CTTSC meeting on June 14th were refined. It also was decided at this meeting to spin “Self-Advocate Engagement” off as its own group so that People First of CT would be formally engaged after its October 2018 elections for buy-in.

Products Developed for Family Engagement

For use in addressing CTTSC concerns about confusion of parent roles when their children with ID are attending college, a model of “shared responsibility” between providers, parents/family members, and students was extracted from the literature. This depicts the changes in roles over time of the service provider (from major responsibility to being a resource), the parents (from providing care to serving as a consultant), and youth (from being a passive recipient of care to being his/her own supervisor/CEO). The group developed a Venn diagram to identify the cultural differences between parent involvement in high school and college to minimize culture shock even if the public school district retains ownership of any part of an IEP for students with ID attending college as part of their IDEA-funded transition plans. Because the Workgroup recognized that families would have different “levels of readiness” with respect to the idea that their family member with ID could or should attend college, a table was developed depicting targeted marketing strategies for three loosely defined groups that can align with DDS employment categories for future IPs. A list of *Family Resources and Support Groups* from the DDS website was downloaded and Workgroup members went through to identify which groups should be targeted. **Appendix G** contains each of these products.

Proposed Decisions and Recommendations for Future Family Engagement

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. Using the process described in its plans along with other materials collected and developed, this group is anxious to begin meeting with selected family support groups, including those statewide groups and their regional/local affiliates represented on the CTTSC, around the state. The purpose of these meetings would be

to provide information about TC and identify additional strategies to garner support and interest. The Workgroup recommends that the materials already developed be used to approach families and proposes establishment of an outreach team to target these groups as well as identifying additional forums for dissemination. These would include, for example, Family Resource Fairs hosted by various groups or annual Transition Fairs hosted by school districts or Regional Education Service Centers (such as the annual event at Mohegan Sun). An “elevator pitch” especially for families, much like the one developed for IHEs, will be developed. The Workgroup will communicate this speech to people who are likely to use it so they can become fluent in “spreading the word.” This would be delivered, along with formal presentations, by a core group of parents/parent advocates with support from the DDN.

On-going efforts to apprise families of related information 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. Although indirectly related to TC, each of these current CT initiatives holds promise for families of future TC students.

Evaluation strategy. Evaluations should include family satisfaction surveys developed and maintained by the UCEDD. When family trainings are offered, the standard NIRS evaluation form would be completed by participants, analyzed by the UCEDD, and brought to the DNN for action.

Summary of Family Engagement Process and Outcomes

This Workgroup 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 IHEs were researched to reassure parents concerned about their sons' and daughters' safety in a higher education setting. The focus of this Workgroup's plan is for a core group of parent trainers to reach out to parent advocacy and support groups, including those connected to specific school districts, as prioritized in the marketing plan. The training will be built on materials developed and other information and will link TC to other important initiatives in CT that involve families. An evaluation strategy was proposed that involved using the standard UCEDD evaluation following all trainings and events.

Plan for Self-Advocate Engagement:

Development Process and Implementation Recommendations

Originally, as described in early sections of this document, the engagement of self-advocates had been addressed in the same Workgroup as that addressing Family Engagement. Therefore, many specifics about the meetings have already been described. The original thinking behind combining these two topics 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. There are currently eight self-advocates who have been invited to attend the meetings of the CTTSC and its Workgroups but, to date, only three have participated in some manner.

Self-Advocate-Specific Workgroup Activities

January 24, 2018 retreat. At the 1/24/18 retreat, the original work group made plans that results in the PC gathering additional information for Workgroup members by consulting with other IHEs/UCEDD/NCC about how they involved self-advocates effectively. Through the PC, this Workgroup planned and succeeded in collaborating with others addressing public school roles and responsibilities so that they would start early on to increase student involvement in the IEP process and focus on developing competencies in related CT Core Standards for Transition and TC QIs.

Other activities. To enhance self-advocate engagement, CT Parent-to-Parent leaders were approached to identify high school or transition-aged student(s) who are members of CT

Kids as Self-Advocates (KASA) to participate as future self-advocates. An invitation was also extended to the son of a parent advocate for TC who has been attending college classes after aging out from IDEA services. A former UCEDD employee and her daughter with ID who is still in high school but anticipates attending college was also invited. On behalf of this Workgroup, the PC initiated a discussion with a Self-Advocacy Coordinator from DDS at the annual People First Conference on June 23, 2018, about her “college experience.” After several email exchanges, it turned out that she actually had been in a substantially separate (albeit out of state) program but expressed interest in pursuing the TC model as described by the CTTCSC to date. Although four self-advocates were invited to attend the summer meeting of the originally combined Workgroup, none were able to attend. As stated before, it was at this meeting that participants decided to spin Self-Advocate Engagement as a separate topic area to be addressed in the Strategic Plan.

Products Developed for Self-Advocate Engagement

At the summer meeting of the originally combined Workgroup, those in attendance brainstormed some ideas for a presentation (resulting in a draft outline of an agenda) that could be given, using a “train-the-trainer model,” by self-advocates to others with ID. Regional and local self-advocacy groups would be accessed through all the DDS Self-Advocacy Coordinators if interested because this is the current role of these paid coordinators. Therefore, a list of self-advocacy groups and contacts was downloaded from the DDS website and updated to include groups with broader reach. Both of these products appear in **Appendix H**.

Proposed Decisions and Recommendations for Future Self-Advocate Engagement

Moving forward, it is expected that self-advocates will continue to be intricately involved in all activities related to a CT TC initiative. The original Workgroup proposed that the UCEDD

host a gathering of self-advocates including board members of People First, KASA members, graduates of Partners in Policy-Making and LEND participants, and individuals already known to the CTTSC to introduce TC and begin to develop consensus on next steps. Members of this group may wish to determine what training the trainers would need by editing the proposed agenda and developing materials to accompany their presentations. As it stands now, the recommendations by the CTTSC are for self-advocates to bring TC information to regional and local groups to raise awareness about TC, identify 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. Self-advocate trainers will be supported by the DDN.

Evaluation strategy. Evaluations of self-advocate satisfaction will use adapted surveys already developed for the DDN and will be maintained by the UCEDD. When self-advocate trainings are offered, the adapted NIRS evaluation form would be completed by participants, analyzed by the UCEDD, and brought to the DDN for action. Self-advocates also may recommend additional means of evaluating their own progress toward the CTTSC's vision and mission.

Summary of Self-Advocate Engagement Process and Outcomes

This Workgroup was spun off from the Family Engagement Workgroup in the last of its four meetings. Composition, then, was the same as for the Family Engagement Workgroup including self-advocates. The group developed a proposed agenda for a presentation on TC to identified state and local self-advocacy groups. The focus of this Workgroup's plan is for the leaders of these groups to be introduced to the TC model using the presentation agenda that was developed. Ultimately, they or their designees would participate in a "train the trainers model" so that a core group of self-advocates can provide this training, with support from the DDN,

across the state. The training will use materials adapted from those developed by other groups. The evaluation strategy will rely, initially, on the UCEDD's adapted NIRS form.

Plan for Leadership and Sustainability:

Development Process and Implementation Recommendations

The Leadership and Sustainability Workgroup lost two members who had participated in the retreat but gained one. Unfortunately, despite repeated efforts to involve them, neither the legislative representatives nor their staff have participated in this project to date. This is part is due to their finishing up an intense legislative session dealing with the state's budgetary crisis as well as the fact that it is an election year in which both individuals were running as incumbents. Although unable to attend meetings, the BRS Representative maintained close contact with the PC but all other state agency representatives and those of the CT DDN were available for meetings.

Workgroup activities

January 24, 2018 breakout. Three CTTSC retreat participants began this Workgroup's initial action plan. Part of its agenda was to include alignment of existing CT policies and practices with the Strategic Plan. Thus, the PC gathered additional information for Workgroup members by consulting with other IHEs/UCEDD/NCC about how they developed leadership, planned for sustainability, and aligned relevant policies and practices to support TC activities. The Workgroup initially decided to draft TC legislation specific to CT but, after examining the MA statute creating Inclusive Concurrent Enrollment opportunities, determined that any requests for funding from the CT legislature or proposing legislation that could require funding in the future was not feasible given the state's current fiscal crisis. Relevant stakeholders also were identified and, for the most part, these were well-represented by invitees to the CTTSC and its Workgroup meetings.

March 16, 2018 meeting. On March 16, the PC met for three hours with two members of the Leadership/sustainability Workgroup of the CTTCS to address issues raised during the 1/24/18 Think College retreat and expand this Workgroup's action plan. Discussions at this meeting resulted in a second draft of the work plan. One of the outcomes was a list of other sources of funding including DDS Waiver programs; BRS and AJC employment services; IDEA services; student scholarships, grants and loans; personal assets; IHE endowments and their requirements; and leveraging future TPSID funds to establish permanent “natural systems” within IHEs.

The Workgroup also raised issues about how existing policies and practices could be streamlined (e.g., by using a uniform eligibility standard and assessment tool/process) and hosting a statewide meeting to market the concept of TC in CT more broadly.

The PC distributed this second draft by email to those present and eight other Workgroup members for feedback. These ten (10) individuals represented of the CT DDC, DDS, Disability Rights CT, a regional Center for Independent Living, the State Independent Living Council, and two state representatives and their staff. Minor changes were compiled into a second draft that was distributed to the same ten individuals. Feedback on the second draft resulted in a Revised DRAFT Action plan #2 that was the basis for discussion of a follow-up meeting.

May 2, 2018 follow-up meeting. On 5/2/18, the PC met with five members of the Leadership/sustainability Workgroup of the CTTCS to review and make additional recommendations for the draft plan developed at the 3/16/18 meeting. In attendance were representatives of the CT DDC; staff of DRCT; and the DDS Director of Family and Advocacy Services. The representative of a regional ILC attempted to attend remotely and was contacted

after the meeting by the PC. A third draft plan for this Workgroup was the result of this meeting.

Those present established the following guiding principles:

- There is a need to simultaneously build the demand for Think College (families, students w/ID, even public schools) while, at the same time, building the capacity of IHEs with existing types of state agency supports, LEA funds if PPT approved, FAFSA, and private pay (families/student on-campus jobs) to serve this new population.
- Given the budget situation in CT, we need to avoid a line item in the state budget as well as unfunded mandates that are not implementable and for which there is no quality assurance. A mechanism for braiding funds is needed.
- TPSID and other sources of funding (e.g., DD Council’s objective for FY 2019, private foundations) need to be leveraged to establish permanent “natural” systems within IHEs by providing initial training & TA and promoting systems change.

Components already in place in CT that support TC through their potential to participate in the braiding of funds were identified and appear in **Table 3**. Much of this information came from other CTTCS Workgroups. The effort was made to develop an infographic to depict various entry points and paths in the planned TC system appears in **Appendix I** but should be considered a preliminary draft only. For example, DDS already pays for peer mentors and DORS could hire other students eligible for its services as peer mentors to TC students in preparation for careers in human services. Additionally, the CT Council on Developmental Disabilities has committed to funding future Think College activities, consistent with its own objective to develop a project around post-secondary education. What this will look like in practice has yet to be determined.

Table 3

Existing CT Mechanisms for Interagency Collaboration

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) 	<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 CTTCS 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 IHEs are serving on the CTTCS. • The CTTCS has received consultative support from representatives of 2 public 4-yr IHEs. • UCEDD staff have held 1:1 meetings or otherwise been in contact with selected IHEs that currently have a mission, vision, and/or statement of values that support a true TC model. • Two IHEs wrote initial letters of support for this project. • Other IHEs 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.

	<ul style="list-style-type: none"> • This could extend to students with ID in the foster care system.
<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 post-secondary education plans and opportunities. • BRS will pay for educational services leading to employment (e.g., tuition and fees) and has a current order of selection requiring that available funding be directed to individuals with the most significant disabilities including those with ID. • BRS wrote an initial letter of support for this project.
<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.

	<ul style="list-style-type: none"> • 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"> • 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 IHE’s 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.
<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

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| | <ul style="list-style-type: none">• 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 student's 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. |
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Products Developed for Leadership and Sustainability.

There were no products developed by this workgroup other than **Table 3**.

Proposed Decisions and Recommendations for CT TC Leadership and Sustainability

Plans to identify and address other systemic barriers. This Workgroup proposes an analysis of CT statutes, regulations, land grants and charters of IHEs, and other potential barriers to the establishment of TC statewide and formulate recommendations for policy-makers to make necessary changes. This analysis should build on the existing roles and mechanisms for interagency collaboration. Additionally, meetings with officials elected after the 2018 midterm elections need to be held to discuss how funds can be redirected from current transition services to TC opportunities for individuals with ID who wish to pursue college.

Materials to develop that support and define interagency collaboration. The draft infographic needs to be edited and published along with a crosswalk of CTP/TC and other relevant standards in relation to outcomes of others Workgroups as they move forward. The intent is that, as a result of these efforts, a formal system to support a true TC pilot in CT will be developed and approved by stakeholders in time for the pilot to begin with the 2019-2020 Academic Year. Other stakeholders representing the CTTCS need to continue to be engaged to do this and, ultimately, a formal interagency MOU concerning how funding will be braided, and how billing will occur given braided funding sources to assure that no duplication occurs but that funds are available with TC students need them, needs to be developed. Billing for outcomes specified in individual Plans of Study rather than 1:1 hours of service needs to be explored as well.

Other proposed trainings, fidelity standards, and policies. DDS staff involved in transitional services (e.g., employment and transition staff members as well as case managers)

must be provided with information about TC in CT. DCF staff also will be brought on board for students with ID wishing to go to college because this agency currently pays for other students in its system to participate in a variety of higher education opportunities. DDS will need to determine whether current Medicaid Waiver categories can be applied to support TC students. For example, qualifications for peer mentors to be paid by private adult services agencies will need to be established. If current waiver categories do not apply, DDS will need to work with the CT DSS to develop a new category or categories.

The SDOE needs to consider developing fidelity standards for transition programs that apply to LEAs to assure students coming up through the public school systems are “ready for college” to the extent possible. More of the roles and responsibilities of public schools are discussed in that section of this report. The state also needs to establish a clear policy, consistent with the HEOA, to clarify that students do NOT need a) high school diploma or GED, b) SAT/ACT scores, c) placement tests. Policies and procedures for the remaining topical areas need to be refined and supported by the DDN.

Evaluation strategy. Evaluation data will align with the measurable outcomes proposed by each other Workgroup including satisfaction surveys, TC student outcomes (e.g., transcripts, completion of coursework and other aspects of Individuals’ Plans of Studies), and usage data of existing resources on college campuses (e.g., Disability Services Offices or DSOs) and/or the community (e.g., AJCs). Pilot data will determine what, if any, changes need to be made in the 2020 or future state budget and/or legislative sessions to refine and expand the pilot to other IHEs.

Summary of Leadership and Sustainability Process and Outcomes

This Workgroup met three times and identified inter-agency as well as within-agency initiatives already underway or under development that align with TC. This was guided by consideration of the each organization's ability to participate in braiding of existing funds from multiple sources to support students with ID and host IHEs. The focus of this Workgroup's strategic plan is to identify and address other systemic barriers that will prevent this process from operating smoothly; to develop materials that support and define interagency collaboration; and to assure that trainings, fidelity standards, and policies are in place to support TC. Plans carried out to address other components of the overall strategic plan will be supported and a multi-faceted evaluation strategy was proposed that would involve collection and analysis of data about TC student outcomes, usage of existing IHE resources and the community, and satisfaction surveys or other evaluation mechanisms proposed by other Workgroups. The pilot project will determine what, if any, changes need to be made to the evaluation strategy.

