



Barriers, Needs & Solutions to Creating Inclusive Higher Education Options for Individuals with Intellectual & Developmental Disabilities

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Disabilities Council

Acknowledgement

We wish to acknowledge the Florida Developmental Disabilities Council, Inc. for their funding and support of these initiatives

Dollars granted through FDDC are funded and sponsored by the United States Department of Health and Human Services Administration on Developmental Disabilities and the Florida Developmental Disabilities Council, Inc.



AGENDA

1. Background
2. Research Methods
3. Barriers & Solutions
4. Recommendations
5. Discussion

Inclusive CTE Postsecondary Programs for Students with Intellectual and Developmental Disabilities

- Florida Developmental Disabilities Council has funded two inclusive postsecondary education initiatives in Florida's **dual** career and technical education (CTE) system for students with intellectual and developmental disabilities:
 - Project Achieve/Vertical at Florida State College at Jacksonville, a **state college** initiative
 - Project TOPS at Robert Morgan Education Center and Technical College, a **school district** initiative

Why Does FDDC Support Postsecondary CTE Options for Students?

- Students enrolled in career certificate programs (formerly known as PSAV or postsecondary adult vocational) can earn **meaningful credentials** that lead to employment:
 - Occupational Completion Points (OCPs) are embedded in CTE programs
 - Certificates of completion
 - Industry certification
- With additional support, students with intellectual and developmental disabilities master the same CTE competencies as other students

FSCJ Project Achieve/Vertical Achievements

- Student completion from 2011-16
 - Students enrolled in career certificate programs completed these programs at a 72% rate (49 of 68 students)
- Employment from 2011-17
 - 83% of career certificate program completers obtained paid employment (44 of 53 students)



Robert Morgan

Project TOPS Achievements



- Student outcomes for year four (4)
 - Sixteen (16) of twenty-nine (29) students earned at least one occupational completion point, and five (5) students were full program completers
 - All three (3) students who took Photoshop industry certification exams passed
 - Six (6) students competed in SkillsUSA (CTE student organization) state competition this year earned a medal, including all three (3) medals for employment preparation
- A FCSUA-approved Florida Postsecondary Comprehensive Transition Program (FPCTP) and an enhancement grant renewal; state scholarships for students with intellectual disabilities
- A USDOE-approved Comprehensive Transition Program (CTP); federal scholarships for students with intellectual disabilities

Student Success Stories

- With the support of FSCJ Project Achieve/Vertical, one student completed the Automotive Service Technology Program at FSCJ. He worked as an Assistant Manager at Jiffy Lube and was later employed with a Mercedes dealership.
- A Project TOPS student enrolled in the Robert Morgan CTE Commercial Foods and Culinary Arts program worked at a restaurant as a dishwasher/busboy. Based on self-advocacy and the technical skills he acquired in his culinary program, his position was upgraded to food preparation/busboy, and he received a \$3/hour raise.



Inclusive Postsecondary CTE Options for Students with Intellectual Disabilities Are Expanding

- Seven (7) approved FPCTPs
 - Five technical colleges: Robert Morgan*, Florida Panhandle*, Ft. Myers/Cape Coral, McFatter, Orange
 - Two state colleges: Florida Keys*, Indian River*
- *Students enrolled in these PSEs are in an USDOE-approved Comprehensive Transition Program (CTP), where they may qualify for certain federal financial aid: Pell, work study, and Supplemental Educational Opportunity Grant (SEOG)

What's Think College's Role?



- The Think College initiative was funded by FDDC beginning in 2018 to increase expansion of and access to at least three (3) models of postsecondary education and training opportunities for students with intellectual and developmental disabilities
- This initiative is supported under FDDC's five-year state plan

The FDDC Think College Initiative

- Supports the expansion of **three inclusive postsecondary education models**, including two (2) CTE models and Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs)
- It includes students with intellectual **and other developmental disabilities**
- It is intended to result in “improved and equitable access for students with the **most significant disabilities**”



