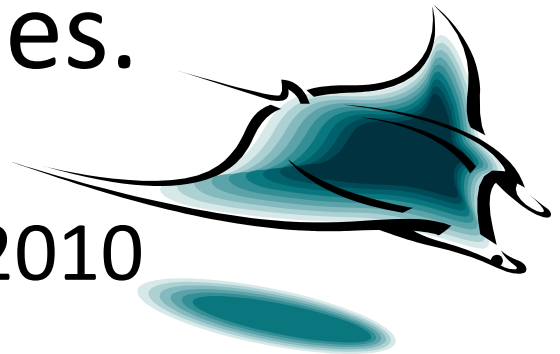


Project STING RAY:
advancing postsecondary
opportunities for youth
with significant cognitive
disabilities.

VISIONS, 2010



Summary HEOA Provisions

- Enacted August 14, 2008
- Provisions for education of students with ID/DD.
- Allows students enrolled in programs to be eligible for work-study jobs, Pell grants and Supplemental Educational Opportunity Grants.
- Authorizes inclusive comprehensive transition and post-secondary programs

Inclusive Model
Transition and Postsecondary Programs
(SEC 767)

- Competitive Grants to IHE to create or expand high-quality, inclusive programs
- Administered by Office of Postsecondary Education in US DOE.
- 5 years
- FY 2010 appropriations- \$11 million/year



- Initiative at the University of Massachusetts Boston
- Leader in the area of postsecondary education for over ten years.
- Currently hold 3 federal grants to provide research, training and dissemination and technical assistance

<http://www.thinkcollege.net/>

National Perspective

- 250+ programs
- 41 states
- 38% 2-year
- 51% 4-year
- 12%Tech/Trade
- 39% Residential Options
- 54% Disability Services Involved

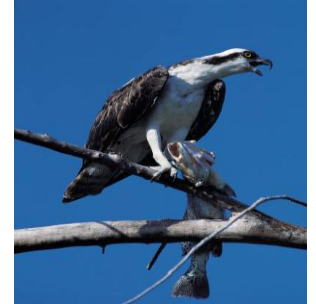


PSE Models

- Dual Enrollment/Transition (18-21)
- College and/or Adult agency Initiated
- Access to college courses varies
 - Substantially separate
 - Mixed
 - Inclusive

Best Practices

- COLLABORATION
- BRAIDING RESOURCES
- COORDINATION/MOU
- HIGH EXPECTATIONS for ***ALL*** STUDENTS
- INCLUSIVE SETTINGS
- CHOICE/PERSON CENTERED PLANNING
- EMPLOYMENT OUTCOMES



Dr. Kris Webb

University of North Florida
On-Campus Transition Program



Charlotte Temple, ARC
Jax

Project **SOURCE**

UNF/Florida DD Council, Inc.

**Status Of University/Community
College Resources for College
Experiences**

SOURCE Components

- Stakeholder Group
- Survey of state institutions: 8 programs
- Developed “Action Plan for Replication”
- Develop a Curriculum Framework

Governor's Commission on Disabilities

- Created by Executive Order 07-148, July 26, 2007, and continued by Executive Order 08-193
- Purpose: identify barriers faced by persons with disabilities and the elderly, then to develop recommendations to overcome those barriers in the areas of education, employment, independent living, and transportation
- Mission: advance public policy for Floridians with disabilities and to provide a forum for advocates representing Floridians with disabilities to develop and voice unified concerns and recommendations

