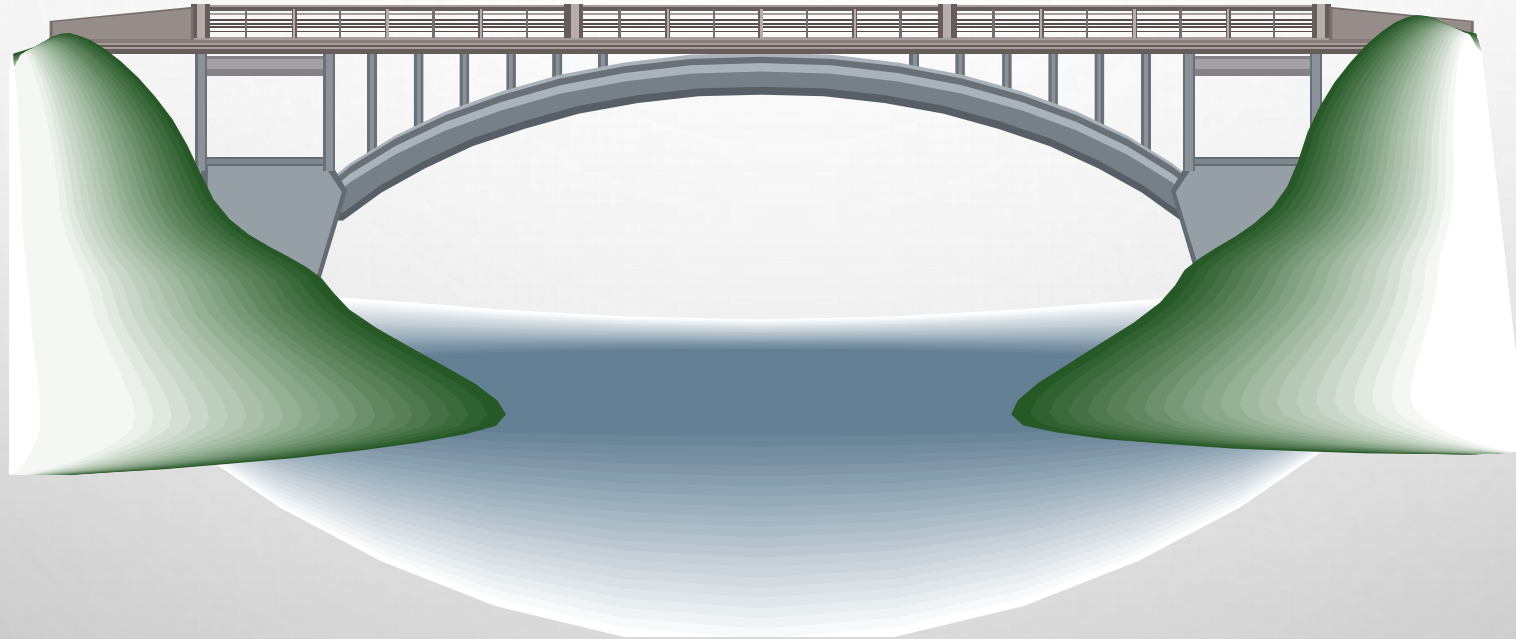


SUPPORTING INCLUSIVE HIGHER EDUCATION FOR INDIVIDUALS WITH INTELLECTUAL/DEVELOPMENTAL DISABILITIES



NOCE
NORTH ORANGE
CONTINUING EDUCATION

Presented by: Will Francis, Danielle Sheppard, and April Fante

Bridge to the Future 2018

TARJAN
CENTER AT UCLA

LEARNING OUTCOMES

- Participants will learn about new directions at the community colleges, and funding resources that may be used to support the achievement of academic and employment outcomes
- As a result of this presentation, participants will be able to list at least a few emerging practices for supporting students with IDD in inclusive higher education
- Attendees will be able to describe lessons learned in effectively supporting the academic participation of students with IDD in two higher education programs, in California
- Participants will be able to describe how College to Career (C2C) programs collaborate with regional partners (e.g., regional centers, Adult Education Programs, and the Department of Rehabilitation) to advance student success and goal attainment

NATIONAL GROWTH IN POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITY



SNAPSHOT

HIGHER EDUCATION ACCESS FOR STUDENTS WITH INTELLECTUAL DISABILITY IN THE UNITED STATES

MAY 2018

268 HIGHER EDUCATION PROGRAMS
IN **49** STATES



31 STATES
HAVE RECEIVED TPSID GRANTS (2010–2020)

77 CTPs in 27 states

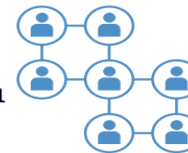
17 STATES

have policy or legislation on inclusive higher education



28 STATES

have state or regional coordination



The data represented in this Snapshot is from May 14, 2018.