**Plan for Institutions of Higher Education and
Comprehensive Transition Programs:**

Development Process and Implementation Recommendations

The composition of the Institutions of Higher Education Workgroup (hereafter called the CT Colleges and Universities Workgroup or CC&U) changed from its original composition of the two state university faculty members who wrote letters of support and early on included the Associate Dean for Student Academic Resources at a private 4-year university who had prior positive experience with Think College in another state. This individual stayed involved throughout the project. Other CC&U members included former and current faculty with whom contact was made and two university administrators considering hosting a CTP. This Workgroup had several face-to-face meetings including the two break-out opportunities at the 1/24/18 retreat and the 6/14/18 CTTCSC meeting. A training at a statewide organization also was held in addition to multiple phone and email contacts.

Higher Education Workgroup Activities

January 24, 2018 breakout. This Workgroup session was attended by an SAS member working with another CC&U, two UCEDD staff members, and the representative of the private 4-year CC&U. Four major decisions were made at this meeting that guided the rest of the Workgroup's activities. There were: 1) any participating CC&U receptive to hosting a TC model must become a Comprehensive Transition Program (CTP) so that students and families could access FAFSA; 2) the focus needed to be on the CC&Us identified as most likely to be receptive to TC on the basis of the UCEDD data analysis (UCEDD, 2016); 3) this Workgroup would be run in a different manner than others in order to rely on UCEDD expertise and existing connections with CC&Us, TC models, and the NCC; and (4) all CC&U contacts made

previously or in the future would be informed of Workgroup activities so that they had an opportunity to provide input.

February 2018 meetings. A meeting was held on 2/26/18 with two CC&U representatives (UConn and the private 4-year CC&U) to specifically strategize how best to approach other CC&U's in CT. The private CC&U representative is also a member of CT AHEAD and invited the UCEDD to present at an upcoming statewide CT AHEAD meeting. At this time, one CC&U representative accepted faculty appointment out of state and resigned from the Workgroup. The decision was made at this meeting for UCEDD staff to have a separate meeting on February 13th with the SAS representative to explore opportunities to work together and resolve any previous issues. As noted previously, both the parent members and self-advocate from this Workgroup were invited to meetings and the faculty representative of SAS was invited to attend CC&U meetings but SAS subsequently determined there were no areas of overlap. Thus, this CC&U was omitted from the list of potential CC&U contacts.

CT AHEAD presentation. On April 6, 2018, the PC gave a short presentation on TC to members present at this regular membership meeting of CT AHEAD. Most of the participants were Disability Services Office (DSO) staff from many CT CC&Us. The presentation gave a background on TC, a history to date of the project, what this would look like in CT based on plans to date, and an overview of the research on benefits to, e.g., TC students, faculty, and other students at host CC&Us. The major points of “The Big Ask,” “Benefits to IHEs,” and “What We Are NOT Asking For” were also described in the presentation as shown in **Table 4**.

Table 4

Topics and Major Points of CT AHEAD Presentation

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. • 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).

	<ul style="list-style-type: none"> • 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.
What the Project Does NOT Want	<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.

Interestingly, all participants were satisfied or completely satisfied with this presentation with the exception of one respondent who was extremely dissatisfied. Additionally, another of the DSOs in attendance at CT AHEAD did not think TC was a relevant topic for their meeting. These two responses appeared to confirm barriers identified during the 1/24/18 retreat (e.g., overextended CC&Us, preference for “the Best and the Brightest”) but, clearly, other DSOs are more responsive to the concept of TC.

Telephone interviews. On April 9, 2018, an extensive telephone interview took place with one of the initial supporters of the TC Strategic Planning Grant to discuss issues related to “enhancing diversity” and “opportunities for other students to have unique experiences.” Major barriers continue to be expansion of too many (often mandated) education-related projects as IHEs experience deeper budget cuts. A former faculty member who currently serves as the headmaster of a private grade school was also interviewed by phone. The latter had worked

diligently to establish TC on behalf of a CT named plaintiff in the P.J. Case. Both conversations resulted in the same advice as well as precautions about approaching IHEs. The intent at this point was to invite representatives of selected 2-year colleges and 4-year colleges and universities were identified for a summer discussion meeting (which was not held due to low response rate and vacation schedules of IHE designees) about pros and cons of hosting a Think College project in the near future.

June 14, 2018 CTTCS meeting activities. At this time, the Workgroup decided to meet over the summer to continue working on its plans.

Subsequent activities. The PC next met with one of the members of the CC&U Workgroup on June 29, 2018, to confirm targeted CC&Us to approach and to make a recommendation to change an original recommendation of this Workgroup. Specifically, the decision not to approach IHEs that already had some sort of co-located program in place, whether or not it was self-designated as a TC program already, was changed to include most of these so that CC&Us thought to be more amenable to hosting a TC model could be approached. Additionally, new action steps from this meeting called for the PC to contact LEAs involved in co-located programs as well as development of a targeted approach to CC&Us to take place over the summer. Additionally, a self-assessment (Carter, 2018) was identified for use by programs that had self-identified as TC programs in CT and others in the future although a later decision was made to wait on making this available until a future date.

During the summer of 2018, the PC (with input from the PI and RD) conducted multiple activities in accordance with this Workgroup's action plans. These activities were designed to flesh out the Strategic Plan for CC&Us in order to identify a pilot for the 2019-2020 Academic

Year reflected all Workgroup activities to date. These activities were development of additional products, contacts with CC&Us, and contacts with co-located transition programs.

Summer 2018

Products developed. A generic “elevator speech” about the CT TC Model was developed based on the assumption that any IHEs willing to host a model in the 2019-2020 academic year would become designated as Comprehensive Transition Programs. This generic speech is modifiable so that any presenter can speak specifically to the specific language used in any particular CC&U’s vision, mission, values, or other information relevant to TC. An FAQ flyer also was developed for initial contacts to share with their respective staffs with the caveat that future funders of TC initiatives in our state may alter some of what the TC envisioned. Other products are described in a later section.

Contacts with CC&Us. Prior to actual meetings, research was conducted into the CC&S’s identified at the June Workgroup meeting to update the data that had been reported by the UCEDD in 2016 (UCEDD 2016). As a results of this update, five were identified for immediate contact and information from their websites relevant to hosting TC in the future was used to develop CC&U-specific elevator speeches.

The PC contacted the Presidents of all five of these identified CC&Us by email, following up by phone, to set up brief meetings with either them or their designees prior to the start of the fall semester. One declined the invitation to have the PC visit because, after speaking with co-located program staff, all at that IHE had decided they were satisfied with their current co-located program. Two had administrative staff reach back out but did not make direct contact with the PC. Their interest, therefore, remains unknown. The PC set up meetings with the remaining two (Southern CT State University and Trinity College), gave their CCS&U-specific

elevator speech, and provided the FAQ handout. Both IHEs made a commitment (one stronger than the other) to share the FAQs with staff once the academic year was underway. Neither was willing to attend a meeting at the UCEDD for a group discussion of multiple IHE representatives about opportunities and barriers and, to date, neither has reached back out to the PC.

Contacts with co-located transition programs. Unsuccessful attempts made to reach remaining CC&Us were satisfied by contacts made with public school staffs at their co-located (but substantially segregated) transition programs for 18-21 year olds. Twelve current school-run CT post-secondary programs co-located, but not included in, college campuses, were identified. All were contacted in the summer for additional information. One was eliminated from the list because it was no longer co-located on a CC&U campus. Representatives of five public school districts were able to be “interviewed” by phone, email, or in person at an event unrelated to the TC project. Four of the five discussants were excited about the prospect of transitioning their co-located programs to a “true” TC model as defined by the CTTCSG but were uncertain about next steps. A meeting with the administration of one of those districts has been tentatively scheduled for later in the fall 2018. The fifth district had ceased to include students with ID in its program and was not interested in resurrecting the service that had been co-located for them.

Products Developed for CC&Us and CTPs

In addition to the core elevator speech, CC&U-specific elevator speeches, and the FAQs, the PC conducted research resulting in the following products:

A day in the life. This product included information provided by the TC NCC, expanded on to include 24:7 CTP participation by the Workgroup, and was reflective of the core values articulated by the CTTCSG. Specifically, a “day in the life” of a TC student should be identical

to that of a typical college student active in on-campus activities and, where appropriate (e.g., for an off-campus job), in the community surrounding the college campus. The schedule would include using “typical” transportation (e.g., public transportation, campus van services), accessing campus resources such as the library and student support services, regular meetings with a tutor/mentor/advisor, taking classes, spending “down time” with typical students in such settings as the Student Center or other “hangout” spots, and having a competitive integrated job. Additionally, students with ID should not be limited to a program day that lasts only six or so hours. Students participating in TC in CT would have evening and weekend schedules that included 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 and residential life), and possibly working additional hours in an on- or off-campus integrated, competitive job.

Sample “Program of Studies.” To be designated as a CTP, participating CC&Uss would need to meet all the requirements addressed earlier. As noted previously, this activity was undertaken in response to a recommendation by the TC NCC. To assure that participation in credit-bearing courses occurs, the SCSU Catalog was examine for the “scope and sequence” of coursework required of typical students. It is proposed that each student take six institutional credit hours and six independent study credit hours per semester.

Institutional credit hours. Institutional credit hours would be granted by taking courses listed, at SCSU for example, in the course catalog in the following Tier I Liberal Education Program (LEP) categories to best prepare the student for his/her life as an adult:

- Critical Thinking (required)
- Intellectual and Creative Inquiry (required)

- Mathematics for the Liberal Arts (elective)
- Technology Fluency (required)
- Written Communication (required)

Courses from Tier II LEP categories (American Experience; Creative Drive; Cultural Expression; Global Awareness; Mind and Body; Natural Sciences: Physical Realm I and II; Social Structure, Conflict and Consensus; and Time and Place) would be selected by students to align with their career interests and other aspects of an individual plan of study.

There also are existing courses that would be strongly recommended even though, for most TC students, these would be indirectly rather than directly related to employment goals and objectives. These include “Buy This Course: Media and Self;” “Women’s Health Consciousness: Ages 18-40;” “Human Communication;” and one of IHE’s recreation or exercise courses. These courses relate to employment because they speak both to independence, communication skills, and health.

Other potential CTP programs of study credit. There are other potential requirements that are not offered to typical students for institutional credit but could be offered for Pre-Baccalaureate Certificate Credit. These rely on existing inclusive offerings and opportunities at IHEs and include specific participation in those inclusive offerings in order to accrue credits. Sample topics are Cooperative Education; an Independent Study in Safety, Security, and Emergency Management; Career Development; Community Resource Management (including hours spent in orientation activities for new students that may need additional reinforcement throughout the semester), Survival in Today’s Modern World, and Participatory Action Research. Which of these courses an individual student takes would be self-determined with input from families and funding sources to meet each individual’s needs and included in

individual plans of study. The IHE would need to devise a system for documenting that established goals and objectives are met because the activities required to meet them have been carried out.

Proposed Decisions and Recommendations for Future Higher Education's CTP

Continued outreach to identified CC&Us. The Workgroup proposes renewed contact with the two universities that expressed interest in hosting TC for the 2019-2020 academic year. Additionally, continued outreach to other 2- and 4-years CC&Us should occur so that, consistent with the project's vision and mission, there becomes great interest in developing more both of the IHEs that expressed interest in committing to a pilot during the 2019-20 academic year. This will require NCC technical assistance to become designated as a CTP and by incorporating elements of other Workgroups with fidelity.

Major event and follow-up for stakeholders and policymakers. The DDN also will host an event for all contacts at CC&Us, legislators, the CT Office of Higher Education, and co-located program administrators and staffs to introduce this plan and invite participation in future activities. College Steps, which made contact with the PC at a recent statewide SDOE Transition Community of Practice meeting, also will be invited. Consensus among participants will be sought concerning the type of credentialing that should be offered (i.e., a Certificate of Attendance which carries little weight unless accompanied by a portfolio of achievements; an existing credential to supplement an official transcript already awarded to other students which may be difficult for some TC students to attain; or a credentialed action plan based, e.g., on the sample Plan of Study).

There also will be a need to develop a support structure (via MOUs with the UCEDD, for example, for DSOs and address two questions. These questions are, 1) how can this student

learn if they don't acquire knowledge and skills that other students develop vicariously? and 2) should there be standards developed for DSO job classifications? Consensus also must occur among any participating CC&Us regarding TC Students schedules; percentage of actual inclusion relative to "typical" down time vs segregated activities (not to include time with peer mentors); and faculty training needs.

The role of discovery in CTPs as well as congruence of individual plans of study with other required documents (e.g., IEPs, IPs, and Career Plans) will need to be defined clearly.

MOUs. MOUs between participating CC&Us and the UCEDD/DDN will need to be developed. These MOUs would specify expectations for collaboration, institutional responsibilities, communication strategies to be used, etc. For example, it is anticipated that training of faculty and staffs of CC&Us would initially be conducted by the UCEDD so that CC&Us are able to accept and support TC students within existing course structures, social and residential life of their institutions, etc.

Evaluation strategy. When these types of trainings or related meetings occur, the standard NIRS evaluation form would be completed by participants, analyzed by the UCEDD, and brought to the DNN for action.

To measure student progress, the following evaluation mechanisms have been proposed:

- Rubrics for Individual Programs of Study
- Grades/transcripts
- Certificate of completion of any Job-Specific Program
- Satisfaction Surveys of:
 - IHE Administrators
 - Peer mentors

- Faculty
- Residential Advisors
- Other relevant campus staff.

A mechanism also needs to be developed, working with CT AHEAD, to assess the knowledge and skills sets of Student Affairs, DS, and Career Development Offices to assure that they can support TC students appropriately according to the agreement of TC with their IHEs.

Summary of Process and Outcomes Involving Colleges, Universities, and Comprehensive Transition Programs

The Connecticut Colleges and Universities Workgroup held multiple meetings and exchanges via telephone and email. Activities and products developed to date include a PowerPoint presentation to members of CT AHEAD, a customizable “elevator speech” and FAQ handout. These products were used in meetings with administrators from two CC&Us. Discussions with co-located program staffs and other relevant stakeholders also took place by phone. A proposed Program of Studies and student schedule were developed to serve as models for future CTP sites. The focus of this Workgroup’s plan is continued outreach to identified CC&Us, to conduct a major event and follow-up for stakeholders and policymakers to support CC&Us that are CTPs, and to develop of at least one MOU between the DDN and a host CTP for the 2019-2020 academic year. An evaluation strategy was proposed that included a needs assessment of knowledge and skills sets that would be required by host IHE administrators, faculty, staff, and other students.

Plan for Public School Roles and Responsibilities Including Curriculum:

Development Process and Implementation Recommendations

There initially were two groups proposed for the project: one addressing Supplemental TC Curriculum (e.g., self-advocacy and other skills not typically taught but rather vicariously developed in CC&U settings) and the other addressing Public School Roles and Responsibilities. The Chief of the SDOE's Bureau of Special Education participated consistently throughout the project. All members were strongly advised to join the Think College Affinity Group on Dual Enrollment. Note that the next sections are initially divided to reflect the work of the two initial Workgroups and the results of the merger.