2009 Governor's Commission on Disabilities

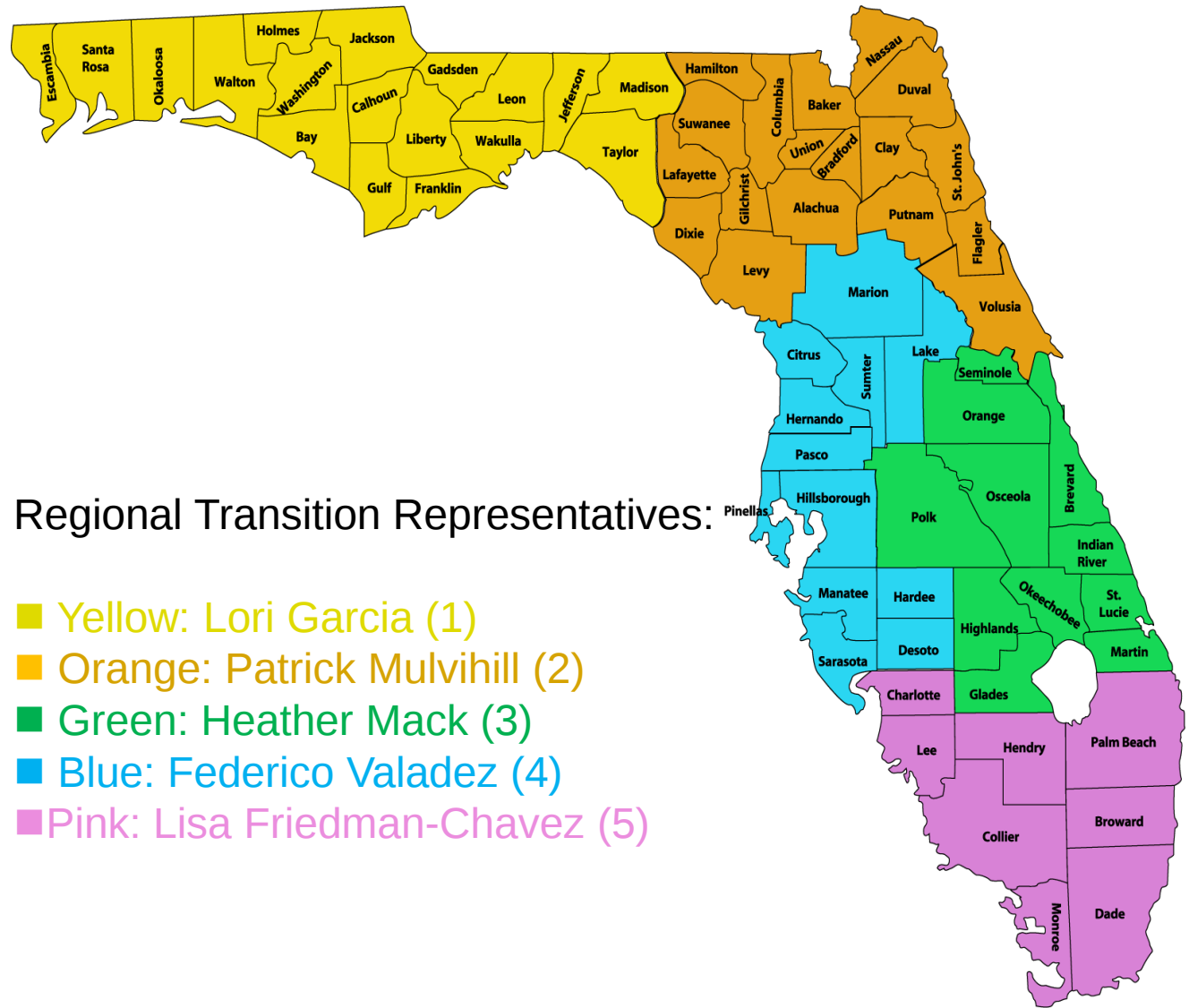
- Continue to work in areas identified in July 2008 Report to the Governor and advocate for implementation of recommendations
 - Healthcare
 - Education
 - Employment
 - Transportation
 - Independent Living
 - Civil Rights
- Website www.dms.myflorida.com/gcd

2008 Recommendations

- Education Recommendation (A–2)
- The Commission recommends that the Governor consider the issuance of an executive order that requires the Commissioner of Education to initiate the following: Have the Florida Department of Education, Division of Public Schools, and the Division of Community Colleges develop a strategic plan for implementation of a comprehensive research-based statewide transition program at each community college that offers
 - (1) inclusive educational opportunities for students with disabilities in a degree-seeking program;
 - (2) inclusive educational, vocational, and community-based living training opportunities for students with disabilities who are not eligible for acceptance into degree programs; and
 - (3) educational and clinical opportunities for college-level students interested in careers devoted to working with persons with disabilities

2008 Recommendations

- Education Recommendation (A–6)
- Implement a standardized curriculum statewide in community colleges and state colleges to educate students with disabilities on issues concerning their transition from school to work.
 - Implementation strategies
 - Develop formal standards for a curriculum that community colleges can use in educating students with disabilities on the issues concerning their transition from school to work.
 - Develop a research-based marketing plan that Project 10 staff and school district staff can use in approaching community colleges regarding the development of such programs.