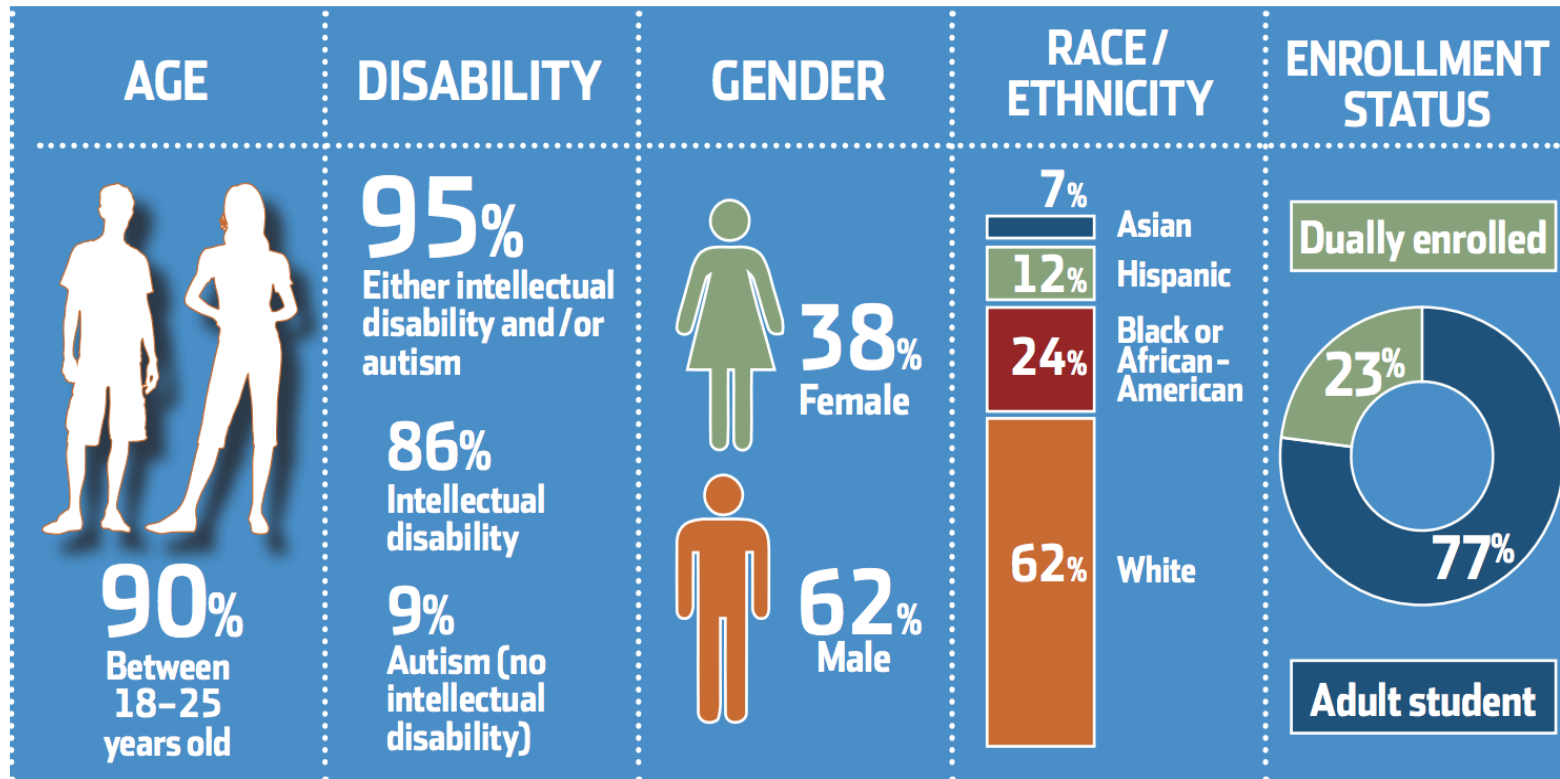
Higher education options for students with intellectual disability (ID) have grown due to changes in federal funding, access to Title IV aid, as well as state legislation and leadership. The Higher Education Opportunity Act (HEOA, 2008) created model demonstration programs, called Transition and Postsecondary Programs for Students with Intellectual Disabilities

Source:
Think College

NATIONAL TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES (TPSID)

FIGURE 2: STUDENT PROFILE

(N = 669 STUDENTS)



YEAR TWO PROGRAM STUDENT SUMMARY (2016-2017) OF THE TPSID MODEL DEMONSTRATION PROJECTS

Source:
Think College

SNAPSHOTS OF WHAT WE KNOW ABOUT STUDENT PARTICIPATION FROM THE TPSID PROGRAMS

Course enrollments

45%



of enrollments were in academically inclusive courses, i.e., typical college courses attended by students with intellectual disability and other college students.

EMPLOYMENT AND CAREER DEVELOPMENT

50% of students had a paid job.



Source:
Think College

PREDICTORS IN EMPLOYMENT THAT ARE EMERGING FROM THE TPSID PROGRAMS

POSITIVE PREDICTORS:

- NUMBER OF YEARS ATTENDED
- PAID WORK PRIOR TO ENROLLMENT
- PAID JOB WHILE ENROLLED IN THE PROGRAM
- EARNING A CREDENTIAL (COMPLETING A CERTIFICATE/DEGREE)

NEGATIVE PREDICTOR:

- NUMBER OF SPECIALIZED COURSES

Source: Think College
National Coordinating Center

MODEL STANDARDS HAVE BEEN DEVELOPED AND ACCREDITATION IS BEING PURSUED FOR HIGHER EDUCATION PROGRAMS FOR STUDENTS WITH ID

MISSION

STUDENT ACHIEVEMENT

CURRICULUM

FACULTY

FACILITY, EQUIPMENT AND SUPPLY

ADMINISTRATIVE AND FISCAL CAPACITY

STUDENT SERVICES

LENGTH AND STRUCTURE OF PROGRAM OF STUDY

STUDENT COMPLAINTS

PROGRAM DEVELOPMENT, PLANNING, AND REVIEW

Source: Think College
National Coordinating Center

UNDUPLICATED COUNT OF THE NUMBER OF DEVELOPMENTALLY DELAYED STUDENTS AT CALIFORNIA COMMUNITY COLLEGES

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area

Report Area: DSPS (Disabled Students Programs & Services) Status

Page 1 of 2 (12 items) < 1 2 >

	Annual 2017-2018	
	Student Count	Student Count (%)
<input checked="" type="checkbox"/> State of California Total	121,815	100.00 %
Acquired Brain Injury	4,459	3.66 %
Attention Deficit Hyperactivity Disorder (ADHD)	9,379	7.70 %
Autism Spectrum	8,063	6.62 %
Developmentally Delayed Learner	7,399	6.07 %
Hearing Impaired	4,501	3.69 %
Learning Disabled	31,920	26.20 %
Mobility Impaired	9,449	7.76 %
Other Disability	19,571	16.07 %
Psychological Disability	23,806	19.54 %

Page 1 of 2 (12 items) < 1 2 >

Report Format Selection Area - Check field to include in the report

District Name
 College Name
 DSPS Status
 Gender
 Age Group
 Ethnicity

[Update Report](#)

Source: California Community Colleges Chancellors Office Datamart

THE CHANGING LANDSCAPE OF CALIFORNIA COMMUNITY COLLEGES

Four Pillars of Guided Pathways

Clarify the
Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter the
Path



Help
Students
Choose
and Enter
Their
Pathway

Stay on the
Path



Help
Students
Stay on
Their Path

Ensure Learning



Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results

Source: Laura Hope, Executive
Vice Chancellor, California
Community Colleges
Chancellors Office

THE CHANGING LANDSCAPE OF CALIFORNIA COMMUNITY COLLEGES

Assembly Bill (AB) 705 [Irvin]

Effective fall 2019, AB 705 prohibits the use of assessment tests for placement into English and math and requires the use of multiple measures for placing students into those courses

Permissible measures may include, but are not limited to the following:

- High School/College Coursework
- High School GPA
- High School Grades

High School transcripts 10 years after graduation - may be used for placement

*If transcripts cannot be obtained, self-reported or guided placement may also be used

TAKEAWAY: FIND OUT HOW YOUR LOCAL COMMUNITY COLLEGE (OR COLLEGE DISTRICT) IS IMPLEMENTING THIS LAW!!