Supplemental Curriculum Workgroup Activities

The Supplemental Curriculum Workgroup was initially comprised of a representative of the State Education Resource Center, the New England Assistive Technology Marketplace, and a representative of a state-approved provider of public-school-funded post-secondary programs. It was later expanded to include a private educational consultant specializing in transition and assistive technology (AT), and staffs of two public school districts in CT. LEA staffs had difficulties participating in full due to other responsibilities (e.g., statewide conferences, team meetings, and teaching responsibilities). Note that the NCC TA had advised strongly *against* considering a supplemental curriculum that stood alone within the CT TC project.

January 24, 2018 breakout. At this meeting, this Workgroup consisted of two participants and established this Goal statement: *To recommend curriculum for a variety of domains that may be needed by TC students who respond better to direct instruction than*

vicarious learning opportunities but which can be directly taught in natural contexts using natural supports and natural but safe consequences.

Action plan steps included researching what existing TC models used for a supplemental curriculum, conducting a literature review supplemented by a small sample of college students re: what common issues were faced by college students when “on their own for the first time;” gathering life skills and other curriculum with particular attention to what was already available on the CT Transition COP website; and bring forth other curriculum or curriculum topics identified by Workgroup members. The purpose of these activities was to identify supplemental curriculum; eliminate duplication; and recommend instructional strategies (e.g., using AT). Participation by another LEA transition coordinator and an independent consultant was solicited after the meeting.

March 16, 2018 meeting. On March 16, 2018, the PC met with the private educational consultant for three hours. The SERC representative participated for part of this meeting. Representative of the private non-profit often contracted by school districts to provide transition services, public schools, and the NEAT Marketplace representative were unable to attend. The purpose of the meeting was to address issues raised during the 1/24/18 Think College retreat, review the materials that were compiled as a result of the 1/24/18 meeting, and expand this Workgroup's action plan.

Prior to the meeting, the State Education and Resources Center consultant provided copies of CT’s core transition skills as well as goals/objectives and teaching strategies for consideration. These outcomes, in CT, relate to postsecondary education or training, employment, and if appropriate, independent living skills (U.S. Department of Education Office of Special Education and Rehabilitative Services, 2017). The PC and participants examined

curriculum and IEP Goals and Objectives proposed by the SDOE COP that addressed CT's Core Transition Skills and other skills specifically related to self-advocacy and self-determination, use of public transportation, and other required post-secondary outcomes that prospective TC students may not have mastered prior to admission into a TC opportunities.

The decision made at this meeting was to focus on skills specifically identified in the NCC's QIs which were incorporated into a second draft which, along with materials reviewed by the group. The PC distributed these by email to all Workgroup members and feedback that was consistent with the CTTCS vision, mission, and values – and that addressed identified barriers - - was incorporated. Selection was necessary because new members of the Workgroup were operating within existing presumptions rather than having integrated new information about this project.

Subsequent activities defined by the Workgroup. Initially, the RD was involved in determining whether or not UCHC's Institutional Review Board (IRB) approval was needed to identify a sample of convenience consisting of college students known to UCEDD employees to answer the question, what do typical college students need for orientation and “supplemental curriculum”? A formal interview format was derived from relevant questions (i.e., those specific to students rather than administrative or family needs) on the NCC's QI (see Appendix F.9). A sample of convenience consisting of college students without disabilities was identified and invited to a meeting after their 2017-18 academic year. However, the PI determined that IRB approval was not needed and that the best solution was to have informal discussions with some of the students originally identified as part of the sample of convenience. Results of these discussions appear in a subsequent section of this plan.

Public School Roles and Responsibilities Workgroup

This group was initially comprised of the Bureau Chief, two public school administrators, and two transition staff members from public schools. This group grew by one member who had been a Director of Pupil Personnel in a CT district as well as a secondary programs supervisor from yet another district and, at the end of the project, added some administrators and staff from co-located or other transition programs to consider the final Strategic Plan. However, because of mid-terms and finals scheduled in CT public schools during subsequent Workgroup meetings, as well as the beginning of what is commonly known as “PPT Season” and “Special Education Budget Justification Season,” none of the public school representatives were able to actually attend meetings.

January 24, 2018 meeting. At the initial meeting of this Workgroup, which did include one public school representative, the decision was made to explore how other TC programs, in particular what was then called the “Inclusive Concurrent Enrollment” project in MA, assured that TC students left CTPs with the desired skills for employment and other aspects of community living. The Workgroup planned to conduct site visits and use a structured evaluation tool to assess their participation but this was ruled out by the Leadership and Sustainability Workgroup that sought to “start fresh” with true TC models.

March 22, 2018 meeting. On March 22, 2018, the PC met with CT’s Bureau Chief for Special Education of the CT Department of Education to address issues raised during the 1/24/18 Think College retreat and expand this Workgroup's action plan. The SERC representative was unable to attend but provided detailed input. At this meeting, the following roles and responsibilities of public schools were clarified:

- LEAs as a general rule do not pay tuition but have in some cases per PPT decision

- Generally speaking, districts cannot use IDEA funds for PSE programs
- LEAs can retain ownership of the IEP and any related services to support the student that cannot otherwise be obtained
- LEAs never pay for residential programming although exceptions, per individual PPT decision that such placement is needed to meet the student's transition needs, have been made, for such programs as VISTA and Chapel Haven
- Most districts cannot afford these costs so one issue is equal access to college across LEAs

Because of the outcomes from the Supplemental Curriculum Workgroup, the focus needed to be on how public schools could best prepare TC students even if funding for their support had to be braided with other sources.

Follow-up. A second draft was then distributed by email to all other Workgroup members for feedback. Results were given to the Leadership and Sustainability Workgroup for consideration. Despite efforts of the Bureau Chief, decreased staffing due to state budget cuts and the same end-of-year activities that were faced by LEA administrators and staffs precluded his ability to engage the CT Office of Higher Education or to free up staff to analyze legal relationships between LEAs and CC&Us that might preclude buy-in to a TC model.

Merger into One Workgroup on Public School Roles and Responsibilities Including Curriculum (PSRRIC)

June 14, 2018 CTTSC meeting activities. At this time, information from the two Workgroups was reported out and the further refined. The names of four ICE programs and one TC program in NY that were within driving distance was provided to enable any members wishing to get into contact with LEAs participating in these was shared. The decision was made to conduct discussions with current college students over the summer and collaborate with

CC&Us in the future to assure college “readiness.” Additional collaboration would be needed to identify how LEAs would relate to others involved in TC.

Subsequent activities. Three students, each of whom were current students in 4-year private or public IHEs, were involved in informal discussions over the summer of 2018 with the PC. The goal is to avoid presence of school district personnel on campus in CT TC models but still allowing districts to retain control over IEPs as appropriate. Existing resources (e.g., the transportation training offered by the Kennedy Center) can also be accessed for students intending to go to, or already attending, TC models. Assistive technology options for TC students were also researched/

Existing orientation practices and support for new students. Each asserted that what had become standard practice for welcoming new students at their IHEs provided ample opportunities for them to familiarize themselves with the campus facilities and its commitment to diversity, residence halls, overall approach to academics, available supports for students, and mechanics of, e.g., registering for a class or purchasing required materials. The level of orientation and follow-along supports for first year students was confirmed by the PC’s intensive exploration of two IHEs, including one that subsequently expressed interest in hosting a TC model in the 2019-2020 academic year.

Each discussant also felt that, because of this orientation, s/he was comfortable in simply asking IHE staff, faculty, and/or fellow students if they had any questions. Two of the discussants had some experience with individuals with ID and thought that engaging other non-disabled students to provide any additional support at campus social events, or even earning money for providing paid supports for, e.g., community excursions, would not be a problem because of the kind and helpful nature of their fellow students. Concerning friends, one student

summed it up best: “You make friends with people who you share time with at first (e.g., same classes, same residential hall) but then become closer to people who share your interests (e.g., academic-wise or socially).”

However, each reported the need to have two sets of essential skills prior to college. The first set involved the ability to gain the attention of a fellow student or staff on campus (e.g., to ask questions such as “When does this (program/facility) start/open and end/close?”; “Where is _____?”; “Who’s going to _____? Can I come, too?”, “I want to do _____. Who would like to come with me?”). The second set of skills related to self-advocacy although the typical students did not actually use this term (e.g., to ask such questions as: “How can I get help with _____?”; “I still don’t get it. Can you re-explain or show me?” “What does _____ mean?” “I need extra help with _____. Can we meet after class or is there a tutor who can be assigned to me?”; “I need someone to go with me because it’s dark” or “Can I do XYZ instead of write a paper?”

Assistive technology. Sample technologies extracted from various presentations on the NCC website were identified. These include “Skitch,” “Chatterpix,” “Videolicious,” “Show Me,” etc. Input from the three students noted how everyone on campus uses personal electronic devices and that even professors who generally forbade the use of these in their classrooms would make exceptions for students who required such devices as a reasonable accommodation. Apps used are free or inexpensive and available to the general public, e.g., for maintaining a personal daily schedule, keeping “memos to self,” etc. One of the respondents disclosed his use of the Disability Services Office at his IHE and noted that, not only had staff there assured he had a laptop, but also worked with him to make sure the software he had would adequately support his specific learning needs in his classes.

Discussants indicated that it is important for entering college students to be able to use personal electronic devices (plural) for keeping track of one's course schedule, due dates, and other events; communicating with family, friends and instructors; and providing reminders of important dates and times. The NEAT Marketplace also has "smart home" technologies that can facilitate independence at home (including in a dorm).

Products Developed for PSRRIC

As already described, this combined Workgroup developed a questionnaire for typical college students that was not used and questions for guided discussions that were used with typical students. Other lists are noted above.

Another product was criteria for evaluating AT used by ALL college students. These criteria are:

- Will the student have mobile access to the file?
- Is it baby-ish or age-appropriate? (It should be 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?

Proposed Decisions and Recommendations for PSRRIC

Curriculum. Consistent with the NCC TA's reluctance for a supplemental curriculum to be developed for CT's TC model, the results of discussions with typical college students point toward the need for the curriculum to be combine with college preparatory activities that exist for all students at the secondary and IHE levels. It will be necessary, therefore, to revisit the current Department of Education transition resources in comparison to the knowledge and skills students with ID need to learn while they are still in high school in order to be optimally prepared for participation in college.

Sample curriculum includes ProQuest's *Self-Advocacy among Post-Secondary Students with Disabilities*, Oak Hill's *Positive Choices Curriculum*, and student-specific learning needs identified through both formal transition assessments and LifeCourse plans. Clearly, a focus on use of AT is an essential component for students with ID thinking about college. LEAs should use a "matrix IEP" format to indicate multiple settings across a students' daily and weekly schedules in which specific objectives will be addressed.

Public school staff development. For a "true" Think College to occur in CT, there will be a need to develop training and technical assistance protocols reflecting this plan for LEA staff. Initially, there is a need for awareness training to high school guidance programs, case managers, families (including at elementary level), and special education teachers to have high expectations and learn what not to expect from adult services. This will include maximizing access to the Transition Community of Practice website as well as supporting incorporation of CT's Student Success Plans (see IEP/SSP crosswalk) for transition activities.

Inter-agency collaboration. Additionally, the State DoE will explore current and planned practices for transitioning young adults with ID to BRS or DDS services (e.g., via an

MOU for Customized Employment) to determine if similar streamlining (e.g., application of a single eligibility tool across agencies) could be used by school districts. Note that this latter issue will also be addressed by the Leadership and Sustainability Workgroup to support existing initiatives to continue moving the CT Department of Social Services away from the medical model of Medicaid Waiver services. Other actions include assuring that parents of students with ID are invited to all college preparatory events sponsored by their school districts (e.g., “FAFSA nights”) and that students with ID begin to be included in college preparatory activities (e.g., college fairs, guidance practices) for other students.

The CT Office of Higher Education needs to be consulted about how to assure LEA efforts align with CC&U expectations without violating the core tenets of CTPs which waive traditional admission requirements for students with ID.

Evaluation strategy. For subsequent meetings and/or trainings related to PSRRIC, the standard NIRS evaluation form would be completed by participants, analyzed by the UCEDD, and brought to the DNN for action.

To measure student progress when LEAs do retain ownership over all or a part of a particular student’s IEP, the same evaluation mechanisms proposed in the section on CC&Us/CTPs should be used (i.e., rubrics for Individual Programs of Study, grades/transcripts, certificates of completion of any Job-Specific Program, and satisfaction surveys.

Summary of PSRRIC Process and Outcomes

Two Workgroups, which met three times each, were merged into this Workgroup that plans to continue to meet over the next year with support from the DDN. Results were a clear description of what CT LEAs can and cannot do, identification of mechanisms already in place at CC&Us that would be of benefit to students with ID, and recommendations for enhancements to existing curriculum to include, for example, instruction in healthy relationships and functional use

of assistive technology. Other recommendations included training and technical assistance, supported by the DDN, to staff of public schools to assure that students with ID and their families receive the same level of preparation for college as do other students. This Workgroup also will continue inter-agency collaboration and include the CT Office of Higher Education in this process. An evaluation strategy was proposed that relies, in addition to satisfaction surveys, on existing data collection and reporting mechanisms already in place in public schools and at IHEs which any LEA-funded students attend.

Plan for Employment Opportunities:

Development Process and Implementation Recommendations

This Workgroup consisted of a representative from the business sector, the Director of the CT Business Leadership Network which works closely with businesses to employ people with disabilities, and representatives of the CT DoRS, two AJCs, and a private agency that supports adults in the community. Although the DoRS representative was unable to attend any meetings because of her schedule and administrative role in this agency, she was actively involved by phone through all stages of the project and provided an existing MOU between DoRS and CT State Colleges to the group as a demonstration of this agency's commitment to the concept of TC. This MOU specifies that the role of BRS is in accordance with an individual Career Plan required after eligibility for that state agency's services has been determined. BRS will pay for, within existing budgetary parameters, for a range of costs including, e.g., tuitions and fees, books and supplies, transportation, assistive technology, and even support staff *provided a certification or degree from a CC&U is part of an individual's Career Plan and leads to employment.*

Workgroup Activities.

January 24, 2018 breakout. At this meeting, the private agency representative was joined by a member of the SILC. Its goal, to improve employment opportunities for individuals with ID participating in CT TC initiatives, was to be met primarily by collecting and reviewing existing information about employment from other states' TC initiatives and from other CT employment initiatives described below. The Workgroup also intended to "piggyback" onto other efforts (e.g., by the CT Autism Action Coalition and what private providers were already doing) to engage the business sector proactively. Two important factors would be 1) to dispel

myths about how earning wages results in termination of health insurance or other benefits and 2) to assure that employment efforts reflect individual's strengths, interests, and preferences resulting in a "win-win" arrangement for employers and employees.