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<http://www.fddc.org>

Think College National Coordinating Center

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

www.thinkcollege.net

College options for people with intellectual disability

 **ThinkCollege**
CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES

 COLLEGE SEARCH

 RESOURCE LIBRARY

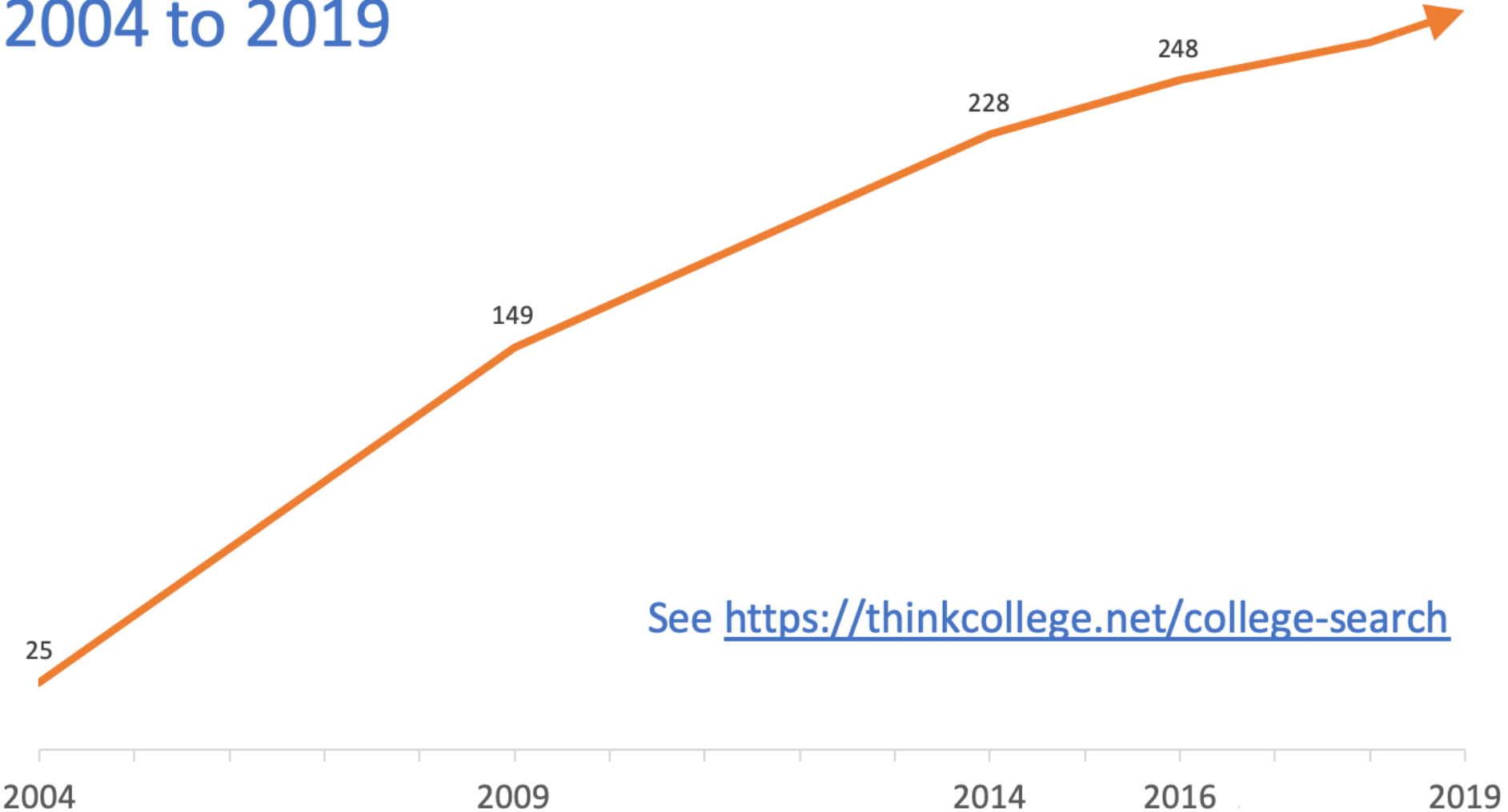
 INNOVATION EXCHANGE

 WHAT'S HAPPENING IN YOUR STATE

Higher education programs for students with intellectual disability in the U.S.