Regional Transition Representatives:

- Yellow: Lori Garcia (1)
- Orange: Patrick Mulvihill (2)
- Green: Heather Mack (3)
- Blue: Federico Valadez (4)
- Pink: Lisa Friedman-Chavez (5)

Initiatives

- Capacity Building
- Interagency Collaboration
- Transition Legislation & Policy
- Student Development & Outcomes



Interagency Collaboration

- Provide Support to State Transition Steering Committee: input from stakeholders

- Collaborate in Related State Activities
 - Health Care Transition Task Force
 - Traumatic Brain Injury/Spinal Cord Injury Transition Committee
 - Florida Developmental Disabilities Council, Inc.
 - Governor's Commission on Disabilities

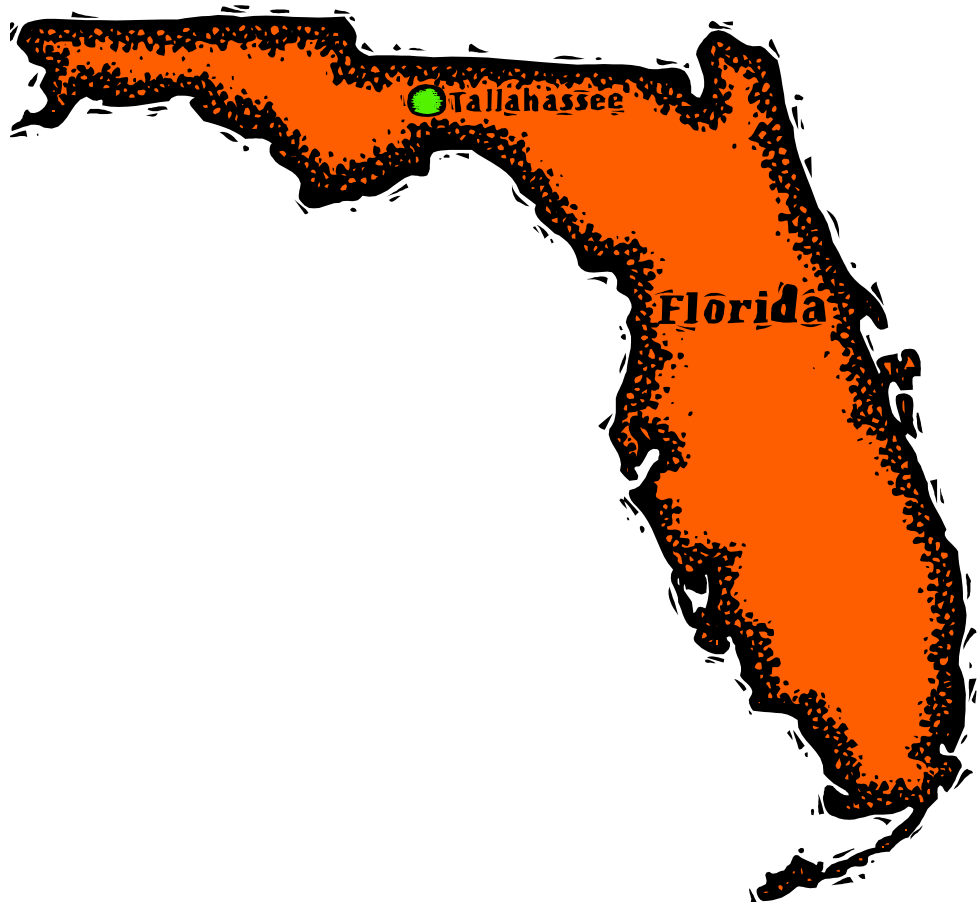
- Support District Level Interagency Councils

Three Models have been identified through national research:

- **Mixed/hybrid model (1)**
- **Substantially separate model (2)**
- **Inclusive individual support model (3)**

"Postsecondary Education Options for Students with Intellectual Disabilities" by Debra Hart, Meg Grigal, Caren Sax, Donna Martinez, and Madeleine Will.