March 15, 2018 Meeting. On March 15, 2018, the PC met with three members of the Employment Opportunities Workgroup. Participants included the representatives of the private agency, the disability services coordinator of AJC, and the CT Business Leadership Network (CBLN). The purpose of the meeting was to address issues raised during the 1/24/18 Think College retreat, review research materials compiled by the PC, and expand this Workgroup's action plan. Important discussions were held about current CT initiatives concerning individuals with disabilities including ID as follows:

Employment First in CT. Although CT lacks the formal designation of an "Employment First" state, commitment to employment first for all has been a common theme among all state agencies. As such, many mechanisms are already in place, or are planned to be in place in the near future, to support employment for individuals with ID. Some of those initiatives include the (a) CT DoRS of the "Level Up" program, (b) CT Department of Labor's CT Hires website components devotes specifically to job seekers with disabilities and employers wanting to hire people with disabilities, (c) seven American Job Centers (and their satellite offices) that include a Disability Services Specialist position, (d) Life Course planning and Employment First initiatives within the CT DDS, e) 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 f) demonstrated success of a four-pillared program model established with the UCEDD's consultation by the non-profit adults services agency.

As a result of these initiatives, BRS, DOL, and the AJCs already collaborate on a “one-stop shopping service” (i.e., CT Hires) which supports both job-seekers and employers seeking to fill existing positions. Also widely available are projections for future jobs in the state and collaboration, e.g., between the SDoE, DDS, and BRS. There are many other resources (e.g., Ability Beyond’s “Disability Solutions” which consults to business and industries that plan to hire, or have already hired, individuals with ID) available currently that can be applied “as is” or adapted to a Strategic Plan. Students would be eligible for both BRS and/or AJC assistance while attending CC&Us which may require renewed or new relationships be established between these entities and CC&U Career Development Offices. These entities, along with DDS, already have systems in place to relay information about upcoming Transition or Job Fairs. The three current growth industries in CT are Information Technology, manufacturing merged with “high tech,” and the service industries. Newly established apprenticeship programs and other resources for job-seekers are underway and, as known to disability employment researchers, the best avenue for employment is to tap into known resources (e.g., the “relationships” portion of the LifeCourse Planning “Integrated Services Star”).

Marketing to employers. Members of this Workgroup emphasized that marketing to businesses must be grounded in what employers seek by way of employee competencies, avoiding a charity-based approach at all costs. Employers will not change their business models so TC employment opportunities must be aligned with competencies required by employers. A distinction should be made between TC students seeking “first job/valuable work experience” who could be employed like other college students and those seeking entry-level positions into their chosen fields. For example, non-degree credentials of value is an initiative of the

Workforce Data Quality Campaign to support employment of people with ID among other disabilities and directly connects with the goals of TC.

Subsequent activities. Participants in this meeting agreed to provide additional information to all Workgroup members. These include the program model, a list of approved career training and apprenticeship programs in CT (many of which are based in IHEs), and a description of the CBLN’s mentorship program.

Each of these pieces of information, described in more detail below, was woven into a second draft plan for this Workgroup and disseminated to all members for feedback. None was provided so this section of the Strategic Plan -- with the exception of any additional policies and procedures beyond what already was in place among the main stakeholders (i.e., public schools, IHEs, and the entities represented by this plan) was deemed complete.

The Transition Program Model. A successful model of adults services for individuals who aged out of IDEA-funded services without having gone through the requisite discovery process to be successful in employment. The model, which revolves around four pillars of service, appears in **Figure 3**.

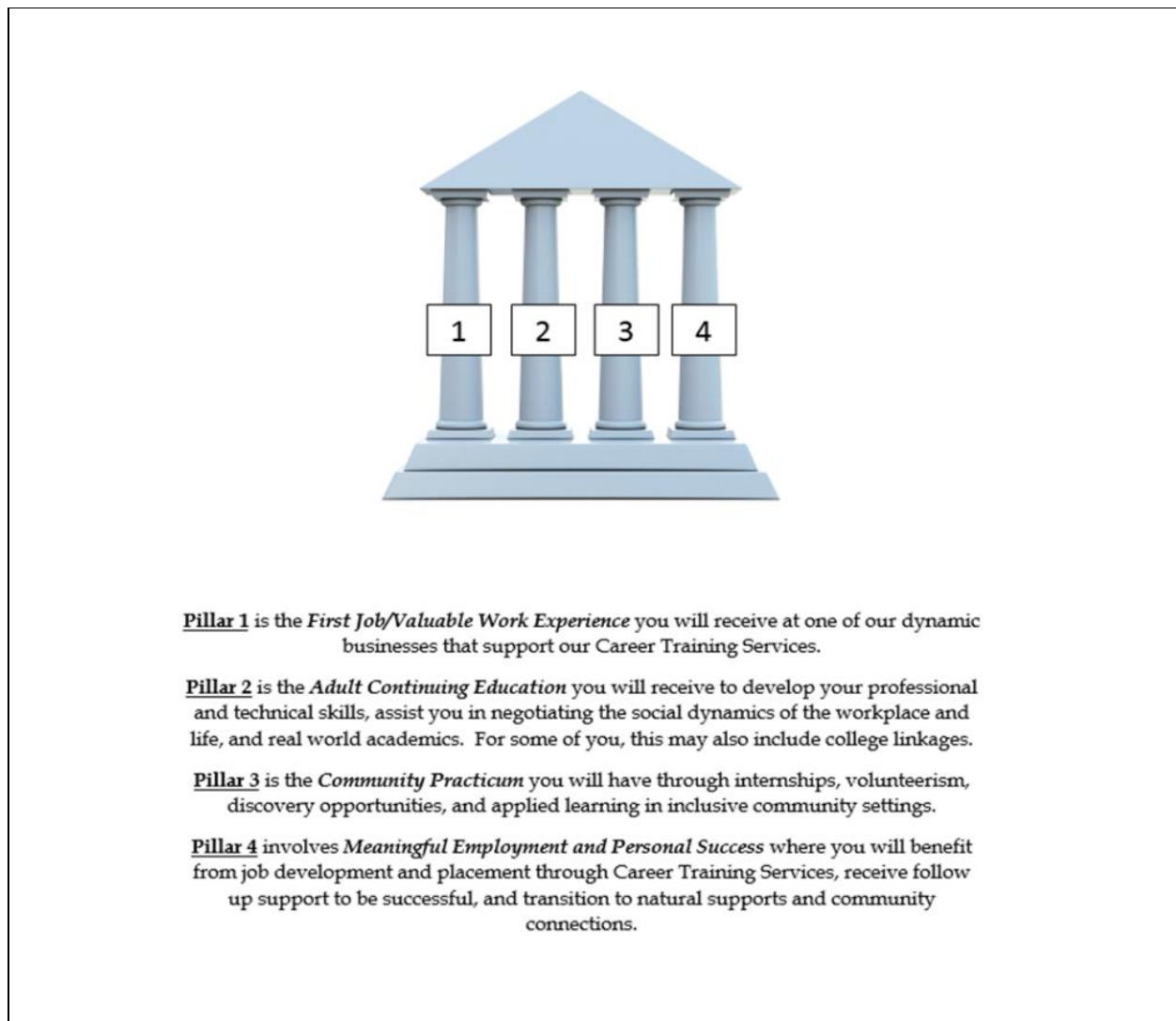
Approved WIOA eligible training providers/programs. Numerous lists exist across AJCs that identify CC&U programs (both credit- and industry-specific certificate-bearing) and other post-secondary training opportunities across a variety of careers. These include “stackable programs” that use accumulated certificates and other non-traditional ways of measuring and acquiring knowledge.

Mentoring projects of the CBLN. There are two aspects to this project. The first provides business-to-business mentoring and the second connects adult workforce volunteers

who serve as career mentors to college students and support their career readiness and networking opportunities.

Figure 3

Discover Learn Work Pillars of Service



June 14, 2018 CTTCS meeting activities. At this time, this Workgroup described to the CTTCS how it intended future activities related to TC to build on the initiatives described above. There were no Subsequent activities planned.

Products Developed for Employment Opportunities

There were no products developed because of the existing products and resources described previously.

Proposed Decisions and Recommendations for Future Employment Opportunities

Employment opportunities related to TC in CT will need to work closely with Leadership and Sustainability activities to develop the mechanisms by which existing Employment First opportunities in CT can be integrated into TC opportunities. Some of these activities would include assuring greater presence of AJCs at CC&U Career Development Centers; that the MOU between DORS and the CT state higher education system becomes widely known and accessed (including paying for CC&U costs in accordance with individual Career Plans); and that information about the AJCs and the CBLN is made widely available to all stakeholders (e.g., families, self-advocates, CC&Us, state and private agencies, and others) along with benefits information. A mechanism for incorporating industry-specific training, apprenticeship requirements and opportunities, and other offerings by AJCs should be developed to assure that individuals with ID can benefit from these training and employment initiatives. As an example, it may be necessary for some of the “pre-service” requirements currently used by the AJCs to be waived just as high school diplomas, SATs, and entrance exams are waived in CTPs. Training by, for example, the UCEDD will likely be needed to assure that any residual discriminatory practices in current systems are eradicated and staff sufficiently prepared to support individuals with ID.

Thus, all future TC activities will need to focus on continued efforts to further employment of people with disabilities in CT to the benefit of all job-seekers with disabilities, including those with ID who choose TC.

Evaluation strategy. In addition to existing mechanisms already in place in CT (e.g., to evaluate BRS Career Plans), the most important measure of success of these recommendations will be employment statistics of TC students and CTP graduates. For subsequent meetings and/or trainings related to PSRRIC, the standard NIRS evaluation form would be completed by participants, analyzed by the UCEDD, and brought to the DNN for action.

Summary of Employment Opportunities Process and Outcomes

This workgroup met two times and had consistent participation at meetings as well as consistent feedback from others not able to attend meetings. The group confirmed existing mechanisms in CT for facilitating employment of job seekers with disabilities. The group also clarified how these mechanisms are able to interface with the employment goals of TC and CTPs. Future plans include codifying these processes and making them more widely known to families and students, LEAs, and CC&Us affected by establishment of TC in CT. Training and technical assistance will also be needed to support staff of, e.g., DORS, the AJCs, and CC&U Career Development Offices in accommodating individuals with ID. An evaluation strategy also was proposed that, in addition to NIRS forms for events and trainings, includes TC employment statistics.

**Other Proposed Decisions and Implementation Recommendations
for CT’s TC Strategic Plan**

It is important that the Strategic Plan be shared with all stakeholders and updated. As recently as 10/16/18, for example, a state legislator reached out in response to a messages that were initially left in August and the potential to collaborate with College Steps in CT (using a fully inclusive model that includes social connections as well as academic participation) was identified on 10/25/18.

Establishment of a Statewide TC Coalition.

Plans are underway for the entire CT DDN to assume responsibility for ongoing activities of this project by establishing a statewide coalition of stakeholders including CTTSC members and members 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). This will require input, preferably through a face-to-face meeting, of the coalition, possibly at the statewide conference suggested in the Leadership and Sustainability recommendations. The goal is to identify which of the decisions made to date and recommendations of the six current Workgroups should be highlighted and what action steps can be completed both in the absence of bridge funds or if bridge funds become available. Clearly, a first step is to 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.

Role of the UCEDD

Invitations to review a draft of this plan will be sent out and a response date identified. Invited to participate will be all individuals identified in the “Final CTTSC Membership List.”

This list, as noted before, appears in **Appendix B**. Following this opportunity for feedback, revisions will be made and the plan and final report submitted to the TC NCC.

The UCEDD will maintain its role as the central coordinating and communicating body including updating the TC information on the UCEDD website as well as enhancing and extending 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 CTTCS, pursuing college, or otherwise engaging in the mission of the CTTCS 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. The UCEDD also will post current information, including a Strategic Plan, in the existing Dropbox for current and future stakeholder.

Role of the CT DDN

The CT DDN will divvy up responsibilities for additional activities needed to secure at least one TC host CC&U for the 2019-2020 Academic Year to pilot a “true” CT TC model, evaluate the pilot while continuing to build support for TC among various constituencies, and following through on those recommendation proposed by the CTTCS Workgroups that are possible in the absence of TPSID funding. Central coordinating activities will include scheduling and facilitating subsequent meetings and providing other support to begin implementing this plan; continuing formative evaluation after all meetings, analysis of data, and NIRS entry; collecting and analyzing feedback from stakeholders and conducting a qualitative analysis on which to base future efforts; and continue support to those entities already committed to implementing this plan through meetings, inter-meeting contacts, and other activities.

Related activities (e.g., photocopying) will be performed as required to sustain the TC momentum and achieve the vision. For example, many of the planned materials need to be developed or accessed from existing resources both in CT and through the TC NCC network. Additionally, specific objectives, time frames, person(s) responsible, and outcome measures for each of these activities must be specified and included in the next TPSID grant application. It would be the DDNs task to provide the training and technical assistance initially needed by all entities (or support previous CTTCS Workgroup members in doing so) in order that they have the knowledge and skill competencies to support students with ID in addition to those without. Other trainees would include faculty at CC&Us in such topics as universal design for learning, peer mentors paid for by DORS, DDS staff, etc.

Conclusion

The 10-month grant by the NCC enabled the UCEDD to develop a Strategic Plan including many strategies that were identified by the CT Think College Statewide Collaborative for plan implementation. These specific strategies address family engagement, self-advocate engagement, leadership and policy strategies to support TC's implementation and sustainability, continued work with IHEs including establishment of a pilot for the 2019-20 academic year and a systematic approach to make adjustments based on the experience of the pilot so that TC is extended to all CT IHEs – including public and private two- and four-year IHEs, continue working with public schools on effective transition strategies to prepare students with ID who wish to go to college to be able to benefit to the greatest extent from that experience, and assuring that employment first initiatives reach that population in a coordinated manner that assures TC graduates optimal employment outcomes.

After ten months of research, meetings, site visits, email and phone communications, and other activities, the CT Think College Statewide Collaborative has developed a Strategic Plan that should position our state well for future grant competitions. Components of this plan include an overview with a history of TC in CT, a description of TC as we would like to see a “true model” in CT, and a background to the project itself.

The plan has been 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 UCF and VCU, was also designed.

Specific plans reflect the work of a changing landscape of Workgroups were developed. These include a Plan for the Engagement of Families, a Plan for Engagement of Self-Advocates (who were a vital part of this strategic planning process), a Plan for Leadership and Sustainability, a Plan for CT Colleges and Universities to become designated as Comprehensive

Transition Programs, a Plan for Roles and Responsibilities of Public Schools including secondary curriculum requirements to best prepare adolescents and young adults with ID for college life, and a Plan for Employment Opportunities to be accessed and sustained.

This document and resulting Strategic Plan is intended to be the springboard for a formal TPSID grant application in the next round of federal grants to support the pilot, evaluate it, and extended TC across CT in accordance with both the vision and mission of the CTTSC. It is anticipated that both can be achieved as the concept of a formalized system, based in existing resources of public schools, state agencies, the private sector, and current Employment First initiatives that both support, and will be supported by, a Strategic Plan.

It is with deep gratitude to all those individuals who donated their time and energy to this project that we publish this document with every intention of using it for grant application to make a “true” Think College model available in CT, beginning with at least one pilot project during the 2019-2020 academic year.