2004 to 2019

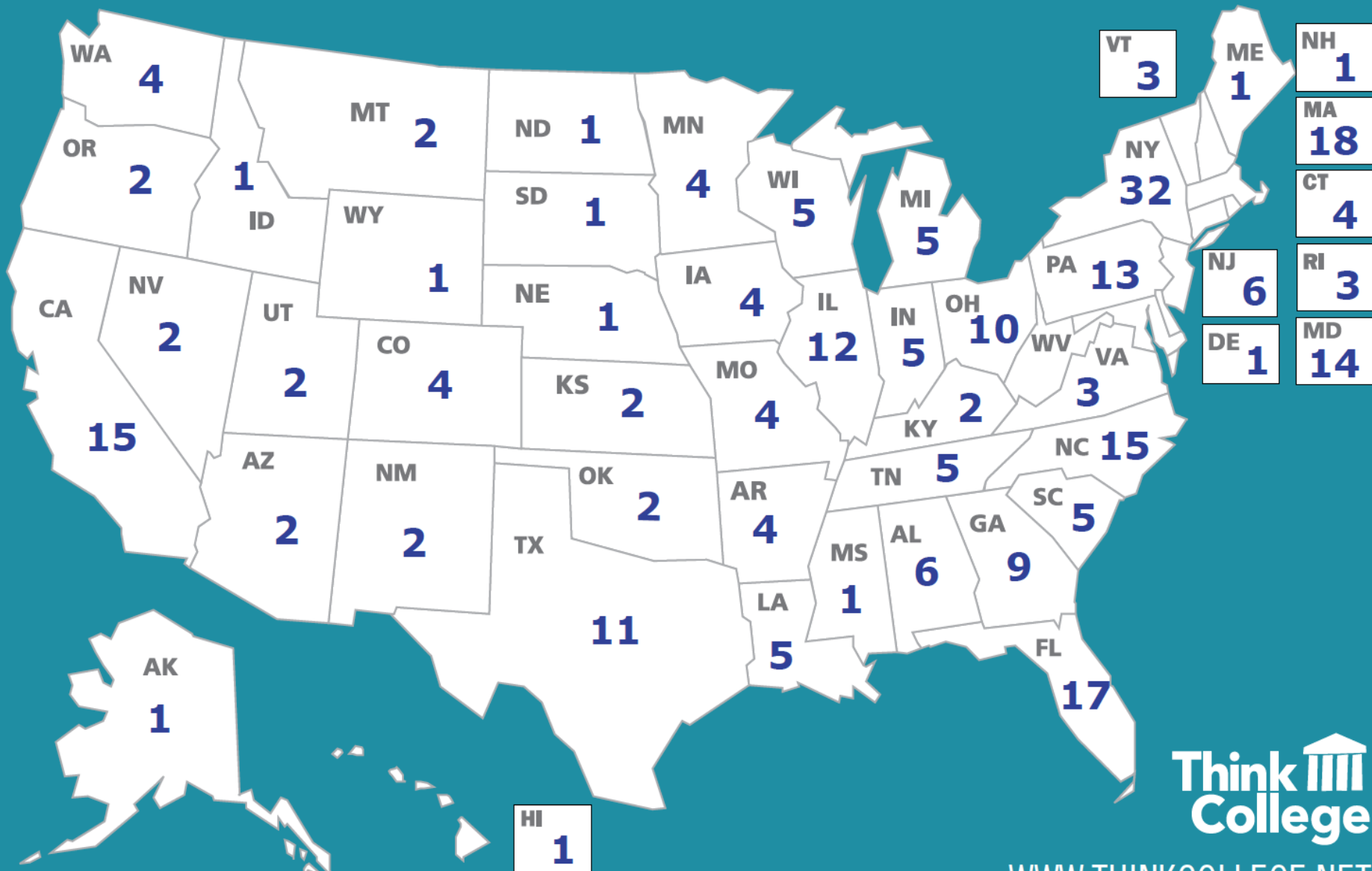
274



See <https://thinkcollege.net/college-search>

COLLEGE OPTIONS for STUDENTS with INTELLECTUAL DISABILITY, August 2019

TOTAL NUMBER OF PROGRAMS: **274**



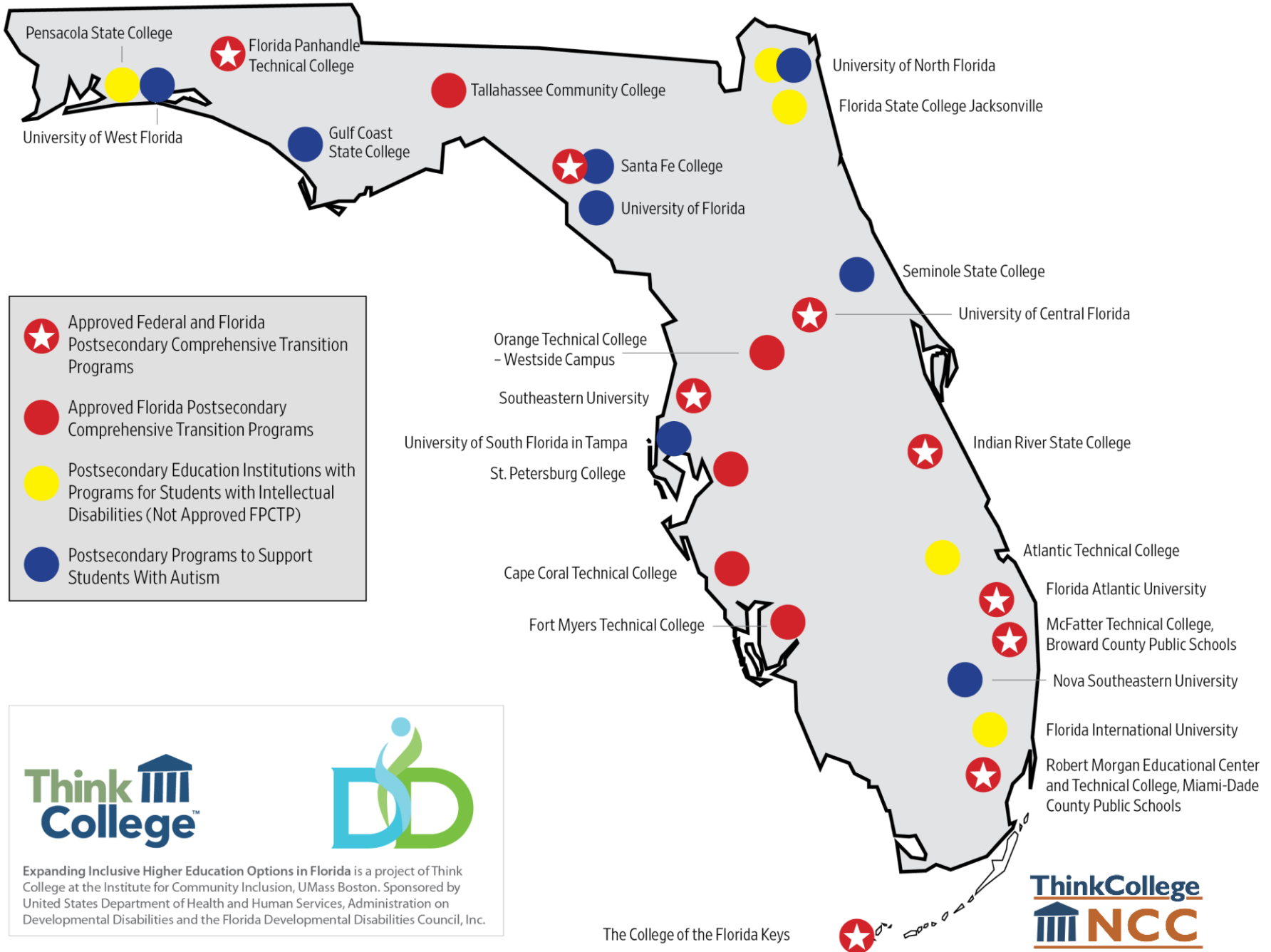
Think College

WWW.THINKCOLLEGE.NET

4,627

6%

Florida Postsecondary Education Programs



Expanding Inclusive Higher Education Options in Florida is a project of Think College at the Institute for Community Inclusion, UMass Boston. Sponsored by United States Department of Health and Human Services, Administration on Developmental Disabilities and the Florida Developmental Disabilities Council, Inc.



Overarching Goals

- Identify barriers in Florida's universities, colleges, and technical colleges that impede development of services that students with IDD need to be successful.
- Identify solutions to barriers and needs including policies and practices.
- Develop the FDDC Strategic Plan that details how solutions to barriers and needs will be addressed.

Research Methods

IHEs with no PSE program, IHEs with PSE program,
IHEs starting a PSE program

Established Project Leadership Committee that
guided:

- 3 Focus Groups
- 3 Online Surveys
- 5 Key Informant Interviews

Survey Distribution

Total	Institution Type
2	Charter Technical Career Centers
46	Technical Colleges (also known as Career Centers)
28	Florida College System Institutions
12	State Universities
32	Independent College or University

Top 10 Barriers

Barrier	Total (%) / Domain
Limited transportation options	20 (67%) / external
Limited knowledge & experience of faculty	18 (60%) / resource
Lack of established pathway to competitive integrated employment upon program completion	18 (60%) / operational
Faculty burden	17 (57%) / resource
Limited tutoring, mentoring or additional academic supports	16 (53%) / operational
Limited course availability & offerings	16 (53%) / operational
Financial burden of providing a program of services to students w/ IDD	15 (50%) / resource
Limited understanding & awareness of families	14 (47%) / external
Limited support from institutional leadership	12 (40%) / resource
Limited credentialing options	12 (40%) / operational