State Perspective



11 Current University/Community College Programs

- Bay / Gulf Coast Community College (1,2,3) *
- Duval / University of North Florida (3)
- Hillsborough / University of South Florida (1)
- Miami-Dade / Miami-Dade College (2)

* Models by self-report

- Orange-Seminole / University of Central FL (2)
- Palm Beach / Lynn University (1)
- Pasco / St. Leo University (1)

- Polk x 3
 - Southeastern University (1)
 - Polk State/USF (2)
 - Warner (2)
- St. Lucie / Indian River State College (2)

5 Vocational/Technical Programs

- Citrus
- Flagler
- Gadsden
- Leon
- Okaloosa



Project 10

STING RAY

- **Students**
- **Transitioning**
- **Into the**
- **Next**
- **Generation**

- **Recognizing**
- **Alternatives for**
- **Youth**

GOALS

- Develop a Curriculum Framework that can be tailored to either a 2 year or 4 year setting, with an end goal of substantial, gainful employment and mastery of independent living skills.

GOALS (cont.)

- Develop a sustainable and replicable model that can be utilized anywhere across the state and with any existing postsecondary institution.

Potential Participating Agencies:

The Governor's Commission on Disabilities, The Florida Department of Education, The ABLE Trust, The Division of Vocational Rehabilitation Services, Agency for Persons with Disabilities, County School District, University or Community/State College, FIN Project, Project 10.

Two Pilot Sites for 2010

- 1 University 4 Year Setting
- 1 Community/State College 2 Year Setting

Major Components

- The campus is the “classroom”
- STING RAY Room
- FAPE 18-22 funding
- Auditing of courses with degree seeking peers; Employment
- Mentor model of natural supports
- Independent living/residential
- Advisory Committee

Mastery of skills in 10 domains.

**Job Placement – 150 consecutive days of successful
employment with the same employer.**

The Graduate!

The Employability Readiness Certificate

The Certificate is a portable credential that shows employers across the State of Florida that the graduate has achieved a basic level of workplace employability skills in customer service, co-worker relations, work place etiquette, problem-solving strategies, basic mathematics, basic reading, and ability to locate information/resources.

Of major consideration in curriculum development for Project STING RAY students are the guiding principles or assumptions.

- These guiding principles or assumptions serve as the foundation upon which decisions about program and course content are based.
- To begin, we believe that Project STING RAY students should strive to be ***successful and self-determined adults*** (Garfield, 1986 as cited by Wehman & Kregel, 1997, p. 45) entitled to ***valued experiences*** (O'Brien & O'Brien, 1989, as cited by Amado & McBride (2001), pp. 4) while in our program and beyond.
- This and more can be achieved through a person-centered approach to a program of study development, such as ***Future Planning Meetings*** (Boggs Center, 1991, as cited by Amado & McBride, 2001, p. 33).

Successful People

- excel at making decisions
- self-manage their behavior
- adapt to changing situations

Self- Determined People

- choose goals
- envision and communicate goals
- develop action plan to achieve goals
- evaluate progress towards goals

Five Valued Experiences

- community presence
- community participation
- valued roles
- promoting choice
- supporting contribution

Futures Planning Meeting

- vision
- strategies
- opportunity
- obstacle
- priorities & commitments

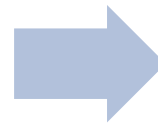
Project STING RAY curriculum was designed according to Wehman & Kregel's (1997) principles:

- These principles indicate that curriculum for our students should be
- individualized and person-centered,
- functional or practical to maximize independence,
- adaptive or adjustable to meet each student's needs, and
- ecologically relevant or based upon the student's environments and major activities.