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Appendices

Appendix A.	Monthly timeline of project activities	A1-A2
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Appendix I.	DRAFT Infographic of Points of Entry and Path of the Planned CT TC System	I1

Appendix A

Dates of grant activities by month

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 IHE 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 CTTSC • 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 IHE 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 IHE 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

	<ul style="list-style-type: none"> • 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
Planned activities	<ul style="list-style-type: none"> • Discuss mechanism for collaborating with People First of CT with newly elected Executive Board members (10/25) • Begin conversation among CT DDN representatives about the DDN taking over this project • Applications for bridge funding • Monitor TPSID grant announcements • Encourage Workgroups to continue planned activities related to marketing the SCCTTC values, vision, and mission

Appendix B

Complete Contact List (Including Participants in Strategic Plan Development Process)

in Alphabetical Order of Constituency Represented

Name	Initial letters of support	Invited to 12/18/18 mtg	Attended 12/18/18 mtg	Invited to 1/14/18 CTTSC member	Attended 1/24 /18 CTTSC	Invited to be a Workgroup member	Participated in Workgroups	Invited to 6/14/18 CTTSC meeting	Attended 6/14/18 CTTSC meeting	Individual contacts w/PC	Invited Respondent to final plan draft
Adult Service Providers											
Ana Wittig (Oak Hill)										X	X
Carrie O’Connell (Ability Beyond)				X		X		X		X	X
Michelle Ouimette (Ability Beyond)	X	X	X	X	X	X	X	X	X		X
Katie Hanley (Oak Hill)				X		X		X	X	X	X
CT General Assembly											
Sen. Beth Bye								X		X	X
Rep. Catherine Abercrombie	X	X		X		X		X			X
Rep. Emil “Buddy” Altobello								X			X
Rep. Mary Muchinsky								X			X
Rep. Mike Demicco	X	X	X	X		X		X			X
Kaleigh Royston (staff)								X		X	X
Mike Smith (staff)								X		X	X
DD Network partners											
Walter Glomb (DDC/parent)	X	X	X	X	X	X	X	X	X	X	X
Gretchen Knauff (DRCT)	X	X		X	X	X	X	X	X	X	X
Linda Mizzi (DRCT)							X	X	X	X	X
Shelagh McClure (DDC/parent)				X				X		X	X
Employment-Related entities											
											X

Barbara Green (AJC - Hartford)						X	X	X	X		X
Jill Larmett (AJC – New Haven)				X		X		X		X	X
Sharon Denson (CBLN) ²						X	X	X	.		X
Doriana M. Vicedomini (CoC ³ /Owner)				X		X		X		X	X
Family (Individual)											X
Diandra Moore						X		X		X	X
Nicole Moore						X		X			X
Cheryl Fialkoff										X	X
Chris Sullivan						X		X			X
Lee Ann Schlatter						X		X		X	X
Margaret Osiecki						X		X		X	X
Family (Statewide Organizations)											X
Edwin Evarts (Arc of CT)										X	X
Shannon Jacovino (Arc of CT)								X	X		X
Beth Reel (CPAC ⁴)				X	X	X	X	X	X	X	X
Kevin Daly (SEPTO ⁵)	X	X	X	X	X	X	X	X	X	X	X
Tesha Tramantano-Kelly (CTFSN ⁶)				X				X		X	X
Laverne Moore (CTFSN)					X	X		X		X	X
Institutions of Higher Education											X
Dr. Diana LaRocco (Goodwin)				X				X			X
Dr. Joan Nicoll-Senft (CCSU)	X	X		X				X		X	X
Dr. Michael Alfano (Sacred Heart)				X				X		X	X
Elizabeth Skudzienski (Sacred Heart)								X		X	X
Dr. Cynthia Dietrich (Sacred Heart)				X	X	X				X	n/a
Rep. Jason Rojas (Trinity/CGA)										X	X
Laura Patey (Wesleyan)				X	X	X	X	X	X	X	X
Dr. Joseph Madaus (UConn)	X	X		X		X		X		X	X
Dr. Joseph Bertolino (SCSU)										X	X

² CBLN = CT Business Leadership Network

³ COC = Chamber of Commerce

⁴ CPAC = CT Parent Advocacy Center

⁵ SEPTO = Special Education Parent and Teacher Organization

⁶ CTFSN = CT Family Support Network

Others											X
Lis Phillips (Ed Consultant)						X	X	X		X	X
L.J. Granata (SILC intern)			X	X				X			
Emily Ball (LEND fellow/KASA)				(X)						X	
Julie Ball (LEND family faculty)				(X)							
Meghan Ramsay (LEND fellow)				(X)				X			X
Naomi Brickel (NY UCEDD)										X	X
Eileen Healy (NW ILC ⁷)			X	X	X	X	X	X			X
Missy Wrigley (SERC ⁸)			X	X	X	X	X	X	X		X
Daria Smith (CT ILC)	X	X	X	X				X		X	X
Rachel Smith-Ramos (College Steps)										X	X
Lisa Roland (SAS ⁹ /parent)			X	X	X			X	X	X	X
Public School Staffs											X
Ann Perzan (LEA admin)								X		X	X
Barbara Beaman (LEA admin)								X		X	X
Charles Cicarella (LEA admin)			X					X		X	X
Eileen Melody (LEA guidance)								X		X	X
Jaclyn Dunn (LEA TC ¹⁰)						X		X		X	X
Bob Mancusi (LEA admin)										X	X
Natalie Carlone (LEA TC)				X	X	X	X	X			X
Chris Librandi (LEA TC/parent)										X	X
Kim Mearman (LEA admin)			X					X		X	X
Self Advocates											X
Abby Senich						X		X			X
KASA (Kids as Self-Advocates) ¹¹						X		X		X	X
David Johnson			X	X	X	X	X	X	X		X
Isaiah Moore						X		X			X

⁷ ILC = independent Living Center

⁸ State Education Resource Center

⁹SAS = Students Achieving Success

¹⁰ TC = Transition Coordinator/Case Manager

¹¹ via Carmina Cirioli & Nanfi Lubogo

Nick Glomb (past PF ¹² Board President)			X							X	X
Genna Lewis (DDS S-A Coordinator)										X	X
Jamie Louchen (current PF Board President)										X	X
Jossie Torres (current PF Board Vice-President)										X	X
Jamie Roland						X		X			X
Matthew Osiecki						X		X			X
State Agencies											X
Kathy Marchione (BRS)	X	X	X	X		X		X	X	X	X
Myra Scott (BRS Level-Up)											X
Bryan Klimkiewicz (SDOE)		X		X	X	X	X	X	X	X	X
Robin Wood (DDS)			X	X		X	X	X	X	X	X
Jordan Scheff (DDS)	X	X									X
TOTALS	12	12	7	33	19	36	16	56	16		

¹² PF = People First

Appendix C

NIRS Summaries



University of Connecticut
A.J. Pappanikou Center for
Excellence
in Developmental Disabilities
Education, Research and Service



Think College Initial Gathering December 18, 2017 Evaluation Summary

Table 1. *Frequency of Sites by Description from (n = 6)*

Participant Role:	Number of Responses
Professional/Para-Professional	2
Family member/Caregiver	1
Self-Advocate/Adult with Disability	1
Other	2

Table 2. *Frequency of Responses by Evaluation Item from (n = 6)*

About the Session:	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the event were made clear.	--	1	2	3
All items on the agenda were addressed.	--	--	2	4
Time was used well.	--	1	1	4
About the Presenter:	Strongly Disagree	Disagree	Agree	Strongly Agree
The presenter was well prepared and organized.	--	--	2	4
The presenter was knowledgeable in the subject.	--	--	2	4
Information was presented in a way I could easily understand.	--	1	1	4
Your overall satisfaction:	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with the way the event was run. (n = 5)	--	--	2	3

Increase in knowledge:	Strongly Disagree	Disagree	Agree	Strongly Agree
As a result of this meeting, my knowledge has increased in the topics presented. (n = 5)	--	--	2	3

Table 3. Mean scores (n = 6)

Measure	Mean Score	Standard Deviation
Goals made clear	3.33	0.82
All items addressed	3.67	0.52
Time was well used	3.50	0.84
Presenter prepared	3.67	0.52
Presenter knowledgeable	3.67	0.52
Information easy to understand	3.50	0.84
Overall satisfaction	3.60	0.55
Knowledge increase	3.60	0.55

Comments: Participants were also asked three open-ended questions about what they liked most, what could have been improved, and the most important thing they will take away from the session.

What did you like most about today's session?

- Organized, on topic, on time.
- Exciting topic
- Now info re: think college
- Everything!
- Good people

How could today's session be improved?

- Can't be improved

What is the most important thing you will take away from today's session?

- We have work to do.

Strategic Planning Retreat of the CT Think College Statewide Collaboration
January 24, 2018
Evaluation Summary

The Event: The day was started with an orientation to the CT Think College Strategic Planning grant and purpose of the day. This was followed by presentation from Debra Hart of the Think College National Coordination Center. Following that, participants in small and large groups developed a vision statement, a mission statement, brainstormed opportunities/barrier to a Think College Initiative in CT, and broke into work groups to being action planning around 6 topics:

1. Family/self-advocate engagement
2. Leadership/sustainability, alignment of policies/practices
3. Institutions of Higher Education (IHE) recruitment/retention
4. Supplemental TC curriculum
5. Public school roles/responsibilities
6. Employment opportunities

Everyone was reminded to embed evaluation/accountability into their action plans which, although not completed, were off to a good start. The training was presented by Linda Rammler and Mary Beth Bruder of the UConn UCEDD from 9:00 AM to 4:00 PM in the UCEDD Training Room.

Table 1. *Frequency of Sites by Description from (n = 12)*

Participant Role:	Number of Responses
Professional/Para-Professional	4
Family Member/Caregiver	3
Other	2
Student	1
Self-Advocate/Adult with Disabilities	1
No Response	1

Table 2. Frequency of Responses by Evaluation Item from (n = 12)

	Strongly Disagree	Disagree	Agree	Strongly Agree
About the Session:				
Objectives of the event were made clear.		--	2	9
All items on the agenda were addressed.		--	--	10
Time was used well.		--	3	8
About the Presenter:				
The presenter was well prepared and organized.		--	1	10
The presenter was knowledgeable in the subject.		--	1	10
Information was presented in a way I could easily understand.		--	3	8
Your overall satisfaction:				
I am satisfied with the way the event was run.		--	2	9
Increase in knowledge:				
As a result of this meeting, my knowledge has increased in the topics presented.		--	1	10

Table 3. Mean scores (n = 12)

Measure	Mean Score	Standard Deviation
Goals made clear	3.82	0.4
All items addressed	4	0
Time was well used	3.73	0.47
Presenter prepared	3.91	0.3
Presenter knowledgeable	3.91	0.3
Information easy to understand	3.7	0.4
Overall satisfaction	3.82	0.4
Knowledge increase	3.91	0.3

Comments: Participants were also asked three open-ended questions about what they liked most, what could have been improved, and the most important thing they will take away from the session.

What did you like most about today's session?

- Getting the overview and better understanding of Think College.
- The conversations that were held.
- The breadth and depth of presenters, passionate group, value of the initiative - can see it being viable.
- Learning more about Think College
- It was well organized
- Very informative
- Speaker Deborah Hart
- Overview of Think College with updated data on current program.
- Overall session great - sorry I had to leave early

How could today's session be improved?

- More teamwork.
- Certain activities were completed quicker than anticipated and we could have moved on to other topics.
- There is nothing I would improve
- Very informative
- Difficult to have the noise from individuals listening into the program

What is the most important thing you will take away from today's session?

- Self-advocacy
- Continue to support this initiative through participation.
- The opportunities to improve the college experience for all people with and without disabilities.
- I took away that think college is important initiative.
- Think University is a vision.
- Deeper understanding of successful models of inclusive secondary models/programs.

Think College: Work Group Planning Sessions
Combined March 2018 Results
Evaluation Summary

The Event:

Table 1. *Frequency of Sites by Description from (n = 8)*

Participant Role:	Number of Responses
Professional/Para-Professional	4
State Agency Personnel	2
Self-Advocate/Adult with Disability	1
Other (please specify) - Private Provider	1

Table 2. *Frequency of Sites by Description from (n = 8)*

Planning Sessions Attended:	Number of Responses
Leadership/Sustainability (March 16, 2018 @ 9:00am)	2
Employment Opportunities (March 15, 2018 @ 1:00pm)	2
Public School Roles and Responsibilities (March 22, 2018 @ 1:00pm)	1
Family/Self-Advocate Engagement (March 22, 2018 @ 9:00am)	2
Institutions of Higher Education phone calls	1

Table 3. *Frequency of Responses by Evaluation Item from (n = 8)*

About the Session:	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the event were made clear.	--	--	2	6
All items on the agenda were addressed.	--	--	3	5

Time was used well.	--	--	3	5
About the Presenter:	Strongly Disagree	Disagree	Agree	Strongly Agree
The presenter was well prepared and organized.	--	--	2	6
The presenter was knowledgeable in the subject.	--	--	2	6
Information was presented in a way I could easily understand.	--	--	3	5
Your overall satisfaction:	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with the way the event was run.	--	--	3	5
Increase in knowledge:	Strongly Disagree	Disagree	Agree	Strongly Agree
As a result of this meeting, my knowledge has increased in the topics presented.	--	--	2	6

Table 4. Mean scores (n = 8)

Measure	Mean Score	Standard Deviation
Goals made clear	3.75	0.46
All items addressed	3.63	0.52
Time was well used	3.63	0.52
Presenter prepared	3.75	0.46
Presenter knowledgeable	3.75	0.46
Information easy to understand	3.63	0.52
Overall satisfaction	3.63	0.52
Knowledge increase	3.75	0.46

Comments: Participants were also asked three open-ended questions about what they liked most, what could have been improved, and the most important thing they will take away from the session.

What did you like most about today’s session?

- The people

- Hearing others experiences and perspectives
- Comprehensive information

How could today's session be *improved*?

- Technology in working order

What is the most important thing you will take away from today's session?

- Taking advantage of AJCs
- Importance of working with college disability advocacy office staff

CT AHEAD Think College Meeting
April 6, 2018
Evaluation Summary

The Event: At the invitation of the Wesleyan University representative on both CT AHEAD and the CT Think College Statewide Collaborative, Linda Rammler of the UConn UCEDD gave a short presentation with the following objectives:

1. Members of CT AHEAD will commit the organization to being an active partner and advocate in efforts to establishing a Think College pilot project in Connecticut for Academic Year 2019-2020
2. As a result of a CT AHEAD commitment, CT will be better positioned to be awarded a federal "Training and Post-secondary Programs for Students with Intellectual Disabilities" (TPSID) grant during the next grant cycle

Table 1. *Frequency of Sites by Description from (n = 11)*

Participant Role:	Number of Responses
Professional/Para-Professional	11

Table 2. *Frequency of Responses by Evaluation Item from (n = 11)*

About the Session:	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the event were made clear.	1	--	4	6
All items on the agenda were addressed.	1	--	3	7
Time was used well.	1	--	3	7
About the Presenter:	Strongly Disagree	Disagree	Agree	Strongly Agree
The presenter was well prepared and organized.	1	--	4	6
The presenter was knowledgeable in the subject.	1	--	3	7
Information was presented in a way I could easily understand.	1	--	4	6

Your overall satisfaction:	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with the way the event was run.	1	--	5	5
Increase in knowledge:	Strongly Disagree	Disagree	Agree	Strongly Agree
As a result of this meeting, my knowledge has increased in the topics presented.	1	--	6	4

Table 3. Mean scores (n = 11)

Measure	Mean Score	Standard Deviation
Goals made clear	3.36	0.92
All items addressed	3.45	0.93
Time was well used	3.45	0.93
Presenter prepared	3.36	0.92
Presenter knowledgeable	3.45	0.93
Information easy to understand	3.36	0.92
Overall satisfaction	3.27	0.90
Knowledge increase	3.18	0.87

Comments: Participants were also asked three open-ended questions about what they liked most, what could have been improved, and the most important thing they will take away from the session.