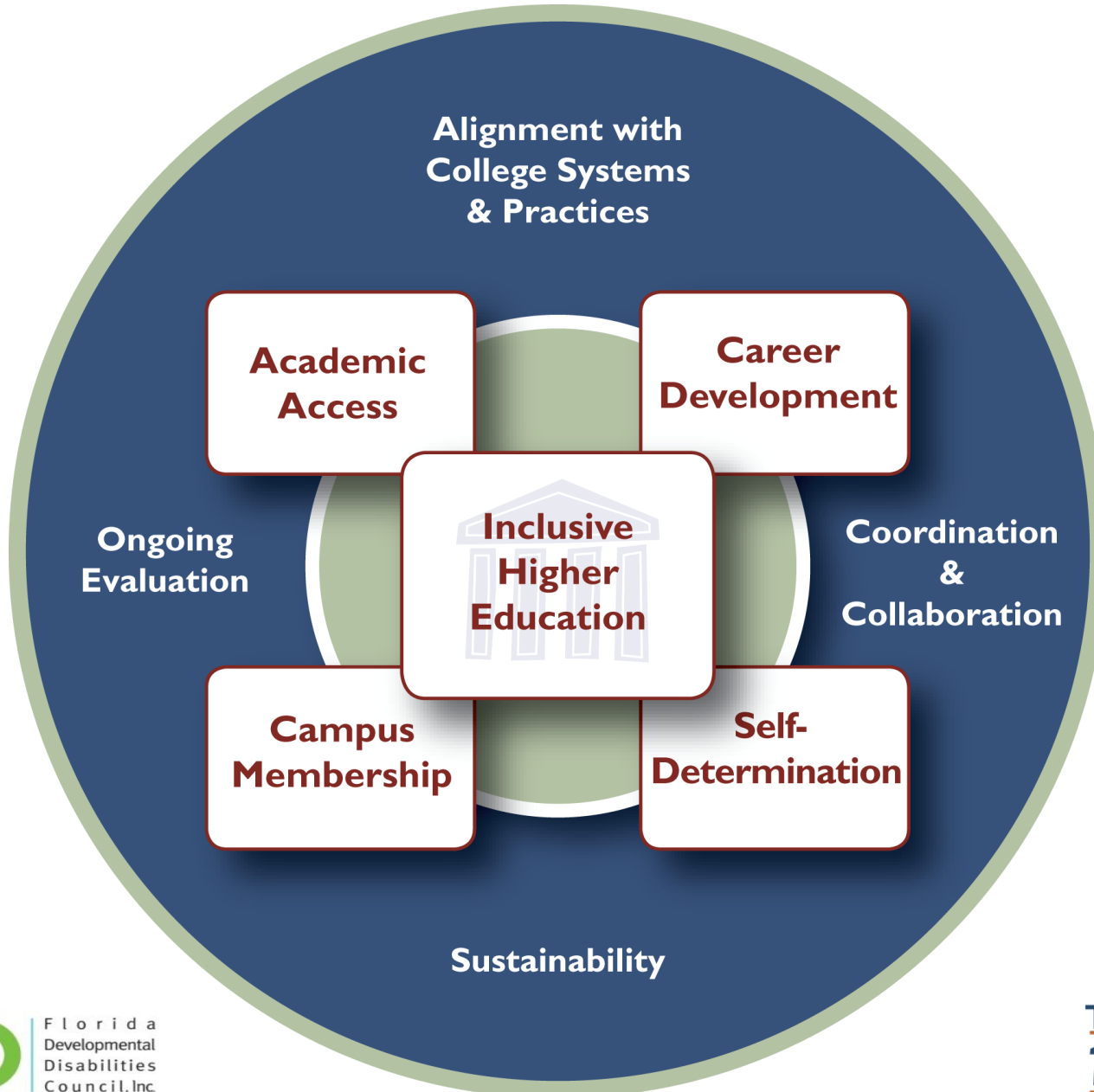
Results of Focus Groups & Interviews

Theme 1: Navigating an IHE system that does not support college students with IDD

Theme 2: Addressing ongoing challenges that impact student success

Theme 3: Sustaining college as a postsecondary option

Think College Standards, QIs, & Benchmarks



Programmatic Barriers & Solutions

1. Lack of institutional support

Solutions:

8-step change model

The cover of the 'INSIGHT' Think College Brief features the title 'Using a Change Model Approach to Guide Development of an Inclusive College Experience for Students with Intellectual and Developmental Disabilities' by Rebecca Hines, Adam Meyer, and Claire Donehower. It includes a section for 'ESTABLISH URGENCY' which is Step 1 of the change model. The text describes how the University of Central Florida began planning for an inclusive college experience for students with intellectual and developmental disabilities (IDD) at the end of 2014, and enrolled the first students in the fall of 2015. It references John Kotter's eight-step change model. A diagram at the bottom shows two steps: 'ANCHOR CHANGES IN CULTURE' and 'ESTABLISH URGENCY'.

INSIGHT think COLLEGE! ISSUE NO. 28 2016
A Think College Brief on Policy, Research, & Practice

Using a Change Model Approach to Guide Development of an Inclusive College Experience for Students with Intellectual and Developmental Disabilities
By Rebecca Hines, Adam Meyer, and Claire Donehower

The University of Central Florida began planning for an inclusive college experience for students with intellectual and developmental disabilities (IDD) at the end of 2014, and enrolled the first students in the fall of 2015. John Kotter's eight-step change model describes a progression used by the planning team to build the inclusive experience.

ESTABLISH URGENCY

STEP 1 Following decades of inclusive initiatives in K-12 public education, higher education has finally followed suit. Leading a higher education community into adopting new programs and creating a culture of inclusion calls for creating a sense of urgency among leadership and planners. Kotter

ANCHOR CHANGES IN CULTURE ESTABLISH URGENCY

Establish college-based advisory board to ensure ongoing communication and goal development to sustain services and supports for students with IDD (Bernard, 2018)

Programmatic Barriers & Solutions

2. Course access & credential options

Solutions: Course Access

INSIGHT Think College
A Think College Brief on Policy, Research, & Practice
ISSUE NO. 35
2017

Inclusive Advising: Strategies to Facilitate Academic Advising for Dually Enrolled Students with Intellectual Disability
By Ty Hanson, Lyndsey Nunes, Andrea Hohnacki, and Christina Raeke

Many students, between the ages of 18-21, with intellectual disability (ID) are now receiving their transition services in higher education settings across the nation and, as a part of these services, are taking college classes. Typically college students select their courses with the guidance of an academic advisor; and these professionals also play a key role in guiding students with ID. Skilled academic advisors can promote student success by encouraging their advisees' full engagement in campus life, inside and outside the classroom.