Source: Hope, L., May, G., & Rutan, C. (2018).

HIGHLIGHTS OF THE FINDINGS FROM FOUR FOCUS GROUPS

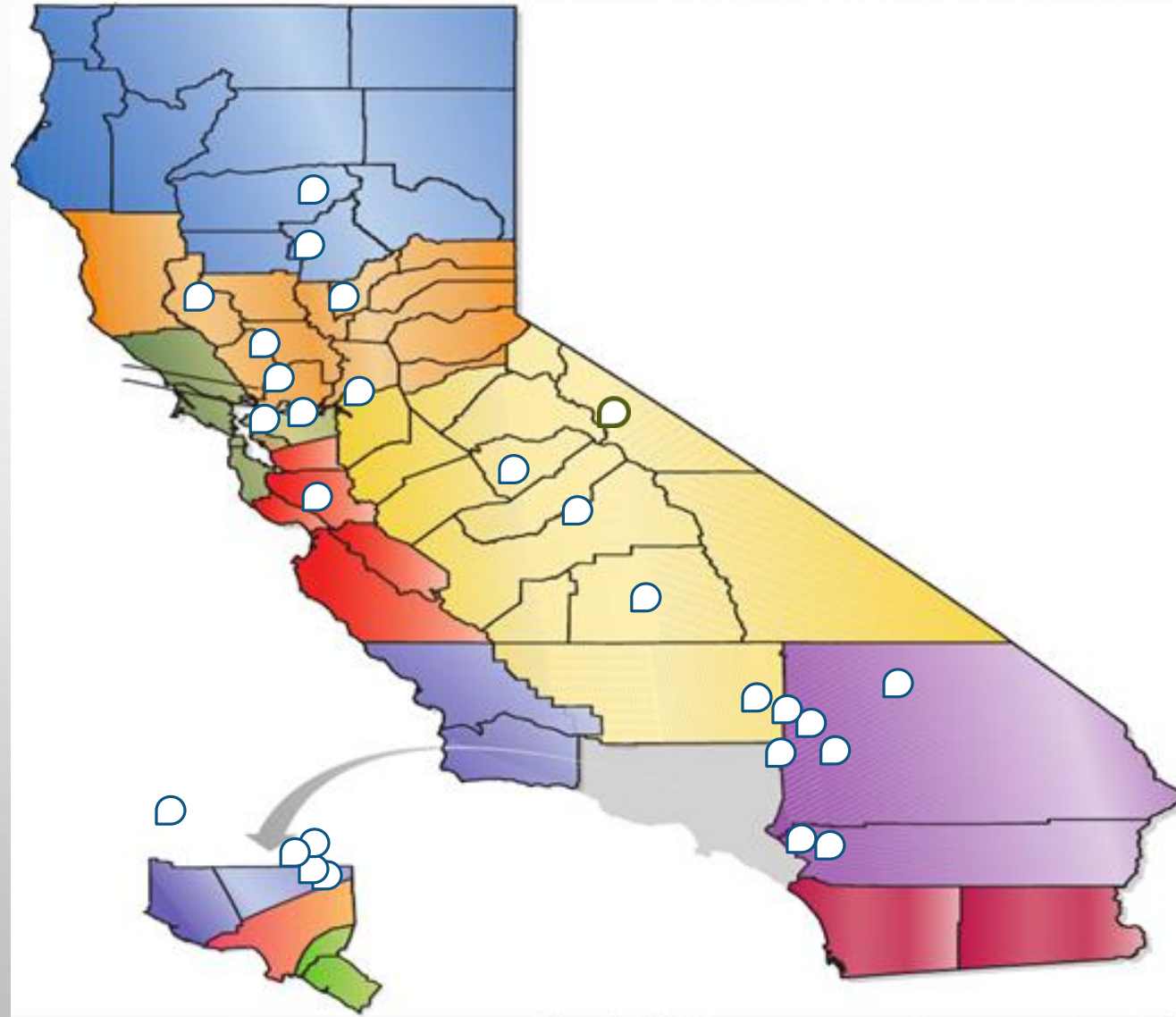
Purpose: to provide information on the key themes, categories and sub categories that emerged from focus groups with DSPS coordinators and directors

- The goal of the focus groups was **to determine the extent of DSPS engagement in planning towards the implementation of guided pathways and AB 705 [Irvin]**
- DSPS were invited to participate in focus groups over the summer of 2018
- The UCLA Tarjan Center collaborated with Stormy Miller, Ed.D., (College of Marin) to convene 4 focus groups with 25 colleges and 1 district that represented 3 colleges (23% of the CCC) on June 12, 19, 25, and 26th 2018

Colleges that Participated in the Focus Groups

Bakersfield College	Butte-Glenn College	Chabot College
Chaffey College	Crafton Hills College	Coastline Community College
College of the Sequoia	Copper Mountain College	De Anza College
Diablo Valley College	Folsom Lake College	Fresno City College
Hartnell College	Long Beach City College	Modesto Junior College
Moreno Valley College	Rio Hondo Community College	Riverside City College
San Bernardino Valley College	San Diego Community College District	San Jose City College
Santa Ana College	Santa Rosa Junior College	Southwestern College
Ventura College	Yuba College	

GEOGRAPHIC DISPERSION OF PARTICIPATING COLLEGES



METHODS

- We developed a protocol with eight questions that were reviewed by CCCCCO
- Invited DSPS coordinators/directors and conducted each focus group for 60-90 minutes
- Audio-recorded and retained a verbatim transcript of each of the focus group discussions; and compared the audio and verbatim transcripts for accuracy
- We had 60 single-spaced pages of data
- Conducted three rounds of coding (open, focused/axial, and selective)
- The coding was executed line-by-line
- and used the constant comparative method in our analysis to observe emerging themes, categories, and sub-categories that illuminated **the extent of DSPS engagement in planning towards the implementation of guided pathways and AB 705 [Irvin]**
- Extracted quotes that demonstrated the essence of the categories

FOCUS GROUP PROTOCOL

Question #1: Please indicate your name, institution and role at your community college

Question #2: Is there a formalized group on your campus that serves as the entity for recommendations and implementation of guided pathways?

Question #3: Do your campus' plans for implementing guided pathways include provisions specifically for students with disabilities? if yes, what are those provisions, and how will they be carried out?

Question #4: Are you concerned about the impact that guided pathways will have on a particular group of students served by DSS/DSPS? if yes, what are your concerns? what is the plan to address your concerns? if no, what aspects of your campuses' approach (to the implementation of guided pathways) provide you with confidence that the needs of students with disabilities are being (or will be) addressed?