What did you like most about today's session?

- Speaker was awful. Information was old, video outdated.
- Well organized
- Better understanding of "Think College" and the relationship to CT AHEAD.
- Clear and well organized and presented.
- It broadened my understanding of Think College
- Interesting to know of an initiative that is going on.
- Video and personal stories
- Presenter's professionalism

How could today's session be *improved*?

- It was awful!
- More time
- nothing
- Don't think this was an appropriate topic
- Not presenter's fault but difficult to hear in the room :(

What is the most important thing you will take away from today's session?

- It was helpful to learn more about the Think College model in CT.
- Greater involvement/CT AHEAD
- Information about the program

CT Think College Statewide Collaborative Meeting
6/14/2018
Evaluation Summary

The Event: The purpose of this meeting was to have CTTCS members meet to accomplish the following in accordance with the Think College Strategic Planning grant:

1. To accept or make recommendations for information collected/ products developed by each Work Group to date.
2. To provide feedback to proposed decisions/ recommendations of each Work Group to date.
3. To develop Action Plans in small groups to address "to-do's" identified by and for Work Groups.
4. To identify additional next steps including next meeting(s) dates and times.

The meeting was presented by Linda Rammler, Nick Gelbar, and Mary Beth Bruder, all of the UConn UCEDD from 1:00PM to 4:00PM at the UCEDD of Farmington, CT and by zoom.

Table 1. *Frequency of Sites by Description from (n = 11)*

Participant Role:	Number of Responses
Professional	6
Self-Advocate	1
Family Member/ Caregiver	2
Other	
IHE Representative	1
Missing	1

Table 2. *Frequency of Responses by Evaluation Item from (n=11)*

About the Session:	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the event were made clear.	--	--	2	9
All items on the agenda were addressed.	--	--	3	8

Time was used well.	--	--	4	7
About the Presenter:	Strongly Disagree	Disagree	Agree	Strongly Agree
The presenter was well prepared and organized.	--	--	5	6
The presenter was knowledgeable in the subject.	--	--	2	9
Information was presented in a way I could easily understand.	--	--	6	5
Your overall satisfaction:	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with the way the event was run. (n=10)	--	--	4	6
Increase in knowledge:	Strongly Disagree	Disagree	Agree	Strongly Agree
As a result of this meeting, my knowledge has increased in the topics presented. (n=6)	--	--	1	5

Table 3. Mean scores (n =11)

Measure	Mean Score	Standard Deviation
Goals made clear	3.82	0.40
All items addressed	3.73	0.47
Time was well used	3.64	0.50
Presenter prepared	3.55	0.52
Presenter knowledgeable	3.82	0.40
Information easy to understand	3.45	0.52
Overall satisfaction (n=10)	3.60	0.52
Knowledge increase (n=6)	3.83	0.41

Comments: Participants were also asked three open-ended questions about what they liked most, what could have been improved, and the most important thing they will take away from the session.

What did you like most about today's session?

- Collaboration - being part of the planning process.

- Planning technology
- Organization and making sure everyone voice is heard.
- The opportunity to collaborate with others around a shared interest/passion.
- The people
- College - always wanted to go.

How could today's session be *improved*?

- Have all handout for all people
- Nothing
- Small group work was challenging since many folks were not in the room.
- No change
- Make sure more families/ self-advocates.

What is the most important thing you will take away from today's session?

- That everything is in Dropbox.
- Learned many things.
- Specific information about positive choices curriculum from Oak Hill.
- Michelle's phone number.
- To get to college you need to use your brain to learn what you want to learn.

Additional Comments:

- Would like the self-advocate to understand more about what we are doing- but didn't have a lot of time to explain the detail. Want to engage him in a more meaningful way.
- Great meeting.
- Good Job!

Annual Transition Symposium

June 28, 2018

What's Happening with Think College in CT (n=3):	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the session were made clear.	--	--	--	3
The presenter was well prepared and organized.	--	--	--	3
I am satisfied with this presentation.	--	--	--	3
As a result of this presentation, my knowledge has increased.	--	--	--	3

Charting the Life Course: Seamless Transition (n= 6):	Strongly Disagree	Disagree	Agree	Strongly Agree
Objectives of the session were made clear.	--	--	2	4
The presenter was well prepared and organized.	--	--	2	4
I am satisfied with this session.	--	--	2	4
As a result of this presentation, my knowledge has increased.	--	--	2	4

Appendix D

Reference List for the CTTCS by Workgroup

For ALL CTTCS Members

Federal Laws

- Application for Title IV Approval of a Comprehensive Transition and Postsecondary Program. (Retrieved from <https://ifap.ed.gov/eannouncements/attachments/062110TitleIVEligibilityAttach.doc>, 1/22/18)
- Developmental Disabilities Assistance and Bill of Rights Act of 2000. Available at AUCD UCEDD Resource Center at <https://www.aucd.org/template/page.cfm?id=516>
- Higher Education Opportunity Act (P.L. 110-315) (HEOA) of 2008. <https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>
- Individuals with Disabilities Education Act (20 USC CHAPTER 33, SUBCHAPTER II) <http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter2&edition=prelim>

Other resources

- AUCD (February 22, 2018). Public Policy Affinity Group: Higher Education Act. PowerPoint presentation
- Early Childhood Personnel Center (2017). Table Copy of CSPD Strategic Planning Process for States Early Childhood Teams. Farmington, CT: UConn UCEDD.
- Georgia council on Developmental Disabilities (2017). 2018 Legislative Priorities. Atlanta: author.
- Grigal, M. & Hart, D. (2010). What's the Point? A reflection about the purpose and outcomes of college for students with intellectual disabilities. Think College Insight Brief, Issue No. 2. Boston, MA: Institute for Community Inclusion, University of Massachusetts Boston.
- Grigal, M., Hart, D., Smith, F., Papay, C., & Domin, D. (2017). Year One Student Data Summary (2015-2016) from the TPSID Model Demonstration Projects. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Grigal, M., Hart, D., Papay, C., Domin, D. & Smith, F., (2017). Year One Program Data Summary (2015-2016) from the TPSID Model Demonstration Projects. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- 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.

- Hart, D. (January 24, 2018). Higher Education for Students with Intellectual Disability: A National Overview. PowerPoint presented at the CT Think College Statewide Collaborative Meeting.
- Hines, R., Meyer, A., & Donehower, C. (2016). Using a Change Model Approach to Guide Development of an Inclusive College Experience for Students with Intellectual and Developmental Disabilities. Think College Insight Brief, Issue No. 28. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Inclusive Concurrent Enrollment Initiative. Learning Opportunities for Students with Intellectual Disabilities in Massachusetts Public Colleges and Universities. Boston, MA: Brochure published by author, Commonwealth of Massachusetts Executive Office of Education.
- Living the Dream: Post-secondary Education in Alberta, CA. <https://www.youtube.com/watch?v=YD5-oXszf30>
- Lynch, K. B., & Getzel, E. E. (2013). Practice Brief: Assessing Impact of Inclusive Postsecondary Education Using the Think College Standards. Journal of Postsecondary Education and Disability, 26(4), 385-393.
- Missouri Family to Family (2015). Charting the LifeCourse: A Guide for Daily Life and Employment – Transition Age. Kansas City, MO: Institute for Human Development: University of Missouri – Kansas City.
- Miller, K.D., DiSandro, R., Harrington, L., and Johnson, J.S. (2016). Inclusive [Higher Education](#) is Reaping Benefits for Individuals with Intellectual Disabilities: One Program's Story. Think College Insight Brief, Issue No. 29. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Mississippi Council on Developmental Disabilities (May 5, 2015). Planning Alternative Tomorrows with Hope Joint Needs Description and Strategic planning meeting. Jackson: author.
- North Dakota Center for Persons with Disabilities at Minot State University (2010). Strategic Plan for the Inclusion of Students with Intellectual Disabilities into Postsecondary Education. Minot: author.
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Appendix E

Quarterly Reports to the TC NCC

THINK COLLEGE NATIONAL COORDINATING CENTER

FY 18 STRATEGIC CAPACITY BUILDING

Quarterly Update December 2017 through February 2018

Contact information

Project Name/Organization: University of Connecticut UCEDD Connecticut Think College Statewide Collaborative (CTTCSC)

Contact Person: Linda Rammler, Project Coordinator (Community Education Director)

Phone number: 860-679-1585 (W) or 860-338-0165 ©

Email: lrammler@uchc.edu

Project Performance

a. What activities and measurable objectives were accomplished this quarter for each goal in your scope of work?

- **December 11, 2017 NCC Think College Orientation.**

Mary Beth Bruder, UCEDD Director, and Linda Rammler, Project Coordinator virtually participated in, and presented an overview of the CTTCSC project at, a virtual meeting of NCC staff and other grant recipients.

- **December 13-15, 2017 TASH break-outs and poster sessions on TC.**

The Project Coordinator attended every TC break-out session at the annual TASH Conference in Atlanta, GA, and spoke to individuals representing various stages of implementing TC in their states. Some of the new information she acquired was incorporated into the 12/18/17 presentation.

- **December 18, 2017 Initial 1.5 hour meeting of partners who wrote letters of support for the CTTCSC grant application.**

All 11 supports who wrote letters of support and a few additional guests who indicated interest in being involved in this project from the beginning were invited and 4 were able to attend. In addition, three UCEDD staff were present: the Director, Director of Research, and TC Project Coordinator.

A PowerPoint was shown and discussed. Contents included a brief overview of TC, why CT, the strategic planning grant's commitments, how strategic planning

was to be addressed, and work group topics which were consolidated, by consensus of the group, from the 8 appearing in the original proposal submitted to NCC to 6.

- **January 24, 2018 - Strategic Planning Retreat**

Invited participants included: a College-age person with an intellectual disability, family members and representatives of parent organizations, legislators*, and representatives of state agencies, the CT Developmental Disabilities Network, private provider agencies, the business community, public schools, SERC, and IHEs. (* did not attend). A total of 14 (including 2 UCEDD staff members) attended at least a portion of the day.

The day was started with an orientation to the CT Think College Strategic Planning grant and purpose of the day. This was followed by presentation from Debra Hart of the Think College National Coordinating Center. Following that, participants in small and large groups developed a vision statement, a mission statement, brainstormed opportunities to build upon and barriers to overcome in planning a Think College initiative in CT. Participants then broke into work groups to begin action planning around 5 of the 6 topics based on self-selected areas of interest:

1. Family/self-advocate engagement
2. Leadership/sustainability, alignment of policies/practices
3. Institutions of Higher Education (IHE) recruitment/retention
4. Public school roles/responsibilities
5. Employment opportunities

Everyone was reminded to embed evaluation/accountability into their action plans which, although not completed, were off to a good start. They are being standardized in format for distribution in early February.

Resulting plan components developed:

CTTCSC VISION: 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 post-secondary career training program.

CTTCSC Mission: 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.

February activities

- Completed detailed report for start-up activities
- Solicited and incorporated feedback on initial components of draft work group action plans from attendees and others who expressed interest in CTTCSC

- Meeting 2/26/18 with IHE representatives to specifically strategize how best to approach other IHE's in CT Types up and sent out initial components of draft action plans for work groups.
- Recruited additional members for work groups.
- In process of scheduling work group meetings
- Began to compile materials in accordance with action plans
- Reached out TC program in MA recommended by Debra Hart for site visit
- Established Dropbox for CTTSC and Workgroup participants to use for sharing information

b. Summary of Evaluation results if conducted for the above activities

Evaluation is based on two meetings to date (the Initial CTTSC meeting and the CTTSC Retreat) and feedback received to date on the first cut of our strategic plan. For the first meeting, 100% of the participants who represented professionals, family members of people with disabilities, and an adult with a disability agreed or strongly agreed that they were satisfied with the meeting and that the initial objectives were met. For the retreat, 91% agreed or strongly agreed that they were satisfied with the meeting and that the initial objectives were met. This meeting was attended by individuals with disabilities, family members and professionals who represented IHEs, community employers, the non-profit sector, and representatives of the DD Network. All ten respondents to date expressed approval of the draft minutes of 1/24/18 and committed to working further on the project.

More detailed evaluation information is available on request.

c. Budget status

To date from 12/1/18 to February 21, 2018, a total of \$2,245.41 has been expended on salary and fringe.

Plans for next quarter

- Provide requested information to all work groups
- Convene all work groups for 1-3 additional meetings to flesh out details of their portion of the strategic plan
- Convene the CTTSC for ½ day to review work group plans and formulate recommendations for additional ways to build on opportunities and overcome barriers
- Secure a commitment from at least one IHE to commit to planning for pilot start-up FY 2019-2020
- Visit at least one TC model in, e.g., MA with work group representatives who identified this as an action step

- Maintain positive working relationships from a parent-driven initiative to implement TC in CT

Needs from Think College staff and consultants

- continue to provide info and contacts on request
- participate in selected work group meetings
- participate in next CTTSC meeting to review work plans
- on-going phone/email contacts to address issues as they arise

THINK COLLEGE NATIONAL COORDINATING CENTER

FY 18 STRATEGIC CAPACITY BUILDING

Quarterly Update

March 2018 – May 2018

Contact information

Project Name/Organization: University of Connecticut UCEDD Connecticut Think College Statewide Collaborative (CTTCSC)

Contact Person: Linda Rammler, Project Coordinator (Community Education Director)

Phone number: 860-679-1585 (W) or 860-338-0165 ©

Email: lrammler@uchc.edu

Project Performance

a. What activities and measurable objectives were accomplished this quarter for each goal in your scope of work?