Key Components of Inclusive Course Access, Advising and Registration

- A. The dual enrollment team advises the students on developing a schedule that includes academic, employment, and campus activities.
- B. Students' course of study is

Credential Options

INSIGHT think COLLEGE!
A Think College Brief on Policy, Research, & Practice
ISSUE NO. 25 • 2014

Credential Development in Inclusive Higher Education Programs Serving Students with Intellectual Disabilities
By Judy Shanley, Cate Weir and Meg Grigol

The term credential, in higher education, refers to a verification of qualification or competency issued to an individual by an accredited institute of higher education. The terms most commonly used for educational credentials are: diploma, certificate, and degree. When students complete coursework and master content they earn credits. Credit hours are the building block components for educational credentials. (US Department of Labor, nd)

a program designed specifically for students with ID. While some programs do offer a formal certificate that is recognized by the institution, many others offer no credentials to program completers, provide a certificate of attendance that does not represent the completion of any specified course of study or they may offer a certificate that is developed and awarded by the PSE program and not the institution. These certificates are not likely to have much meaning to employers or to other



Non-Degree Credentials of Value

Bryan Wilson
Tuesday, February 20, 2018
www.workforcedqc.org

The *Florida Consortium on Inclusive Higher Education* development of the *IPSE Credential Guidance Brief Series*: a set of 6 stand-alone briefs to guide inclusive postsecondary education staff, and secondary educators in understanding how to develop a credential and the supporting program of study.

<https://fcihe.com/resources/programdevelopment/credential-guidance>



Programmatic Barriers & Solutions

3. Faculty preparation

The screenshot shows a document page with a red header. The title is "Postsecondary Education and Universal Design for Learning: Assessing Students". The page number is "8 of 8". The main content is titled "UDL Assessment Design Strategies (Adapted from Behling & Hart, 2010)". It is divided into three sections: "General Strategies", "Strategies that Require Little to No Advance Planning (Less than 15 Minutes)", and "Strategies that Require Minimal Advance Planning (15-60 Minutes)". Each section contains a list of bullet points. On the left side, there is a sidebar with a map of Florida and a list of sections: "Course Overview", "Introduction to UDL", "Network-Based Goals", "Methods", "Materials", and "Assessing Students". Below the sidebar are buttons for "Audio", "Print Page", "Resources", "References", "Feedback", and "Follow-up". At the bottom, there is a footer with contact information for technical support.

Postsecondary Education and Universal Design for Learning
Assessing Students 8 of 8

UDL Assessment Design Strategies
(Adapted from Behling & Hart, 2010)

General Strategies

- Create two or more assessment choices for students to choose from to coincide with their favored learning styles
- Provide ongoing evaluation of what is working and what is not
- Change assessment methods according to the effectiveness of the instruction format
- Measure student performance across multiple levels

Strategies that Require Little to No Advance Planning (Less than 15 Minutes)

- Create activities and assignments that directly relate to the material covered in class
- Form discussion groups for review purposes
- Encourage students to include their notes in their lab reports
- Extend or structure time to adequately complete fieldwork assignments, or permit required fieldwork/internship hours to be completed in shorter blocks over a longer period of time
- Provide the option for students to attend lab or propose an alternative procedure to complete the lab
- Encourage students to use various forms of nontechnical tools (e.g., graphs, color coding, maps, diagrams) and technology (e.g., concept map tools, spell-checking, software, PowerPoint slides, digital cameras) as they develop themes or ideas for their assignments

Strategies that Require Minimal Advance Planning (15-60 Minutes)

- Provide students with study tips; don't ask questions on material not covered on the exam
- Create a clear rubric of what constitutes an "A" paper and what doesn't; give examples of previous students' work and distribute to the class
- Build graphic organizers that represent ideas required in the assignment for students to reference or use as templates
- Give students opportunities to demonstrate their knowledge in alternative

For technical support, call (800) 527-1012 or email support@UDL@fcihe.org

The screenshot shows the website for the Florida Consortium on Inclusive Higher Education. The header includes the organization's name and a navigation menu with "Participating Schools", "Resources", "Events", "About", "News", and "Contact Us". A "Sign Up for Our Newsletter" button is also present. The main content area is titled "Program Development" and includes a list of categories: "FCIHE Online Modules", "College Programs", and "Program Development". Under "Program Development", there is a list of sub-categories: "Academic Support", "Advising/Planning", "Assessment", "Credential Guidance Briefs", "Mentoring", "Program of Study", "Satisfactory Academic Progress", and "Academic Progress". A "Listen" button is visible at the bottom of the list.

Florida Consortium on Inclusive Higher Education

Participating Schools Resources Events About News Contact Us

Sign Up for Our Newsletter

Program Development

In this section the reader will find the tools, strategies, and resources needed to understand, begin, or enhance an inclusive postsecondary education program. These resources and tools are organized into five (5) categories from our own Florida Programs as well as from around the country: Programs of Study, Academic Supports, Assessments, Advising and Mentoring.

FCIHE Online Modules
College Programs
Program Development

- Academic Support
- Advising/Planning
- Assessment
- Credential Guidance Briefs
- Mentoring
- Program of Study
- Satisfactory Academic Progress
- Academic Progress

Listen

Programmatic Barriers & Solutions

4. Student support at college

7 Steps for Disability Services Offices and Programs for Student with ID to Work Together

1. Consider the Mission Statements of both Disability Services and Programs for Students with ID

BOTH OFFICES

- Expect that each office and program may perform missions differently
- Understand similarities and differences to help define roles

DISABILITY SERVICES

- Provide equal access to all SWD

PROGRAMS FOR STUDENTS WITH ID

- Provide educational opportunities and support for SWID

2. Define Roles and Responsibilities of Each Office

BOTH OFFICES

- Determine who is responsible for providing each service or support to the student. A Memorandum of Agreement (MOA) can be a helpful tool in determining who is responsible for accommodations or supports
- Understand the differences between accommodations and modifications
- Work collaboratively to ensure students have access