FOCUS GROUP PROTOCOL

Question #5: What are your needs (in terms of information and resources) to build the capacity of DSS/DSPS to serve students with disabilities, in a manner that will ensure their success, through the implementation of guided pathways?

Question #6: Do your campus' plans for implementing guided pathways include elements that address the concerns raised by AB 705? If yes, please describe those elements and how they will be implemented. If no, please describe how your campus plans to implement AB 705, relative to students with disabilities.

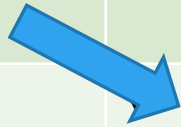
Question #7: Are you concerned about the impact that AB 705 will have on a particular group of students served by DSS/DSPS? If yes, what are your concerns? What is the plan to address your concerns? If no, what aspects of your campus' approach (to the implementation of AB 705) provide you with confidence that the needs of students with disabilities are being (or will be) addressed?

Question #8: What are your needs (in terms of information and resources) to build the capacity of DSS/DSPS to serve students with disabilities in a manner that will ensure their success, through the implementation of AB 705?

FINDINGS: EMERGING THEME, CATEGORIES, AND SUB-CATEGORIES

THEME: REFRAMING THE ROLE OF DSPS

<u>CATEGORIES</u> Beginning Stages	<u>CATEGORIES</u> Describing Institutional Response to Students' Needs	<u>CATEGORIES</u> Capacity Building
<u>Sub-categories</u>	<u>Sub-categories</u>	<u>Sub-categories</u>
<ul style="list-style-type: none"> ✓ Describing the beginning stages of planning 	<ul style="list-style-type: none"> ✓ Describing interventions and support strategies (i.e., counseling, tutoring, and supplemental instruction) 	<ul style="list-style-type: none"> ✓ Enhancing career counseling/development services
<ul style="list-style-type: none"> ✓ Having common conversations around supporting students with disabilities 	<ul style="list-style-type: none"> ✓ Describing outreach and education approach for high schools 	<ul style="list-style-type: none"> ✓ Expanding to include or enhance career-related services
<ul style="list-style-type: none"> ✓ No provision of special services for students with disabilities 	<ul style="list-style-type: none"> ✓ Allowing for flexibility in the time to completion 	<ul style="list-style-type: none"> ✓ Highlighting the potential for collaboration with K-12 schools and community agencies



FINDINGS: EMERGING THEME, CATEGORIES, AND SUB-CATEGORIES

THEME: REFRAMING THE ROLE OF DSPS

<u>CATEGORIES</u> DSPS at the Table to Discuss Framework and Process	<u>CATEGORIES</u> Development of Curriculum to Address Gaps and Needs	<u>CATEGORIES</u> Array of Options Versus a Singular Path
<u>Sub-categories</u>	<u>Sub-categories</u>	<u>Sub-categories</u>
<ul style="list-style-type: none"> ✓ Describing a high level of engagement 	<ul style="list-style-type: none"> ✓ Creating curricular pathways (e.g., co-requisite and vocational) and programs 	<ul style="list-style-type: none"> ✓ Describing a reduced load to aid in student success
<ul style="list-style-type: none"> ✓ Serving in an advisory and advocacy role 	<ul style="list-style-type: none"> ✓ Describing curriculum designed within DSPS (i.e., educational assistance classes) 	<ul style="list-style-type: none"> ✓ Describing a variety of student placement options
<ul style="list-style-type: none"> ✓ Expressing a need for greater collaboration b/w DSPS and curricular areas 	<ul style="list-style-type: none"> ✓ Describing the continued use of basic skills and remedial education courses 	<ul style="list-style-type: none"> ✓ Expressing the need for a range of curricular models and pathways

FINDINGS: EMERGING THEME, CATEGORIES, AND SUB-CATEGORIES

THEME: REFRAMING THE ROLE OF DSPS

<u>CATEGORIES</u> Using Data for Decision-Making	<u>CATEGORIES</u> Additional Guidance and Support	
<u>Sub-categories</u>	<u>Sub-categories</u>	
✓ Using data to inform practice	✓ Awaiting guidance	
✓ Depending on accurate and sufficient data	✓ Expressing the need for advocacy at the state level	
✓ Conducting research to identify the characteristics of successful students	✓ Expressing interest in how peers are implementing the process	

DESCRIBING INTERVENTIONS AND SUPPORT STRATEGIES (I.E., COUNSELING, TUTORING, AND SUPPLEMENTAL INSTRUCTION)

ONE PARTICIPANT INTIMATED:

- WE ARE AN AFFINITY GROUP IN AND OF OURSELVES, BUT I ALWAYS TELL MY COUNSELORS THAT THEIR JOB IS TO GET PEOPLE ON TO THOSE DIFFERENT PATHWAYS

ANOTHER SAID:

- WE ARE LOOKING AT REALLY TRYING TO BEEF UP EITHER TUTORING, STUDY SKILLS, STUDY STRATEGIES AND CAREER COUNSELING AND CAREER DEVELOPMENT IN OUR STUDENTS. I SEE THOSE AS BEING FUNDAMENTAL TO MAKING OUR STUDENTS SUCCESSFUL. WE LACK THE NECESSARY RESOURCES FOR THAT. BUT WE HOPE TO BEEF THAT UP. WE HAVE BEEN DOING CAREER TESTING FOR EVERY DSPS STUDENT THAT ENTERS OUR SYSTEM USING STRONG ONGOING CAREER COUNSELING TO GIVE THEM MOTIVATION AND A PURPOSE FOR BEING HERE. STUDY STRATEGIES AND STUDY SKILLS ARE SOMETHING THAT WE ARE GOING TO NEED TO DELIVER TO OUR STUDENTS

A DIRECTOR STATED:

- RIGHT NOW, WE ARE TRYING TO IMPLEMENT SUPPLEMENTAL TEACHING PROGRAMS FOR SPECIFIC STUDENTS WITH DISABILITIES. SO, SOME OF THE CLASSES WOULD BE SPECIFICALLY FOCUSED ON MATH AND ENGLISH FOR EXAMPLE AND SO THE TEACHER WOULD NEED TO HAVE EMBEDDED TUTORS IN THE CLASSROOM AS WELL

DESCRIBING OUTREACH AND EDUCATION APPROACH FOR HIGH SCHOOLS

ONE PARTICIPANT EXPRESSED:

- WE ARE PLANNING FOR COLLABORATION WITH THE FEEDER HIGH SCHOOLS, MATH/ENGLISH AND COUNSELING. FOR META MAJORS AND COUNSELING OUR DSPS COUNSELOR ATTENDS ALL COUNSELING MEETING AND WILL RECEIVE THE SAME INFORMATION AND TRAINING AS ACADEMIC COUNSELORS