- **WORKGROUP 1: Family/Self-Advocate Engagement**
 - **March 22, 2018 Meeting (3 hrs).** L. Rammler met with 2 members of the Family Self-Advocacy Engagement Workgroup of the CTTCSC – Kevin Daly (President, CT SEPTO) and Robin Wood (DDS Director of Family Supports and Advocacy) to address issues raised during the 1/24/18 Think College retreat and expand this work group's action plan. Results were compiled into the first cut of another draft.
 - **Follow-up:**
 - L.Rammler and Kevin Daly watched the archived NCC video on Family Engagement¹³ and added information from this resource into the second draft.
 - As a result of the Work Group meeting and information from these videos, additional documents were developed/retrieved by the UCEDD:

¹³ https://connectpro97884399.adobeconnect.com/_a839220836/p3gtgvuadiao/?proto=true

- A table reflecting family engagement messaging
 - A Venn diagram of “Cultural Differences between High School and College” intended to minimize “culture shock” of parents who may expect the same level of involvement they had when their son/daughter was in high school.
 - CT Support Groups for Families and Self-Advocates from the DDS Website
 - A second draft of the Work Plan, including these attachments, was then distributed by email to four other work group members – Beth Reel (CT Parent Advisory Council), David Johnson (self-advocate), Laverne Moore (CT Family Support Network), and Margaret and Matthew Osiecki (parent and self-advocate) for feedback. No changes were recommended.
 - Recruitment of additional members of this Workgroup and on the CTTCS:
 - Parent-to-Parent leaders, Nanfi Lubogo and Carmina Cirola, were approached to identify high school or transition-aged student(s) to participate as future self-advocates.
 - An invitation has been extended to the son of a parent advocate for TC who has been attending college classes after aging out from IDEA services.
 - A family of a soon-to-be high school graduate that contacted the UCEDD for information about TC based on our website has been invited to participate. Sisters and the individual himself have committed to participate.
 - A former UCEDD employee and her daughter with ID who is still in high school but anticipates attending college.
 - **April 16, 2018.** Following communication with NCC representatives and the president/founder of Students Achieving Success (SAS), Linda Rammler and Mary Beth Bruder of the UConn UCEDD met with the board of that organization (2 university professors, 1 special educator, 1 student, 1 professional and 1 parent) to discuss collaboration in moving forward with the UCEDDs Strategic Planning grant. Subsequent communication with SAS stated that there were no areas of overlap in which collaboration would occur. Nonetheless, the president/founder and a college student with ID around whom this group was primarily organized have been invited to participate in Subsequent activities of this Work Group and the CTTCS.
- **WORKGROUP 2: Leadership and Sustainability Work Group**

- **March 16, 2018 Meeting (3 hrs).** L. Rammler met with 2 members of the Leadership/sustainability Workgroup of the CTTCCSC to address issues raised during the 1/24/18 Think College retreat and expand this work group's action plan. Walt Glomb (Director, CT Council on Developmental Disabilities) and Robin Wood (DDS Director of Family and Advocacy Services) attended the meeting.
 - **Follow-up.** A second draft was then distributed by email to those present and 8 other work group members for feedback. Respondents included Gretchen Knauff and Linda Mizzi (Director and Lead Advocate, Disability Rights CT); Eileen Healy (Director, Independence Northwest [CIL]); Daria Smith (Director, SILC); State Representatives Catherine Abercrombie and Michael Demmico; and legislative staff Kayleigh Royston and Mike Smith. Minor changes were compiled into a second draft. Feedback on the second draft resulted in a Revised DRAFT Action plan #2 that included scheduling a May follow-up meeting.
 - **May 2, 2018 Leadership and Sustainability Work Group Meeting (2 hrs).** L. Rammler met with 5 members of the Leadership/Sustainability Workgroup of the CTTCCSC to review and make additional recommendations for the draft plan developed at the 3/16/18 meeting. In attendance were Walt Glomb of the CT DDC; Gretchen Knauff, Linda Mizzi, and Advocate Trainee, Jenn Jenkins, of DRCT); and Robin Wood (DDS Director of Family and Advocacy Services). Eileen Healy of Independence NW attempted to attend remotely. Minutes of this meeting, once approved by the work group will be incorporated into Draft Action Plan #3.
- **WORKGROUP 3: Higher Education Work Group**
 - **April 6, 2018 (30 minutes).** At the invitation of Laura Patey, the Wesleyan University representative on both CT AHEAD and the CT Think College Statewide Collaborative, Linda Rammler gave a short presentation on TC to members present at this regular membership meeting of DSOs in CT IHEs.
 - On April 9, 2018, an extensive telephone interview took place with one of the initial supporters of the TC Strategic Planning Grant, Joan Nicoll-Senft (CCSU Chair of Dept. of Special Education and Interventions) to discuss issues related to “enhancing diversity” and “opportunities for other students to have unique experiences.” Major barriers continue to be expansion of too many (often mandated) education-related projects as IHEs experience deeper budget cuts. Marijke Kierhan, current headmaster of a private grade school but former faculty member at UConn Storrs who had worked diligently to establish TC on that campus on behalf of a CT named plaintiff in the *P.J.* case reiterated these points in an informal conversation later in the month.
 - Representatives of various 2-year colleges and 4-year colleges and universities have been identified for a summer discussion about pros and cons of hosting a Think College project in the near future.
 - **WORKGROUP 4: Supplemental Curriculum Work Group**

- **March 16, 2018 Meeting (3 hrs).** L. Rammler met with Lis Phillips (independent Transition and Assistive Technology Consultant), a member of the Supplemental Think College curriculum work group of the CTTCS to address issues concerning self-advocacy and self-determination, how to use public transportation, etc., raised during the 1/24/18 Think College retreat and expand this work group's action plan.
- **Follow-up.** A second draft was then distributed by email to 4 other work group members – Katie Hanley (NEAT Marketplace Director), Carrie O'Connell (Ability Beyond), and Missy Wrigley (SERC) – for feedback. Results were compiled into a revised second draft. Additional activities included:
 - Identifying a sample of convenience consisting of college students known to UCEDD employees to answer the question, **what do typical college students need for orientation and “supplemental curriculum”?**
 - Developing an interview format derived from relevant questions (i.e., those specific to student rather than administrative or family needs) from the A sample of convenience consisting of college students without disabilities. Relevant questions were culled from the *Think College Standards, Quality Indicators and Benchmarks*.
 - A list of potential Assistive Technology tools was culled from the Thinkcollege.org website.
- **WORKGROUP 5: Public School Roles and Responsibilities Work Group**
 - **March 22, 2018 Meeting (1.5 hrs).** L. Rammler met with Bryan Klimkiewicz, Bureau Chief for Special Education of the CT Department of Education (who is also on the Public School Roles/Responsibilities Workgroup of the CTTCS) to address issues raised during the 1/24/18 Think College retreat and expand this work group's action plan.
 - **Follow-up:** A second draft was then distributed by email to 7 other work group members – Missy Wrigley (SERC), Natalie Carlone and Kim Mearman (Avon Public Schools), Charles Cicarella and Jacki Dunn (Branford Public Schools), and Ann Perzan (Wallingford Public Schools) -- for feedback.

- **WORKGROUP 6: Employment Opportunities**
 - **March 15, 2018 Meeting (3 hrs).** L. Rammler met with 3 members of the employment Workgroup – Michelle Ouimette (Ability Beyond), Barbara Green (Workforce Alliance AJC), and Sharon Denson (CT Business Leadership Network) to address issues raised during the 1/24/18 Think College retreat and expand this work group's action plan.
 - A second draft was then distributed by email to these and three other work group members – Kathy Marchione (BRS), Doriana Vicedomini (Chamber of commerce member and small business owner), and Jill Larmett (Capitol Workforce Partners AJC) -- for feedback. No additional feedback was provided.
 - Workgroup 2 made recommendations for incorporation of Customized Employment into the toolbox of ways to achieve Employment First for ALL.
- **March 22, 2018 Meeting Status of Q2 activities identified in Q1 report that have not been accomplished in full:**
 - Convene the CTTSC for ½ day to review work group plans and formulate recommendations for additional ways to build on opportunities and overcome barriers. **STATUS: Scheduled for 6/14/18 1-4 p.m.**
 - Secure a commitment from at least one IHE to commit to planning for pilot start-up FY 2019-2020 **STATUS: Currently planning summer meeting of IHE representatives**
 - Visit at least one TC model in, e.g., MA with work group representatives who identified this as an action step. **STATUS: A list of TC opportunities within relatively easy driving distance of CT has been developed.**

d. Summary of Evaluation results if conducted for the above activities

For all Workgroups meetings in March, 100% of the participants who completed evaluations were either satisfied or very satisfied with the meetings and felt that their knowledge of the topics discussed increased as a result of their participation. All respondents also were satisfied or very satisfied that:

- Objectives of the presentation were made clear.
- All items on the agenda were addressed
- Time was well organized
- Facilitator was well prepared and organized
- Facilitator was knowledgeable in the subject

- Information was presented in a way the respondent could easily understand.

The same results were obtained for the Students Achieving Success meeting in April and, with the exception of one respondent who was extremely dissatisfied, for the CT AHEAD meeting. In addition to the dissatisfied respondent, another of the DSOs in attendance at CT AHEAD did not think TC was a relevant topic for their meeting.

e. Budget status

To date from 12/1/17 to May 31, 2018, a total of \$2,245.41 has been expended on salary and fringe.

Plans for next quarter

- **WORKGROUP 1: Family/Self-Advocate Engagement.**
 - Summer work group meeting to refine family/self-advocate engagement's component of statewide collaborative's strategic plan and address issues raised by other work groups.
 - Conduct activities identified in work group's plan.
 - Produce final draft of work group's plan.
- **WORKGROUP 2: Leadership and Sustainability**
 - Summer work group meeting to refine leadership/sustainability component of statewide collaborative's strategic plan and address issues raised by other work groups.
 - Conduct activities identified in work group's plan.
 - Produce final draft of work group's plan.
- **WORKGROUP 3: Higher Education**
 - Participate in summer conversation about incorporation of "true" TC model into existing IHE's structure.
 - Minimum one IHE to commit to pilot incorporating elements of other work groups
 - Develop statement of commitment to be included in strategic plan
- **WORKGROUP 4: Supplemental Curriculum**
 - Summer work group meeting to refine supplemental curriculum component of statewide collaborative's strategic plan and address issues raised by other work groups.
 - Conduct activities identified in work group's plan including interviewing typical college students in sample of convenience re: "intro to college" and other learning needs not addressed in college curriculum but learned vicariously through other students.
 - Produce final draft of work group's plan.
- **WORKGROUP 5: Public School Roles and Responsibilities**

- Summer work group meeting to refine public schools roles/responsibilities component of statewide collaborative's strategic plan and address issues raised by other work groups.
- Conduct activities identified in work group's plan.
- Produce final draft of work group's plan.

- **WORKGROUP 6: Employment Opportunities**
 - Summer work group meeting to refine leadership/sustainability component of statewide collaborative's strategic plan and address issues raised by other work groups.
 - Conduct activities identified in work group's plan.
 - Produce final draft of work group's plan.

- **UCEDD**
 - Explore potential funding sources to kick off TC in pilot IHE and fund UCEDD support to ongoing activities
 - Compile results of all work groups into draft plan
 - Convene September meeting of CTTCS to review draft
 - Finalize draft.
 - Expand resource page on website
 - Submit Strategic Plan to NCC for TC
 - Write narrative report
 - Arrange and conduct meetings with in-state transition program leaders and neighboring TC programs

Needs from Think College staff and consultants

- continue to provide info and contacts on request
- participate in selected work group meetings over the summer
- Meet with Project Coordinator about missing components and recommendations for addressing them
- participate in next CTTCS meeting to review compilation work plans
- on-going phone/email contacts to address issues as they arise

**THINK COLLEGE NATIONAL COORDINATING CENTER
FY 18 STRATEGIC CAPACITY BUILDING**

**Quarterly Update
June 2018 – August 2018**

Contact information

Project Name/Organization: University of Connecticut UCEDD Connecticut Think College Statewide Collaborative (CTTCSC)

Contact Person: Linda Rammler, Project Coordinator (Community Education Director)

Phone number: 860-679-1585 (Work) or 860-338-0165 (cell)

Email: lrammler@uchc.edu

Project Performance

a. What activities and measurable objectives were accomplished this quarter for each goal in your scope of work?

- **June 14, 2018.** A meeting of the CT Think College Statewide was held from 1:00PM to 4:00PM at the UCEDD of Farmington, CT and by zoom. Facilitated by Linda Rammler, Nick Gelbar, and Mary Beth Bruder (all of the UConn UCEDD), the purpose of this meeting was to have CTTCSC members accomplish the following in accordance with the Think College Strategic Planning grant:
 - To accept or make recommendations for information collected/ products developed by each Work Group to date.
 - To provide feedback to proposed decisions/ recommendations of each Work Group to date.
 - To develop Action Plans in small groups to address “to-do’s” identified by and for Work Groups.
 - To identify additional next steps including next meeting(s) dates and times.All objectives of the meeting were accomplished. Results are still being compiled into a first draft of the strategic plan (anticipated completion date: Sept. 15, 2018).
- **Awareness activities.** As initial steps in raising broader awareness of Think College in CT:
 - L. Rammler gave a 1.25 hour presentation at the annual Transition Symposium at UConn Storrs. The presentation was positively received by participants, none of whom had not heard of a “Think College” opportunity for students with ID.
 - At the same event, Think College was clearly identified and described as one of the Charting the LifeCourse options during a session co-presented by Robin Wood of the CT Department of Developmental Services (DDS) and L. Rammler.
 - L. Rammler is a confirmed speaker at the Down Syndrome Association of CT’s October 13th conference for a session on Think College.

- **Sample Strategic Plans** from other states were obtained from NCC and posted in the Dropbox. An email was sent to CTTSC participants, which requested these, so they could check these out.
- **Update to the Dropbox.** Because of size constraints of the Dropbox, resources from the NCC and other peer-reviewed literature sources were taken down and replaced with a resource list that has links to those documents.
- **WORKGROUP 1: Family/Self-Advocate Engagement**
 - **August 13, 2018.** Two members of this work group met to revise some of the materials that were previously developed. Results will be reflected in the first draft of the strategic plan. NOTE: This meeting was scheduled at the convenience of a representative of another Think College group in CT (i.e., the Students Achieve Success family group) but no one from that group attended.
 - **Outreach by phone** has occurred to parents and advocates who have not been active Workgroup participants.
 - **A DDS Self-Advocate Coordinator** was interviewed about her experience “in college” but she was in a co-located program (residential and away from home) that did not support her inclusion in campus life. She strongly supports a “true” Think College model in CT.
- **WORKGROUP 2: Leadership and Sustainability Work Group**
 - **August 29, 2018.** L. Rammler met with Robin Wood of DDS to confirm language to be included in the draft Strategic Plan concerning the role of that state agency in Think College’s future in CT.
 - The **CT Council on Developmental Disabilities** has committed to funding future Think College activities, consistent with its own objective to develop a project around post-secondary education. What this will look like has yet to be determined.
- **WORKGROUP 3: Higher Education Work Group**
 - **June 29, 2018.** L. Rammler met with Laura Patey, the Wesleyan University representative on both CT AHEAD and the CT Think College Statewide Collaborative, to further address issues raised at the June 14th CTTSC meeting.

Possible Hosts for new TC model

- After reviewing potential IHEs identified in Q2, seven were specifically identified based on their stated visions, missions, and/or values that were consistent with a true TC model.
- Initial emails were sent to the Presidents of each.
- An “elevator speech” modifiable to use the specific language each IHE used was developed.

- An FAQ sheet also was developed with caveats that future funders of Think College programs may alter some of what the CTTCS had envisioned.
- Meetings have been conducted with a key administrator at two of the seven IHEs (on 8/20 and 8/22). Both made a commitment (one stronger than the other) to share the FAQs with staff and review the draft document consolidating the 6/24 meeting and subsequent work group activities.
- Neither was willing to attend a meeting at the UCEDD for a group discussion of IHE opportunities and barriers.
- One of the seven IHEs refused the invitation to have L. Rammler visit because, after speaking with co-located program staff, all at that IHE had decided they were satisfied with their current co-located program.
- Additional outreach to follow up with the remaining four IHEs are continuing.

Possible opportunities to revamp existing co-located post-secondary programs

- Additionally, 12 current school-run CT post-secondary programs co-located, but not included in, college campuses, were identified. All were contacted in the summer for additional information. One program administrator was interviewed, one declined given the input from the IHE on which it is located, one is still “playing telephone tag,” and one was subsequently eliminated because it no longer maintains a relationship with an IHE. Efforts to reach the remaining 8 continue.
 - A tool for co-located programs to use in the future was found that represents the concepts in the TC Standards but was designed for self-assessment was identified. It is the one developed by Erik Carter at Vanderbilt and the CTTCS has permission to use this with proper citation.¹⁴
- **CTP status.** At the recommendation of the NCC advisor, an attempt was made to complete an actual CTP application form. As a result, a sample TC “Program of studies” was compiled using information from one of the interested IHE’s website for consideration as a host for a 2019-2020 pilot. This sample needs to be reviewed internally before next steps are determined.