Major Principles of Curriculum Design

1. Individualized and person centered.

- Specialized program of study designed according to student's vision, strengths, and needs.



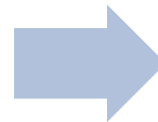
2. Functional or practical.

- Careful analysis and development to maximize competence and independence.

Major Principles of Curriculum Design

3. Adaptive.

- Adjustable to meet student's needs according to specific goals and capabilities.



4. Ecologically relevant.

- Based upon student's environments and major activities within each.

Project STING RAY: Curricular Domains

- Project STING RAY curricular domains are based upon Wehman and Kregal's (1997) ten critical areas of independent living.
- Opportunities for developing and exercising skills related to self-determination and technology are infused throughout the curriculum.
- Also important to note is that community living skills are acquired in a variety of environments during community-based instruction (in the community); community-referenced instruction (imbedded within the classroom with applicability to the community); and community simulations (approximations of materials and community; pp. 201-202).
- Project STING RAY curriculum also focuses on functional skills that are pertinent to the student's life. Thus, they are age-appropriate, relevant, and primarily taught in the natural environment (Wehman & Kregel, 1997, p. 203).
- Project STING RAY community-based instruction emphasizes independence versus participation; omission of the readiness theory; a collaborative model; systematic instruction; and a grouping model of no more than one to four students per one adult at a time.

Project STING RAY: Curricular Domains

Domain 1: Self-Determination

- Begins with person-centered planning to develop individualized program of study.
- Includes course and is also infused throughout the curricular domains and program experiences.

Domain 2: Functional Academics & Technology

- Focuses on concepts and skills needed, as well as technology used in curricular domains.
- Includes skills that can be used in the natural environment and support activities in reading, math, science, social studies, and health; technology is infused throughout curriculum.

Domain 3: Financial Planning & Money Management

- Reflects sequence of events that will take place when skill is to be used.
- Includes skills related to money, banking, budgeting, payroll, expenditures, taxes, and credit.

Domain 4: Socialization, Relationships, Self-Esteem

- Focuses on contexts, attitudes, and behaviors needed to be successful in society.
- Includes skills needed to successfully interact with and participate in society, for positive peer relationships, and development of good self-esteem.

Domain 5: Employment

- Focuses on career preparation and job placement.
- Includes skills needed to obtain and maintain supported, competitive employment.

Domain 6: Travel & Mobility

- Focuses on increasing independence in navigating environments and using transportation.
- Includes skills needed to move both within and between environments, such as campus, workplace, home, and community.

Domain 7: Community Living

- Focuses on increasing independence in accessing and using local community resources.
- Includes skills acquired in a variety of environments during community-based instruction, community-referenced instruction, and community simulations.

Domain 8: Home Living

- Focuses on increasing independence and success related to living at home.
- Includes skills related to meal planning and preparation, self-care, cleaning and care of home and clothing, telephone use, leisure time, emergencies, and time-management.

Domain 9: Personal Care

- Focuses on increasing independence in cleanliness, good health, and personal needs.
- Includes skills and practices related to bathing, dressing, eating, grooming, taking medications, and responding to illnesses.

Domain 10: Health & Safety

- Focuses on increasing independence in healthy and safe choices in multiple environments.
- Includes skills related to sex education, medication, illness, exercise, crime prevention, fire safety, emergency preparedness, and first aid.