A COLLEAGUE OFFERED:

- I WOULD ALSO SAY THAT PARTNERSHIPS WITH SUPPORT AGENCIES LIKE THE REGIONAL CENTER SYSTEM, THE DEPARTMENT OF REHABILITATION, WILL CONTRIBUTE. THIS IS AN OPPORTUNITY FOR THE HIGH SCHOOLS TO BETTER PREPARE THEIR STUDENTS FOR WHAT TO EXPECT IN THE COLLEGE ENVIRONMENT

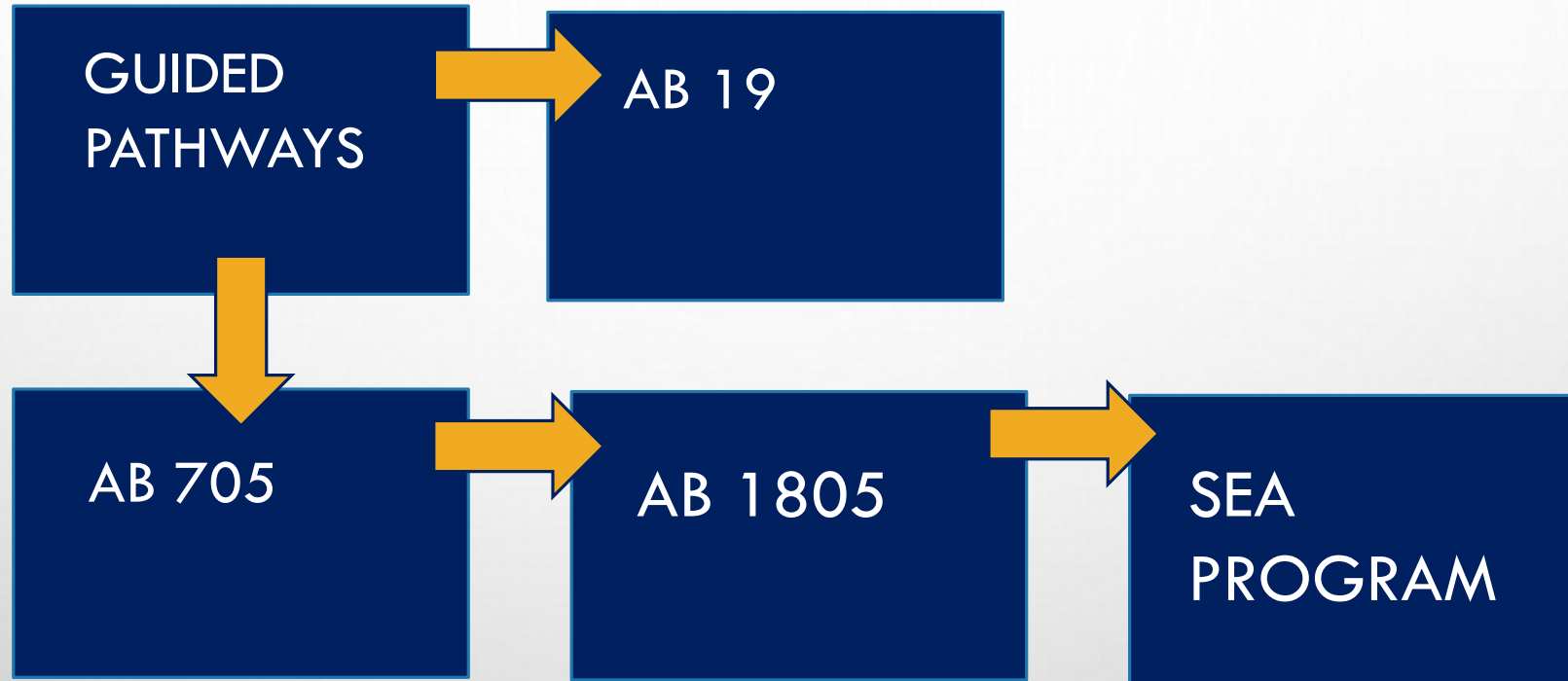
ANOTHER DIRECTOR SAID:

- WE DO HAVE AN OUTREACH STUDENT SUPPORT COORDINATOR. I'M VERY LUCKY AND HE GOES OUT THERE AND HAS A GOOD RELATIONSHIP WITH THE SPECIAL ED INSTRUCTORS AND THE DEPARTMENTS OUT THERE SO HE DOES A LOT OF EDUCATION. SO THAT'S GOING TO BE HELPFUL

HE/SHE ADDED:

- WE DO ORIENTATIONS AT THE HIGH SCHOOL. WE BRING THEM INTO THE COLLEGE. WE DO AN ORIENTATION HERE AND DO AN INTAKE AND WE HAVE OUR OWN IN-HOUSE COUNSELORS SO THAT THEY'RE AWARE OF MAKING SURE THE CLASSES THAT THE STUDENTS ARE IN, THERE IS A BALANCE

POLICY CONNECTIONS AND FUNDING



Source: Mia Keeley,
CCCCO Dean,
Student Services and
Special Programs
Division



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Greatness. Achieved.



Fullerton College

NOCE
NORTH ORANGE
CONTINUING EDUCATION



Cypress College
Minds. Motivated.



PRESENTED BY: APRIL FANTE M.Ed. C, MS TECH

PROGRAM MANAGER, DSS

AFANTE@NOCE.EDU

COLLABORATION BETWEEN K-12, COMMUNITY COLLEGES, AND ADULT SERVICE AGENCIES

- Advisory Committee - meets annually
- Post Secondary Education Transition Consortium (PSETC) - meets monthly
- Regional Center (RC)
- Department of Rehabilitation (DOR)
- Orange County Transportation Authority (OCTA)
- Adult Education Program -formerly Adult Ed Block grant (AEP) - meets monthly
 - *Adult Education Program Disability Support Services Workgroup
- North Orange Continuing Education Disability Support Services (NOCE/DSS)

ADVISORY COMMITTEE

Purpose:

Share information on the programs and services offered through North Orange Continuing Education Disability Support Services programs

Receive feedback from **Advisory Committee** members to ensure that programs are effectively meeting the needs of the community

- Meet's Annually
- Collaboration continues through **PSETC 1st Monday of every month**
- Collaboration toward **AEP DSS strategies and funding source 1st Monday of every month**