• WORKGROUP 4: Supplemental Curriculum Work Group

- Three college students were interviewed over the course of the summer by phone, email, or Facebook instant messaging to determine how they acclimated to the college environment.
- Those students who have been interviewed so far consistently mentioned the following pre-requisite skills that all students (including those with ID) need to be successful in college:

¹⁴ Adapted from Carter, E. (2017), *Next Steps at Vanderbilt Reflection Tool*.

- The ability to use personal electronic devices (plural) for:
 - Keeping track of one's course schedule, due dates, and other events
 - Communicating with family, friends and instructors
 - Providing reminders of important dates and times
 - The ability to gain the attention of a fellow student or staff on campus to ask questions like:
 - When does this (program/facility) start/open and end/close?
 - Where is _____?
 - How can I get help with _____?
 - Who's going to _____? Can I come, too?
 - I want to do _____. Who would like to come with me?
 - What does _____ mean?
 - The ability to self-advocate (students did not actually use this term but it was inherent in their response) such as:
 - I still don't get it. Can you re-explain or show me?
 - I need extra help with _____. Can we meet after class or is there a tutor who can be assigned to me?
 - I need someone to go with me because it's dark.
 - Can I do XYZ instead of write a paper?
 - **Clearly, these skills need to be incorporated in the IEPs of students still in high school.**
 - Other consistent messages so far were:
 - DSO offices were helpful, e.g., in accessing a laptop for a student who needed one and making sure all instructors knew that hand-written work was not an option for this student.
 - Other students were almost always helpful.
 - You make friends with people who you share time with at first (e.g., same classes, same residential hall) but then become closer to people who share your interests (e.g., academic-wise or socially)/
 - Everyone is lost the first few weeks but IHEs do a really good job of supporting first year students now.
 - IHEs do a good job of stressing the need for campus safety and what mechanisms are in place to assure campus safety.
- **WORKGROUP 5: Public School Roles and Responsibilities Work Group**
 - The CTTSC is awaiting word as to whether it will be able to have a display table or a few moments to speak about TC at the 15th annual "Back to School" meeting of school administrators involved in Special Education. This meeting has been scheduled for September 12.
 - This Workgroup and Workgroup 4 have been formally combined.
- **WORKGROUP 6: Employment Opportunities**

- Customized Employment has been incorporated into the toolbox of ways to achieve Employment First for ALL.
- A mechanism for the American Job Centers to have a presence in all IHE Career Development offices needs to be pursued.
- Mentors through the CT Business Leadership Network are “up and running” and names of businesses interested in hiring people with disabilities who are being mentored by businesses already hiring people with disabilities will be available to the Think College project.

f. Summary of Evaluation results if conducted for the above activities

For all meetings this quarter, 100% of the participants who completed evaluations were either satisfied or very satisfied with the meetings and felt that their knowledge of the topics discussed increased as a result of their participation. All respondents also were satisfied or very satisfied that:

- Objectives of the presentation were made clear.
- All items on the agenda were addressed
- Time was well organized
- Facilitator was well prepared and organized
- Facilitator was knowledgeable in the subject
- Information was presented in a way the respondent could easily understand.

Consistent with recommendations from several participants, an additional effort is being made to involve individuals with ID as this project winds down.

g. Budget status

Funds expended to date: \$20,075.91

Plans for September

- Complete awareness activities (presentations) identified above.
- Meet or conduct phone interviews with four additional IHEs identified in the list of seven after submitting email containing individualized elevator speech and copy of FAQs.
- Connect with the remaining nine co-located programs for discussion of current models and consideration of transitioning to a true Think College model in the future.
- Continue connecting with other Think College programs for last-minute advice.
- Secure a commitment with at least one IHE to pilot a TC “service” in Academic Year 2019-2020.
- Interview additional college students.
- Complete compilation of initial draft of work group’s plan.
- Disseminate initial draft.
- Make revisions for review by CTTSC.
- Revise final draft and submit to NCC.

- Identify and approach at least one source of bridge funding to continue the CTTCS and UCEDD support activities.
- Post final strategic plan on website with link to Dropbox for other interested parties to review.

Needs from Think College staff and consultants

- On-going phone/email contacts to address issues as they arise
- Pre-review of initial draft

Appendix F

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 IHEs housing 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

Day/time	Monday	Tues	Wed	Thurs	Friday
7:30-8:00	Travel - school van	→			
8:00-8:30	Schedule overview - group	→			
8:30-9:30	Van - community job (unpaid)	Lifeskills instruction	Van to community job (unpaid)	Lifeskills instruction	Van-community job (unpaid)
9:30-10:30	Work internship	School job	Work internship	School job	Work internship
10:30-11:30		Community travel/shop ping for cooking		Cooking activity	
11:30-12:30	Lunch-work/school	Lunch community	Lunch school	Lunch	Lunch - work/school
12:30-1:30	Leisure or life skills	→			Bowling
1:30-2:30	Home van	Home van	Home van	Home van	Home van

Schedule for Student w Intellectual Disability 18+ Going To College

Day/time	Monday	Tues	Wed	Thurs	Friday
7:15-8:00	Public transit college	Public transit job	Public transit college	Public transit job	Public transit college
8:00-9:15	Coffee break	Work- 8-9:45	Coffee break	Work- 8-9:45	Coffee break
9:15-9:45	Library- check email/BB		Library- check email/BB		Library- check email/BB
9:45-10:00	Head to class	Coffee break	Head to class	Coffee break	Head to class
10:00-11:15	College class #1	Work- 10-12:30	College class #1	Work 10-12:30	College class #1
11:15-12:00	Meet w/ ed coach		Meet w/ ed coach		Meet w/ ed coach
12:00-12:45	Lunch mentor		Lunch campus		Lunch campus
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 CTTCS

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

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 by his/her individual 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.

TIER	CREDIT	DESCRIPTION
Tier I 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:

Other required courses that		Cooperative education thru TC partner agencies (i.e., LEA, DDS, BRS) or SCSU (4 semesters, 3 credits/semester)
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<p>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 exploration) for personal growth and development and</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 App¹⁵ 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> <ul style="list-style-type: none"> Freshman orientation Special weekend events for incoming frosh Weekly meeting(s) with DSO advisor and/or other advisement opportunities 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>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,</p>
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¹⁵ <https://www.livesafemobile.com/solutions/mobile-app/>

	<p>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.
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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>
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Appendix G

Products of the Family Engagement Workgroup

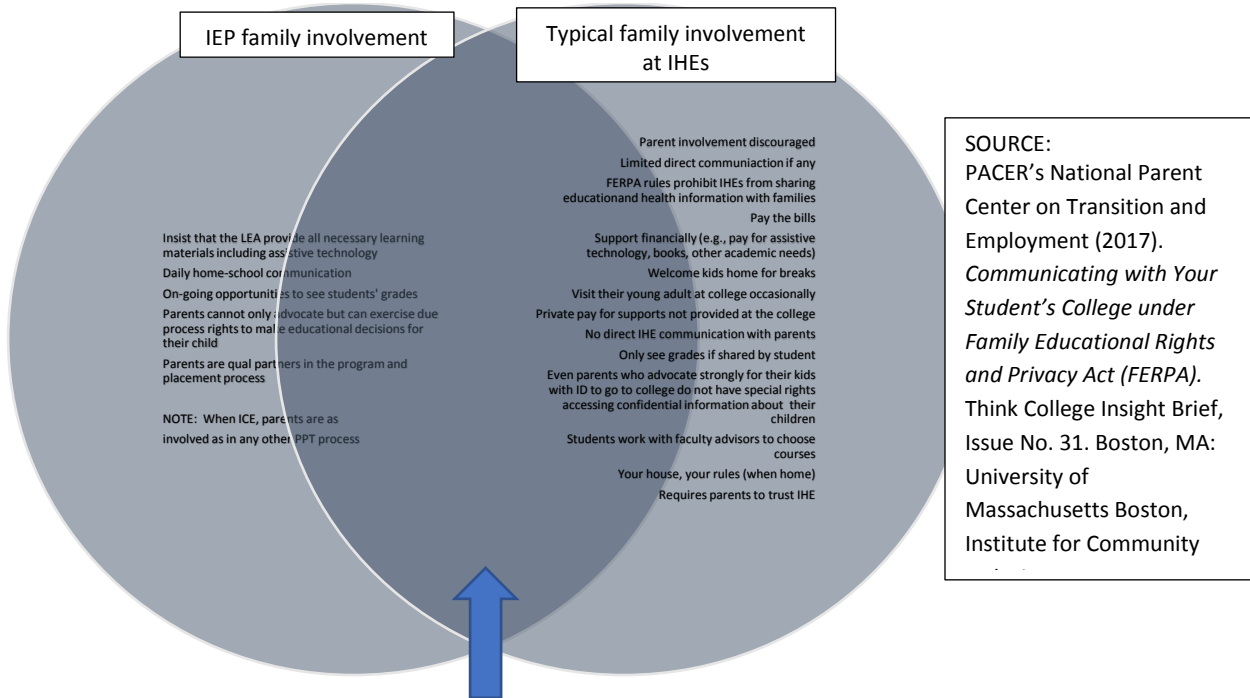
Model of Shared Responsibility Changes over Time

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	

Kochetoff DM, & Travers DM. Supporting development of children with chronic conditions: From compliance toward shared management. *Pediatric Nursing* 2005;29(9):114-118.

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

CULTURAL DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE (



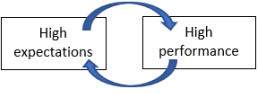
Overlapping types of involvement

- Parent orientation opportunities; school newsletters
- Maintain positive relationship with student so s/he shares any issues for family discussion/problem-solving, shares info IHE cannot share bc of FERPA or HIPAA
- Involvement in community events like other parents (incl. school support)
- Anyone can encourage student to text/email parents

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' parents to discuss general concerns
- Project website

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>	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>	<p>1. Develop relationships with existing college students (older siblings, their friends, from "hanging out" on campus)</p> <p>2. Explore unobtrusive safety technology</p> <p>3. Know your child</p> <p>4. Expose your child to many different experiences (interests, hobbies)</p> <p>5. Know your family finances – can you private pay? Eligible for FAFSA? ABLA or other college savings account?</p> <p>6. Engage in/teach ADLs at home</p> <p>7. Connect your child to his/her community</p> <p>8. Engage to reshape post-secondary process</p>	<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 CTTCSA 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 	
<p>Parents of transitioning students who have resigned themselves to what is "best available" in terms of time (i.e., 30 hrs/wk)</p>				<p>GROUP 2</p> <ul style="list-style-type: none"> • Level Up staff can reinforce TC for students • Not too late to start w/increasing independence/community exposure 				<p>GROUPS 2 and 3:</p> <ul style="list-style-type: none"> • Six RESCs to provide training to LEAs for Lifecourse (see below) • IHE's to share info w/families
<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:</p> <ul style="list-style-type: none"> • High expectations • Teach to independence • Start an ABLA account or 529 College fund account which can be rolled ovr 				<p>GROUP 3: "Naive" parents who are not really thinking about college years yet</p>

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 H

Products 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	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 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: <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	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 participants to identify their own trusted adult. <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.

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:

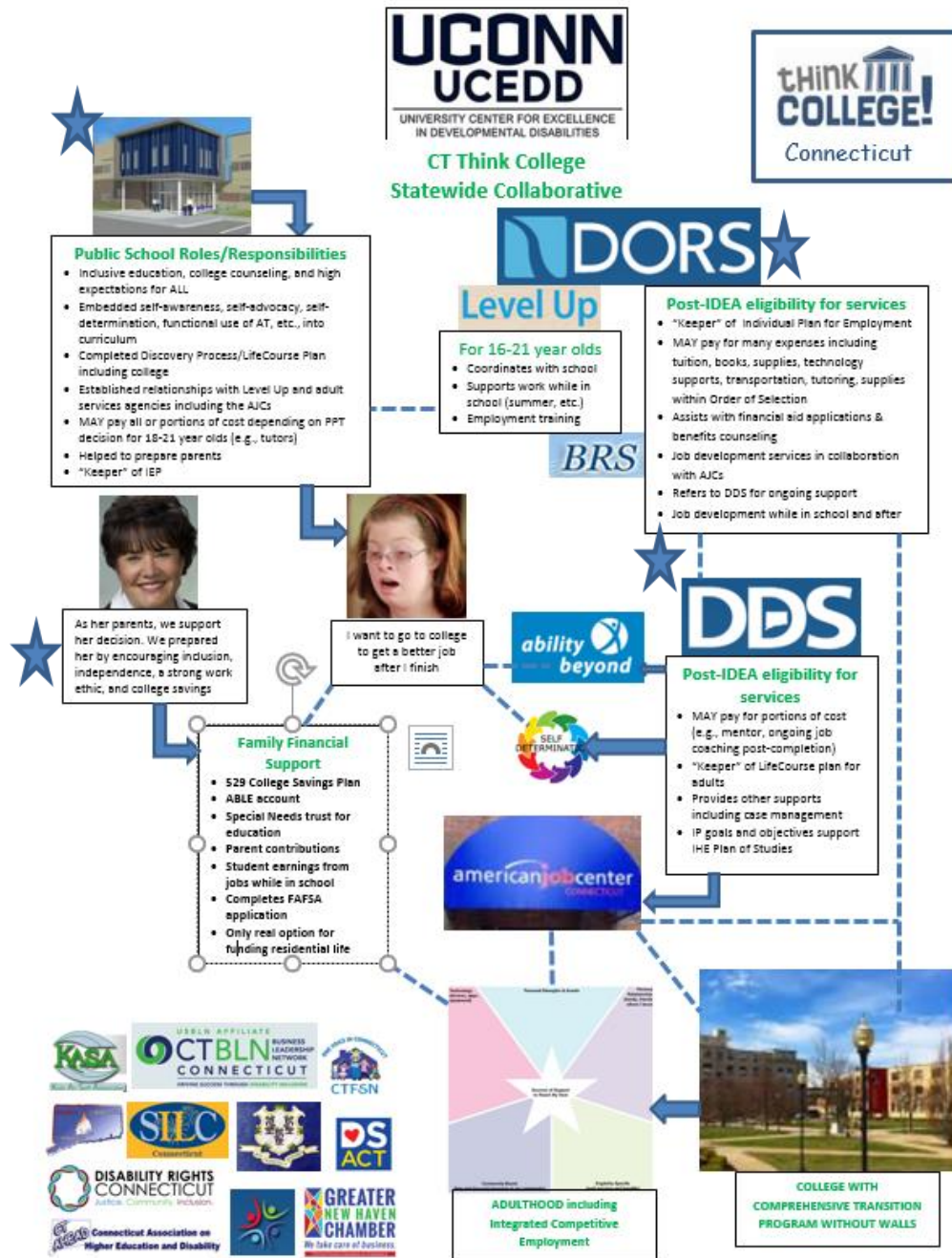
Beth Aura Miller, Director of Self Determination
Bethaura.miller@ct.gov 203-805-7430

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

DRAFT

APPENDIX I 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.