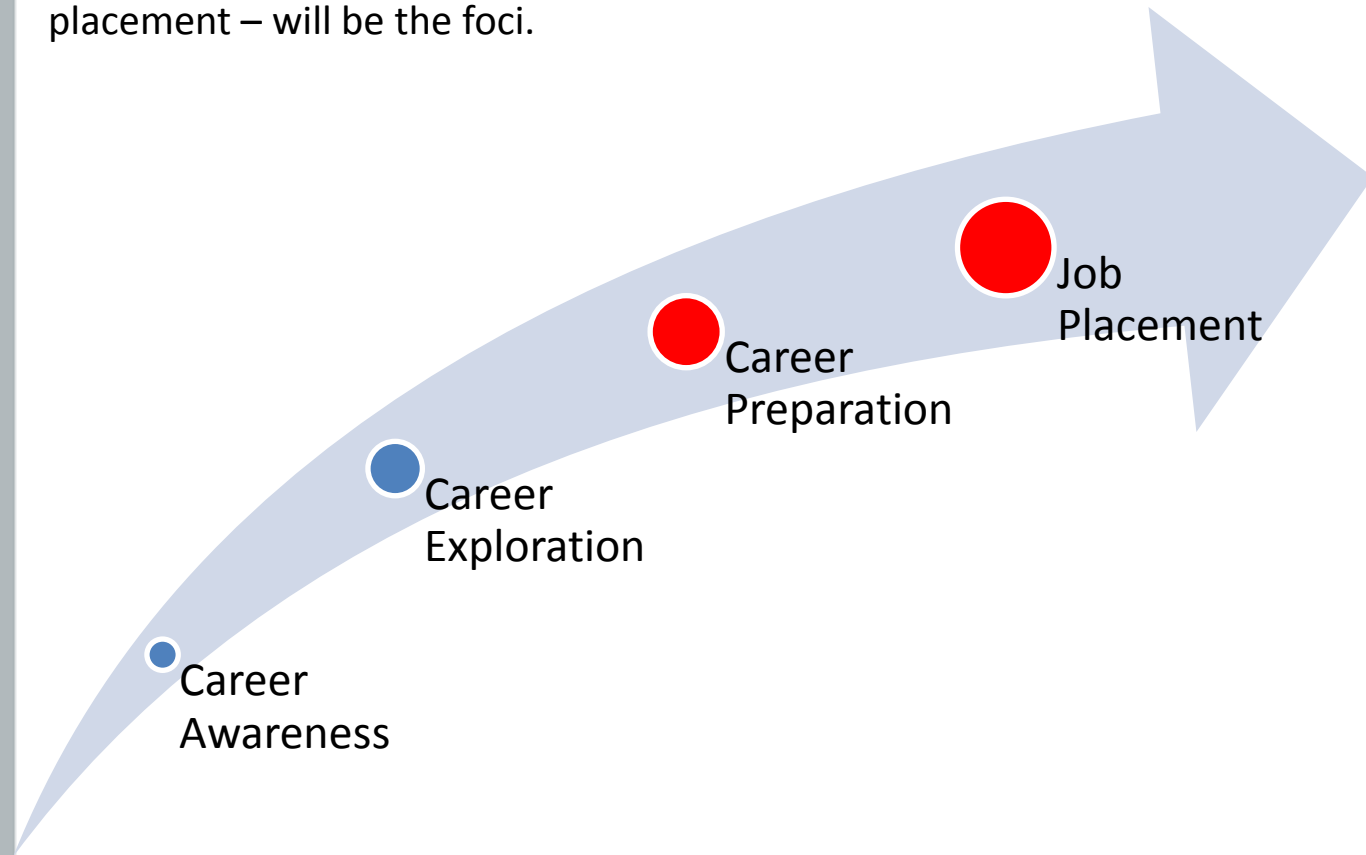
Electives & Membership

- Focuses on increasing experiences, knowledge, and skills based upon individual interests.
- Includes arts, specialty areas, physical fitness, clubs, volunteerism, and other campus and community-based activities.

Continuing Education

- Focuses on enhancing the educational experience through continued attendance at same or different institute of higher education, technical program, or adult education program.
- Includes a variety of areas of study designed based on individual interests and programs.

The stages of career education, as describe by Wehman and Kregel (1997), reflect a progression beginning in the elementary and middle grades with career awareness and exploration, and movement toward career preparation and job placement in senior high through graduation. For students with disabilities age 18 through 22 participating in Project STING RAY, the two final stages of career education – career preparation and job placement – will be the foci.



Where do we go from here?

- Create a Steering Committee to move your agenda forward
- Engage community organizations, school districts, Vocational Rehab
- Talk with college/university leaders



You can teach old dogs
new tricks!!



Questions?

Comments?

Ideas?

Thank you for your
attendance!!