DISABILITY SERVICES

- Arrange appropriate accommodations: Accommodations are supports and services provided to help a student access the general education curriculum and validly demonstrate

PROGRAMS FOR STUDENTS WITH ID

- Arrange appropriate modifications for audited, non-credit participation in course: Modifications are individualized changes made to the content and performance

Programmatic Barriers & Solutions

5. Student preparation for college in secondary settings

Florida Center for Students with **UNIQUE ABILITIES**

College **Innovation**
UNIVERSITY OF CENTRAL FLORIDA



project10 transition education network

What's New Student Engagement & Success Postsecondary Education & Training Employment Independent Living Legislation & Policy Resources by Location Training & Publications A-Z Glossary

Home - Postsecondary Education & Training - Planning for Postsecondary Education

Google Custom Search

Postsecondary Education & Training

Planning for Postsecondary Education

- *Resources
- Applying to a College or Program
- Financial Planning for Postsecondary Education
- Identifying Postsecondary Options
- Summary of Performance
- Supporting Postsecondary Youth

Postsecondary Options

- *Resources
- Apprenticeships
- College/University

Planning for Postsecondary Education

Helping students to complete the essential steps that lead to attaining postsecondary education experiences.

The Planning for Postsecondary Section provides information and resources for school professionals, students and families to support them in planning and understanding postsecondary options for students with disabilities. The information in this section is divided into the following pages:

- Resources
- Applying to a College or Program
- Financial Planning for Postsecondary Education
- Identifying Postsecondary Options
- Summary of Performance
- Supporting Postsecondary Youth

College-Based Transition Services | Think College

Home Family Resources Technical Assistance Training Resources About TPSID

Search Entire Site

Home / Resources / Innovation Exchange / College-Based Transition Services

College-Based Transition Services

College-based transition services (CBTS), also know as dual enrollment or concurrent enrollment, provides students with intellectual disability during their final two to three years of secondary education access to college courses, internships, and employment, as well as access to other campus activities.

When designed well, these experiences enable students to participate in career planning with a person-centered planning approach, enroll in college classes for educational and personal enrichment, engage in social activities alongside their college peers, and participate in community-based, paid work experiences that align with their employment goals.

Developing CBTS opportunities takes a commitment from K-12 school systems and college partners. This means understanding the roles of each stakeholder group, sharing the responsibility of communicating the partnership to key educational personnel, and determining what policies and practices need to be developed or enhanced to create this new model for inclusive college-career options.

ON THIS PAGE

- [Featured Resources](#)
- [Quick Links](#)
- [Join the Conversation](#)
- [Frequently Asked Questions](#)
- [News & Features](#)

Programmatic Barriers & Solutions

6. Family preparation for & engagement in inclusive postsecondary planning & participation

Home / Resources / Innovation Exchange / Information and Resources for Families

Information and Resources for Families

Families play a pivotal role in preparing their sons and daughters for college. They also are there to support them while in college and to assist them in their transition out of college and into the rest of their lives. Think College has pulled together resources to give families some of the tools and information they need to support, encourage, and inform their daughters and sons as they seek out and pursue higher education.

ON THIS PAGE

- Featured Resources
- Quick Links
- Join the Conversation
- Frequently Asked Questions
- News & Features

FEATURED RESOURCES

NEW [The Independent Educator](#)

NEW [Conducting a College Search: Questions to Ask College Programs](#)

NEWS & FEATURES

Raise Awareness of College Options
When it comes to making sure that parents, teachers and students know about college options, these new ...[Read more](#)

Ask Think College!
There is a LOT to learn about college options and we bet you have questions. ...[Read more](#)

For Families: Options and Planning for College - A Think College Learn Module
This module provides information to families who want to learn more about the possibilities for their sons or daughters with intellectual disabilities to attend college. ...[Read more](#)

Home / Think College Learn / For Families

For Families

THINK COLLEGE LEARN

Educational Coaching and Mentoring Comprehensive Transition Programs **For Families** Universal Design Job Development Accessing Disability Services

This module provides information to families who want to learn more about the possibilities for their sons or daughters with intellectual disabilities to attend college. The module describes college options, identifies how college is different from high school, discusses the changing role of families once students are in college, and offers strategies for families and students on how they may navigate those differences. The module also outlines ways to prepare for college and how to choose a college that will be a good fit. Options for how to pay for college are discussed and finally, families and students will be able to check their understanding with a quiz.

- SECTION 1: Introduction
- SECTION 2: Understanding the Options
- SECTION 3: College is Different from High School
- SECTION 4: Changing Role of Families
- SECTION 5: Preparing for College
- SECTION 6: Choosing a College
- SECTION 7: Paying for College
- SECTION 8: Check Your Understanding

Programmatic Barriers & Solutions

7. Interagency collaboration

The screenshot shows the Think College website. The top navigation bar includes links for Home, Family Resources, Technical Assistance, Training, Resources, About, and TPSID. Below the navigation bar is a breadcrumb trail: Home / Resources / Innovation Exchange / Vocational Rehabilitation. The main heading is "Vocational Rehabilitation".

