

JUNE 7
2019
FRIDAY



**MASSACHUSETTS
INCLUSIVE
CONCURRENT
ENROLLMENT
INITIATIVE**

**DOUBLETREE
HOTEL AND
CONFERENCE
CENTER**
WESTBOROUGH
MASSACHUSETTS

PRESENTS

Emerging Trends 2019

A Conference on High-Impact College-based Transition Services

An exploration of emerging and evidence-based practices that promote college career readiness for students with disabilities.

CONFERENCE GOALS

- » To share information on emerging and evidence-based college-based transition services that are authentically inclusive
- » To promote ideas, discussion and collaboration amongst MAICEI partners, parents and additional stakeholders
- » To facilitate networking and collaboration among partnerships

ANNOTATED AGENDA

To view presentations, click on the presentation title. To email individuals, click on individual names.

Higher Education for Students with Intellectual Disability: Profiles of Effective Practice

Meg Grigal, Senior Research Fellow at the Institute for Community Inclusion at University Massachusetts Boston and the Co-Director of Think College

Higher education offers many growth opportunities, enhancing students' social networks, academic, and employment skills, as well as their social capital. This presentation will describe the growth in college access and college-based transition services for students with intellectual and developmental disabilities in the United States. New findings from national data will be shared as well as some lessons learned about the critical impact of authentic inclusive practices and early employment on students' outcomes.

Strategies for Promoting Inclusive Values and Practices

Melissa Jones, Professor of Special Education at Northern Kentucky University/ Founder of the Supported Higher Education Project (SHEP)

There are a plethora of inclusive postsecondary programs flourishing across the country, but what actually makes a program inclusive? Participants in this session will explore how campus attitudes, practices and traditions can impact how inclusive a program actually is. A framework collaboratively designed by members of the Think College special interest group, Building Inclusive Campus Communities, will be shared, and a checklist for building inclusive communities in higher education will be reviewed and discussed.

ANNOTATED AGENDA

Key Components of an Educational Coach Institute within a Universal Design for Learning Framework

**Lyndsey Nunes, Program Director, Massachusetts Inclusive Concurrent Enrollment Initiative
Westfield State University**

Ty Hanson, Inclusive Higher Education Specialist, Think College

Support staff, including coaches and peers, play a vital role in improving student outcomes and participation in inclusive postsecondary education (PSE). Many paraprofessionals must fend for themselves, instinctively knowing how to promote student growth and independence with minimal training, support, or knowledge. This session will provide an overview of an education coach institute developed through a Universal Design for Learning (UDL) framework that targeted topics of fading supports, apps and technology, facilitating social connections, documenting student growth, self-determination, and principles of behaviors. Participants will be provided with Think College Transition resources to enhance the professional development of their PSE staff.

Resource: Think College Grab & Go Fact Sheets

Effective Academic and Internship Support Strategies to Increase Student Success

**Tina Raeke, Zack Chipman & Christina Tichacek
MA Inclusive Concurrent Enrollment Initiative, Bridgewater State University**

This session will focus on the academic and career-oriented support strategies the Bridgewater State University MAICEI staff use when working with their students and Education Coaches. Focusing on a team approach, the BSU staff meet on a regular basis with student and Ed Coach teams in order to provide ongoing instruction, troubleshooting, professional development, and guidance. Our staff will provide an overview of the topics covered in our check-in meetings and discuss how this model has proven effective in meeting the needs of our students.

Parent Perspectives of College-based Transition Services

S Shamaila Aslam, Parent Advocate/Supporter of Autism Community

**Sarah Cullen, Parent/Family Support Director,
Massachusetts Down Syndrome Congress**

This session will focus on the academic and career-oriented support strategies the Bridgewater State University MAICEI staff use when working with their students and Education Coaches. Focusing on a team approach, the BSU staff meet on a regular basis with student and Ed Coach teams in order to provide ongoing instruction, troubleshooting, professional development, and guidance. Our staff will provide an overview of the topics covered in our check-in meetings and discuss how this model has proven effective in meeting the needs of our students.

Resource: Engaging Parents in Conversations About College-Based Transition Services

ANNOTATED AGENDA

STEM Panel

Supporting students with autism to pursue college including STEM opportunities

Susan Woods, Stairway to STEM

The Stairway to Stem initiative will be showcased. <https://www.stairwaytostem.org/> This NSF initiative, managed by Pellet Media, provides resources to support autistic students transitioning from high school to college, particularly in STEM fields. The site provides information helpful to students, families and educators through blogs, video, podcasts, e-book, conferences and discussion forums. Stairway to Stem contributors are college students who identify as Autistic, as well as educators, families and professionals. This introduction will focus on resources for transitioning from high school to higher education.

Building a Neurodiversity High-tech Workforce

Eleanor Loiacono, Professor of Management Information Systems Foisie Business School, Worcester Polytechnic Institute

Worldwide, a growing proportion of the population is neurodiverse, having autism, ADHD, dyslexia, dispraxia, or other mental variation considered a disability under the ADA. Such people have skills and perspectives that can be valuable for high-tech companies (really all companies) whose success depends on “out-of-the-box” thinking. Companies looking to tap into this talented groups need to consider four critical practices: 1) Recruitment, selection, & engagement; 2) Managerial Support & Advocacy; 3) Advocacy & Policy; and 4) Accommodating Individual Needs.

Strategies for Securing College and University Buy-in

Edie Cusack, Executive Director, REACH Program, College of Charleston

This session will share tips and strategies for securing college and university buy-in when forming and developing a post-secondary program for students with ID. The process used by the Reach program at the College of Charleston will be shared as well as the lessons learned over the past 10 years. Also, included will be communication strategies, and training materials for faculty and staff at the University.

Lesson Learned While Growing College-School Partnerships and a Program

Julie Pollard, Director of Transition and Inclusive Education, Highline College

Achieve at Highline College is Washington State's first inclusive comprehensive transition program. The inclusive program began in 2010 with a partnership with 2 local school districts. Since then, partnerships have grown to include eleven school district partners. This presentation explores lessons learned while building a concurrent enrollment, community college inclusive post-secondary transition program. Explore our triumphs and pitfalls as well as learn strategies for developing and maintaining successful, mutually beneficial college-school district partnerships.

ANNOTATED AGENDA

The Ecology of College-Going for Students with Intellectual and Other Disabilities

Ryan Wells, Associate Professor of Higher Education/Director, Center for Student Success Research at the University of Massachusetts Amherst.

This presentation provides an update about, and preliminary findings from, a Massachusetts Department of Higher Education-funded project exploring the college-going of students with disabilities (particularly those with intellectual disability). In so doing, it describes structural influences on the suppressed student success trajectories for people with disabilities (particularly those with intellectual disability). Finally, in this presentation, we share information about new project resources and plans for future project activities.

Inclusive Models of Peer Mentoring

Melissa Jones, Professor of Special Education at Northern Kentucky University/ Founder of the Supported Higher Education Project

When designing inclusive postsecondary programs, the supports provided need to be as natural to the environment as possible. Using volunteer peer mentors is one way to foster an inclusive community of learners. Participants in this session will gain insight in to the value of relying on volunteers to manage an inclusive program, and explore ways for soliciting, training, and supporting peer mentors. Benefits for establishing peer mentoring partnerships will be shared. Examples will be provided.

For questions or more information about the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) please contact:

Glenn Gabbard
Coordinator, MAICEI
Department of Higher Education
Commonwealth of Massachusetts
One Ashburton Place, Suite 1401
Boston MA 02108
617.994.6956

<https://www.mass.edu/strategic/maicei.asp>