ADVISORY COMMITTEE AND POSTSECONDARY EDUCATION TRANSITION CONSORTIUM (PSETC) AND ADULT EDUCATION PROGRAM (AEP) DISABILITY SUPPORT SERVICES (DSS)WORKGROUP

- North Orange Continuing Education Faculty and Staff
- Cypress College and Fullerton College
- North Orange County Regional Consortium Members
- K-12 Districts, OC Dept. of Ed, NOCRC Staff
- California State University, Fullerton
- Regional Center of Orange County
- State Council on Developmental Disabilities
- Department of Rehabilitation
- Orange County Transportation Authority
- Local Service Providers
- Students and Members of the Community

COLLABORATION WITH REGIONAL CENTER

Independent Vocational and Educational Supports (IVES) (Taylor Day Service)

- Educational Supports-Advocacy, study and organizational skills, navigation campus, requesting accommodations
- Job Preparation –application, job coaching, interview preparation, advocacy with employers

Work Independence self-Advocacy Education (WISE)

- 1:4 ratio
- 5 days a week/9-2:30pm/5 year program
- Work experience opportunities (Job Coach

COLLABORATION WITH THE DEPARTMENT OF REHABILITATION

Collaborative Agreements (Grants)

Workability III

-Goal: To guides and assist students with disabilities with entering and retaining competitive integrated employment

College to Career

-Goal: To improve employment outcomes of individuals with ID through inclusion in postsecondary education.

-Purpose: Educational goal = vocational goal (competitive, paid employment)

-Supports Services: Educational Coaches

EDUCATIONAL COACH SUPPORT

Educational Coaches

- Assistance in class
 - Self-advocacy
 - Study Skills
 - management tools
 - Organization Skills
 - Vocational Supports (applications, interview prep)
- Navigating Campus
 - Requesting Accommodations
 - Understanding online classroom
 - Tutoring

Vocational Coaches

- Assistance on the job
 - Learning job task
 - Talking to manager
 - Interacting with coworker

*Braided Funding – C2C, IVES and Student Success & Equity

COLLABORATION WITH ORANGE COUNTY TRANSPORTATION AUTHORITY

OCTA Committee (Member)

Job Access Remote Commute (JARC) Grant = [Mobility Training Program](#)

- One on One bus training to and from work, home and school
- Workshops, Community Resources classes, Summer/Winter Bootcamps,
Job skills,
Social Skills

COLLABORATION WITH ADULT EDUCATION PROGRAM (ADULT ED BLOCK GRANT)

North Orange County Regional Consortium (NOCRC) =
Adult Education Program (AEP)

Focus: **Identify the gaps** in services & resources

NOCRC DSS Implementation Strategies

ARISE Lab

Community Conversation

Career &

Technical Ed Tours

Transition Counseling

Peer Mentorship

Special

Projects Manager

Job Development

Parent Training

Professional Development

Mental Health Services

DISABILITY SUPPORT SERVICES

- DSS Counseling (academic and vocational)
- Interpreting Services
- Alternate Media Support
- Testing Accommodations
- Campus and community liaison
- Disability advocacy
- Assistive Technology & Training
 - Smart Pens, OCR devices, Daisy Players, Kurzweil 3000, Screen Readers, desktop enlargement, CCTV, JAWS screen reader, digital recorders

DISABILITY SUPPORT SERVICES CLASSES

Core Classes

-Social Skills & Self Advocacy

Life Skills Track:

-Living More Independently, Basic Cooking, Personal Finance

Interpersonal Skills Track:

-Relationships & Sexuality

Vocational Track

-Occupational Skills, Communication on the Job, Workplace Skills Training, Community Resources

Basic Academic Skills Track

-Reading & Consumer Skills

Computer Skills Track

-Basic, Intermediate Computers, Basic MS Office, Basic Photoshop

WISE Program

TRANSITIONING INTO POSTSECONDARY EDUCATION

- Meet with a Transition Counselors on the High School Campus
- Attend a New Student and Parent Orientation – September
- Attend Life After High School Events – Fall & Spring
- Meet with a counselor at least a year prior to transition
 - DSS Transition Counselor appointments: July-June
 - DSS Counseling appointments available July-April
 - DSS Annual Review appointments: May-June
- Attend/schedule a tour
- Support students to independently transport (Mobility Training)



COLLEGE TO CAREER



*A collaboration between the Department of Rehabilitation
and California Community College Chancellor's Office*

WEST LOS ANGELES COLLEGE



Danielle Sheppard, MS, LPCC, CSEP
C2C Coordinator/Counselor, 4th year, housed in DSPS

ACADEMIC GOALS

C2C STUDENTS RECEIVE SUPPORT IN:

- *ACCESS TO EDUCATION
- *C2C SEMINAR – AKA: C2C LAB
- *STUDY GROUPS
- * EDUCATION COACHES
- *ALL SERVICES OFFERED BY DSPS
- *MODIFIED EDUCATIONAL PLANNING



COMPLETING AN IDENTIFIED COURSE OF STUDY AND WORKFORCE PREPARATION

- C2C YEAR ONE: CLASSES IN THE FORMAT OF A WORKSHOP, UTILIZING DSPTS LAB OR CAMPUS CLASSROOM. DEVELOP LESSONS ON TOPICS SPECIFIC TO ACADEMIC SUCCESS, TIME MANAGEMENT, BOUNDARIES, LIFE SKILLS, COMMUNICATION, EXECUTIVE FUNCTIONING AND SKILLS
- C2C YEAR TWO: GROWTH OF PROGRAM AND STUDENTS' SUCCESS INTO FORMALIZED CURRICULUM OF COURSES IN THE VAULT OF DISTRICT CLASSES. PARTNERSHIP HAS GROWN WITH THE COLLEGE AND CAREER PREPARATION DIVISION (CCPD) THROUGH THE EXPANSION OF THE NONCREDIT AND ADULT EDUCATION PROGRAM ON CAMPUS
- C2C YEAR THREE: SUPPORT AND CO-CREATION OF ADDITIONAL CURRICULUM FOR NEW COURSES AND ONE ADDITIONAL NONCREDIT CERTIFICATE
- C2C YEAR FOUR: BLENDED COHORT/HYBRID MODEL OF INCLUSION