ON THIS PAGE

- Featured Resources
- Quick Links
- Join the Conversation
- Frequently Asked Questions
- News & Features

FEATURED RESOURCES

NEWS & FEATURES

Vocational rehabilitation, or VR, programs exist in each state and territory. VR agencies support people with disabilities to find and keep competitive, integrated employment.

This VR mission aligns well with inclusive higher education programs, which support people with intellectual disability to access college. Building a strong relationship between VR and these college programs is essential for helping people with intellectual disability to increase their independence, find and keep fulfilling jobs, and boost their self-sufficiency.

Think College CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

Think College CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

Think College CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

Provision of Pre-Employment Transition

Technical Assistance related to Vocational

What is Inclusive Higher Education, and How Does



What is Inclusive Higher Education for People with Intellectual Disabilities, and How Does it Connect to Vocational Rehabilitation?

A Primer for VR Leaders and Practitioners

Meg Grigal and Barry Whaley

Economic independence in the United States is closely aligned with postsecondary education, particularly for jobs that require an industry credential, specialized training, or a college degree. According to Georgetown University's Public Policy Institute, by 2020, thirty percent of jobs will require some degree of postsecondary education. Recent federal legislation and investments in model demonstration projects have led to an increase in students with intellectual disability (ID) accessing higher education (Grigal, Hart, Smith, Domin, Sulewski & Weir, 2015). Increasing numbers of students with ID are enrolling in higher education, and many of the higher education programs that are being implemented with federal

Programmatic Barriers & Solutions

8. Sustainability



Home / Resources / Innovation Exchange / Paying for College

Paying for College

ON THIS PAGE

- Featured Resources
- Quick Links
- Join the Conversation
- Frequently Asked Questions
- News & Features

QUICK LINKS

- Federal Student Aid for Students with Intellectual Disabilities

One of the greatest challenges for college attendance is how to pay for it, and this can be particularly true for students with intellectual disability. But there are several avenues to explore for funding the cost of a college program. Students may be able to use vocational rehabilitation funds, scholarships, or federal financial aid. They may also take advantage of PASS plans related to Social Security benefits, among other things.

NEWS & FEATURES

- Let's Talk about the Money: Planning for College**
In addition to having to advocate for the best academic and social supports
- FAST FACTS: THE ACHIEVING A BETTER LIFE EXPERIENCE ACT OF 2014: SECURING THE FUTURE OF INDIVIDUALS WITH DISABILITIES**
...the law authorizes the creation of tax-free savings accounts for individuals with disabilities.
- Apply for Federal Financial Aid**
In July 2011, David Bergeron of the US Department of Education explained how students with intellectual disability



Use of Medicaid Waivers to Support Students with Intellectual Disability in College

By Paige Parisi and Julia Landau

An increasing number of states allow students with intellectual disability (ID) to use Medicaid Home and Community Based Services waivers to support participation in postsecondary education (PSE) programs. These waiver services support access to higher education for students receiving Medicaid services who might otherwise not be able to attend postsecondary education.

WHAT IS A MEDICAID WAIVER?

In 1983, Congress authorized the waiver of certain

POSTSECONDARY SERVICES COVERED BY MEDICAID WAIVER

Medicaid waivers have been used to fund a variety of supports and services for students with ID in PSE, as well as tuition or fees in some cases. Below, we describe some uses of waiver funds and offer examples from specific states.

Education Coach/Peer Mentor.

Peer mentors are usually students enrolled at the college who are recruited, trained, and supervised to provide individualized supports to students with ID. Mentors assist students in learning roles or tasks



Are We Leaving Money on the Table? How Partnership Plus May Boost the Fiscal Stability of Inclusive Higher Education Programs

By Russ Thelin

Fiscal sustainability is a critical aspect to maintain quality and consistency for students with intellectual and/or developmental disability (IDD) who are accessing higher education. Colleges and universities use multiple means to meet their program costs, including state and federal funds, foundation monies, Medicaid waivers, vocational rehabilitation (VR) funds, and scholarships.

One underused financial resource is the Partnership Plus model provided under the Ticket to Work program of the Social Security Administration (SSA). Partnership Plus is a

The Ticket to Work and Work Incentives Improvement Act of 1999 increased the options for individuals with disabilities who wish to return to work. Commonly referred to as "the Ticket," the regulatory language supporting this legislation has undergone several revisions.

The 2008 Ticket regulations included provisions to create financial incentives for state VR agencies and approved Employment Networks (ENs) to work collaboratively to assist beneficiaries to achieve long-term employment success with compensation for doing so. Known as



Recommendations

- Postsecondary Education Project Advisory Committee
- Community of Practice (CoP)
- Train-the-trainer materials & training

Discussion

- Training focal areas
- Community of Practice
- Feedback on strategies for addressing students with the most significant disabilities

*Want to learn
more?*

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*Need Advice?
Think College
can help...*

thinkcollegeTA@gmail.com



Thank you!