DEVELOPING TIME-SENSITIVE EDUCATIONAL AND VOCATIONAL PLANS

- COLLEGE TO CAREER (C2C) STUDENTS WILL MEET WITH THE C2C COUNSELOR EARLY ON FIRST SEMESTER TO ESTABLISH A PLAN. SYSTEMATIZING THIS STRUCTURE FOR STUDENTS IN COLLEGE TO CAREER PROVIDES THEM A CLEAR PATHWAY EARLY ON, WHICH ASSIST WITH MOTIVATION, “THE WHY” FOR TAKING GIVEN CLASSES, AND GIVES GUIDANCE AND MEANING BETWEEN CLASS LEARNING, WORK BASED LEARNING, AND INDIVIDUALIZED CAREER COUNSELING
- EACH PLAN IS INDIVIDUALIZED AND ESTABLISHED IN LINE WITH STUDENT’S EXPRESSED INTERESTS, STRENGTHS, PREFERENCES, ABILITIES & PASSION. CONSISTENT WITH IPE ESTABLISHED WITH DEPARTMENT OF REHABILITATION COUNSELOR; CONNECTING ALL
- EACH PLAN IS FLEXIBLE TO MEET THE STUDENT WHERE THEY ARE AT, WHILE IDENTIFYING A GOAL AND CAREER DIRECTION IN LINE WITH THE LABOR MARKET AND PATHWAY ON CAMPUS

C2C'S INVOLVEMENT IN COLLEGE AND CAREER PREPARATION DIVISION (CCPD)GROWTH

- COLLEGE READINESS CONSISTS OF 4 COURSES:
 - ACADEMIC GUIDANCE
 - INTRODUCTION TO POST-SECONDARY EDUCATION
 - COMPUTER LITERACY FOR COLLEGE
 - CAREER OPPORTUNITIES
- JOB READINESS CONSISTS OF 3 COURSES:
 - BLUEPRINT FOR WORKPLACE SUCCESS
 - BLUEPRINT FOR CUSTOMER SERVICES
 - 30 WAYS TO SHINE AS A NEW EMPLOYEE

FINDING SUCCESS IN HIGHER EDUCATION

- ANNUALLY, EACH STUDENT WILL MEET WITH REGIONAL CENTER, HOWEVER COMMUNICATION WITH SERVICE COORDINATORS IS ONGOING AND ALL YEAR LONG BETWEEN C2C AND REGIONAL CENTERS. (EXAMPLES: STUDENT LOAN, TRANSPORTATION ASSISTANCE WHILE AWAITING ACCESS APPROVAL)
- ESTABLISHING PARTNERSHIPS WITH THE CITY OF CULVER CITY, LOCAL ASSEMBLYWOMAN'S OFFICE, CULVER CITY UNIFIED SCHOOL DISTRICT TO GENERATE COLLABORATIVE OPPORTUNITIES AND INTERNSHIPS
- ESTABLISHING PARTNERSHIPS FOR INTERNSHIP (WORK BASED LEARNING EXPERIENCES) AND EMPLOYMENT OPPORTUNITIES, SUCH AS AJCC (AMERICA'S JOB CENTERS OF CALIFORNIA) AND DEPARTMENT OF REHABILITATION – STUDENT SERVICES OR VR
- COMPREHENSIVE AND SYSTEMATIC COLLABORATION WITH DEPARTMENT OF REHABILITATION THROUGH ONE LIAISON OFFICE AND STAFF FROM THAT OFFICE

AWARENESS AND INCLUSION GATHERINGS BY C2C ON CAMPUS & IN THE COMMUNITY

- IN SPRING 2018, CREATIVE EDGE CONFERENCE INVITED C2C COORDINATOR PRESENTED A TED TALK-LIKE PRESENTATION ON DIVERSABILITY
- FROM THE CONTEXT OF CREATIVITY, ATTENDEES LEARNED STRATEGIES FOR INCLUSIVE UNIVERSAL APPROACHES
- DURING OCTOBER 2018, AND IN HONOR OF DISABILITY AWARENESS MONTH, THE COLLEGE AND CAREER PREPARATION DIVISION REQUESTED A TRAINING
- THIS DISABILITY SENSITIVITY TRAINING WAS ATTENDED BY ALL CAMPUS TUTORS. ADDITIONALLY, IN ATTENDANCE WERE STAFF, ADMINISTRATIVE STAFF, AND FACULTY

CAREER DEVELOPMENT



C2C STUDENTS RECEIVE COMPREHENSIVE CAREER DEVELOPMENT THROUGH:

- *CAREER COUNSELING
- *CAREER EXPLORATION CLASS
- *SEQUENCE OF JOB READINESS COURSES
- *ON-CAMPUS INTERNSHIPS
- *OFF-CAMPUS WORK EXPERIENCES
- *JOB DEVELOPMENT GROUP
 - INDIVIDUAL JOB COACHING AND/OR JOB DEVELOPMENT
- *ON-GOING COLLABORATION WITH DEPARTMENT OF REHABILITATION



C2C NATURALLY WITHIN A GUIDED PATHWAYS FRAMEWORK

- CHILD DEVELOPMENT DEPARTMENT AND CDC
- HOSPITALITY DEPARTMENT – WELCOME CENTER, FRONT DESK, HOTELS
- ALLIED HEALTH DEPARTMENT – MEDICAL ASSISTANT, CNA, ADMIN.
- COMMUNICATION DEPARTMENT, OUR STUDENTS ARE TAKING ADVANCED COURSES ON INTERPERSONAL COMMUNICATION AND USING THOSE TOOLS TO NAVIGATE IN UNDERSTANDING THE WORK ENVIRONMENT.
- GENERAL OFFICE – OFFICE TECHNOLOGIES AND COMPUTER APPLICATIONS
- FILM/TV PRODUCTION OR ART



SAMPLE INTERNSHIPS ON CAMPUS

- WEST LOS ANGELES COLLEGE FACILITIES DEPARTMENT HIRING EVENT:
- COLLEGE TO CAREER OFFICE
- CAFÉ WEST AND PAWS CONVENIENCE STORE
- INTERNATIONAL STUDENTS OFFICE
- ATHLETICS DEPARTMENT (OFFICE)
- WEST LA COLLEGE SPORTS: SOFTBALL TEAM AND BASKETBALL (COACH ASSISTANT)
- HEALTH SCIENCES DEPARTMENT (OFFICE AND DENTAL CLINIC)
- CHILD DEVELOPMENT CENTER (CDC)
- LIBRARY AND LEARNING CENTER
- WEST LOS ANGELES COLLEGE BOOK STORE



UPCOMING AND NEW INTERNSHIPS/PARTNERSHIPS

- DEPARTMENT OF SOCIOLOGY
- LANGUAGE ARTS DIVISION
- DEPARTMENT OF CHILD DEVELOPMENT (OFFICE)
- ART DEPARTMENT
- CREATIVITY STUDIES DEPARTMENT
- STUDENT SERVICES AND FORMATION OF A CREATIVE CAREER CENTER
- AVIATION DEPARTMENT
- FILM AND TELEVISION PRODUCTION DEPARTMENT
- THE GREEN HOUSE (FACILITIES)

SAMPLE JOURNEY TO SUCCESS

Student	Classes Taken	Volunteer/ Internship	Paid Employment
<p>Child Dev. Student</p>	<ul style="list-style-type: none"> • Program Principles and Practices • Early Childhood Development • Children with Special Needs • Family Community Relationships 	<ul style="list-style-type: none"> • CDC • Preschool • Montessori • Daycare • CCUSD 	<p>Teacher's Aide</p>
<p>Computer Student</p>	<ul style="list-style-type: none"> • Introduction to Computers • Computer keyboarding • Word Processing Applications • Desktop Publishing 	<ul style="list-style-type: none"> • Tech Center • Office Site • Multi-Media Department 	<p>Clerical Support or IT for local small business, large company</p>

EDUCATION FIRST = SUCCESSFUL EMPLOYMENT

- Competitive Integrated Employment

- Students are equipped to obtain a job in a variety of areas with an increasing opportunity for advancement with Certification/ Education

- Longer Employment History

- Students are less likely to leave a position they enjoy and worked hard to obtain, particularly one where strengths and skills are aligned.

- Education Naturally Supports Valuable Employment Skills

- Self-Advocacy Skills
- Conflict Resolution Strategies
- Life Skills = Time Management/Budgeting/
Organization Skills/Healthy Eating Habits
- Social Skills = Boundaries/Communication
- CONFIDENCE



SOCIAL SUPPORTS

C2C STUDENTS ENGAGE IN ACTIVITIES OPEN TO ANY WEST COLLEGE STUDENT AS WELL AS THEIR OWN FORMED EVENTS:

*CAMPUS CLUBS – WILD CATS IN ACTION

*SPORTS AND SPORTING TEAMS

*COMMUNICATION DEPT. COURSES

*MINDFULNESS MEDITATION

*HOLIDAY AND BIRTHDAY POTLUCKS

*CAMPUS MOVIE SCREENING & BAKE SALE

*THEATRE PROGRAM ON CAMPUS AND PERFORMANCES



COLLEGE2CAREER SEMINAR



EXAMPLE SUCCESS STORY

ON THE JOB



AT COMMENCEMENT



C2C STUDENT CLUBS & EVENTS

- STUDENTS ESTABLISHED THEMSELVES ON CAMPUS THROUGH A STUDENT CLUB OPEN TO ALL STUDENTS CALLED WILDCATS IN ACTION.
- STUDENTS ESTABLISHED A SEPARATE CLUB SPECIFICALLY FOR C2C AND DSPTS STUDENTS.
- STUDENTS ARE AWARDED DURING THE AUGUST AWARD CEREMONY FOR VARIOUS ACKNOWLEDGMENTS AND ACHIEVEMENTS THROUGHOUT THE YEAR.
- EACH JUNE, STUDENTS COMPLETING C2C AND COLLEGE CERTIFICATES WALK IN COMMENCEMENT.

OPPORTUNITIES IN THE COMMUNITY



C2C DISABILITY AWARENESS MONTH STUDENT EVENTS

- C2C CELEBRATES DISABILITY AWARENESS MONTH THROUGH INFORMATION SESSIONS, EQUITY WALK, SPEAKER EVENTS, TOURS AND STUDENT PANEL EVENT.
- EVENTS TOOK PLACE ON MULTIPLE DATES: OCT. 9TH 21ST, OCT. 26TH AND OCT. 29TH.
- DISABILITY RIGHTS ARE CIVIL RIGHTS IS POSTED AROUND CAMPUS ON THE COLLEGE MARQUEE, FLYERS, WEBSITE AND SOCIAL MEDIA.
- FILM SCREENING OF INTELLIGENT LIVES DRAWS A CROWD OF CAMPUS AND COMMUNITY ATTENDEES.

AREAS OF ONGOING GROWTH

- LOOKING AT CREATING A JOB FAIR (INDUSTRY FOCUSED) ON CAMPUS WITH THE AJCC (EMPLOYMENT AND INTERNSHIP OPPORTUNITIES)
- BUILDING MORE CONNECTIONS WITH LOCAL/NEW BUSINESSES AND CORPORATIONS SUCH AS AMAZON AND THE SUNRISE LIVING COMMUNITY
- INSTITUTIONALIZING COLLEGE TO CAREER WITHIN THE CAMPUS OF WEST LOS ANGELES COLLEGE (WLAC) IN ORDER TO FACILITATE SUSTAINABILITY AND AN INCLUSIVE CAMPUS CULTURE
- INCREASING THE STRUCTURE OF C2C PEER MENTORSHIPS WITH OUR NEW AND RETURNING STUDENTS
- WE HAVE STUDENTS SERVING AS STUDENT TEACHING ASSISTANTS AND INTERNING WITHIN ADDITIONAL AND RECURRING DEPARTMENTS ON CAMPUS

ONGOING C2C PROGRAM DEVELOPMENT

- **CREATE AND GROW A COMMUNITY ADVISORY COMMITTEE**
- DECREASE THE DISPARITIES GAP IN HIGHER EDUCATION
- DEPARTMENT OF REHABILITATION – VR AND STUDENT SERVICES
- (4) LOCAL REGIONAL CENTERS – TAILORED SERVICES, ILS AND PIP
- LOCAL AJCCS – AMERICA’S JOB CENTERS OF CALIFORNIA
- CITY OF CULVER CITY
- CCUSD (CULVER CITY UNIFIED) – DISABILITY ADVISORY PARENT GROUP
- OCD (OFFICE OF CHILD DEVELOPMENT)
- CHARTER ASSOCIATION
- ESTABLISH WEST AS A CTP CAMPUS



C2C OUTREACH

- PRINTED FLYERS HIGHLIGHT THE ELIGIBILITY, STRUCTURE AND HIGHLIGHTS OF THE C2C PROGRAM.
- PRINTED RACK CARDS CONTAIN BRIEF SUMMARY OF PROGRAM HIGHLIGHTS FOR LOCAL PARTNER AGENCIES, SCHOOLS, REGIONAL CENTERS, AJCC
- OUTREACH EVENTS INCLUDE:
 - HIGH SCHOOL CAREER AND/OR TRANSITION DAYS
 - REGIONAL CENTER JOB FAIRS
 - PRESENTATIONS TO PARENT GROUPS, CHARTER ASSOCIATION MEETING, HIGH SCHOOLS

COMMENCEMENT JUNE 2018



College 2 Career

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