Inclusive Dual Enrollment for College and Career Readiness

Employment First: Expanding Job Opportunities and Pathways to Work
Best Western Royal Plaza Hotel, Marlboro MA
June 11 2019
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Institute for Community Inclusion
UMass Boston
Session objectives

• Review national and state efforts to college-based transition services as a stepping stone to employment

• Use case studies to describe relevant college and career activities that students supported by the MA Inclusive Concurrent Enrollment Initiative are engaged in to prepare for integrated paid employment

• Highlight one MAICEI partnership that is focused on employment
College-based Transition Services

- Students age 18-22
- Completed 4 years of school
- May or may not have passed MCAS
- Eligible for special education services
- Selects college based transition services via MA Inclusive Concurrent Enrollment
Think College Transition Model (2014-2018)

- Develop INCLUSIVE dual enrollment transition model (*at two community colleges & one 4-year college*)
- Students with ID & Autism
- Impact of TCT Model vs. traditional transition services
Think College Transition Model for Inclusive Dual Enrollment

Driven by Collaboration
- Interagency communication
- Mutual outreach efforts
- Evaluation of transition services

TCT Model Components

**PLAN**
- Person centered planning
- Inclusive course access
- Internships/employment
- Inclusive campus activities

**WORK**
- Integrated competitive employment
- Paid internships
- Work-based learning plan

**SUPPORT**
- Disability services
- Peer mentor/educational coach
- Career & Employment supports

**LEARN**
- Priority registration
- Courses identified in PCP
- Courses related to employment goals

**SYSTEMS**
- Institutes of Higher Education
- School systems
- State and Community agencies

**FOUNDATIONS**
- IHE and Community-based transition services
- Ongoing training and planning
- Existing dual enrollment partnership
- Transition services provided to students with ID/Autism ages 18-21
- Student self-determination and self-advocacy
- Family engagement and partnerships
Student Activities

• Students will:
  ✦ Enroll in college for minimum of one year
  ✦ Participate in person centered planning at least 1x per year
  ✦ Participate in regular check-ins about goals (2-3 x’s/semester)
  ✦ Have a schedule that reflects full inclusion in dual enrollment (work toward 3-4 non-high school days)
  ✦ Have a plan for support
  ✦ Enroll in & complete college courses (related to career goal)
  ✦ Participate in career services offerings
  ✦ Access student services
  ✦ Participate in paid internships on or off campus and/or obtain integrated paid employment related to career goal
Case study #1: An aspiring DJ makes his own path
Case study #2

An Animal Lover Prepares for a Career in Animal Health
Federally funded since 2010 to provide coordination, training and technical assistance to any college or university who wants to establish or improve postsecondary education opportunities to students with intellectual disability on their campus.

www.thinkcollege.net
Since 2010, the TPSID initiative has supported the creation or expansion of:

- 93 programs
- at 90 colleges and universities
- serving almost 3,400 students with I/DD
- across 31 states
TPSID 2017-2018 AT A GLANCE

25 GRANTEES 48* PROGRAMS 19 STATES

18 AVERAGE NUMBER OF STUDENTS PER PROGRAM

25 APPROVED COMPREHENSIVE TRANSITION PROGRAMS

21 SERVING DUALLY ENROLLED STUDENTS

* at 46 IHE
EMPLOYMENT DATA
EMPLOYMENT

- 47% Employed while in college
- 31% Received services from Vocational Rehabilitation
- 56% Never held a paid job prior to enrollment

TPSID DATA 2017-2018
PAID EMPLOYMENT IN COLLEGE

**Cohort 1**
- 2010-11: 27%
- 2011-12: 30%
- 2012-13: 36%
- 2013-14: 39%
- 2014-15: 40%
- 2015-16: 41%

**Cohort 2**
- 2010-11: 43%
- 2011-12: 50%
- 2012-13: 47%

*Percentage of students with a paid job during the TPSID program*

*Percentage of full-time undergraduate students who were employed*

*National Center for Education Statistics*

Changing Expectations. Increasing Opportunities.
PAID EMPLOYMENT AT EXIT

**COHORT 1**
- 2010-11: 16%
- 2011-12: 14%
- 2012-13: 15%
- 2013-14: 16%
- 2014-15: 17%
- 2015-16: 35%
- 2016-17: 37%
- 2017-18: 44%

**COHORT 2**
- 2010-11: 19%
- 2011-12: 19%
- 2012-13: 19%
- 2013-14: 39%
- 2014-15: 40%

*National Core Indicators

Changing Expectations. Increasing Opportunities.
Career Development/Employment

- Career development focus
- Student paid jobs
- Career internships (paid/unpaid)
- Semester 1 – resume, career assessment, informational interview, job shadow, interview practice
- Sem 2-4 – internships
- Coursework aligns w/career focus
- EPSY210
Data from MAICEI: Spring 2018

Rates of Participation in Job Preparation Activities, Spring 2018

- Prepared a resume
- Identified potential employers
- Conducted online job search
- Created list of references
- Visited a potential job site
- Created work portfolio
- Applied for a paid job
- Submitted a resume
- Conducted an informational interview
- Went for an interview
- Job shadowing

0% 10% 20% 30% 40% 50% 60% 70%
Case study #1: An aspiring DJ makes his own path
# Patrick: Aspiring DJ

## Patrick's Course of Study

<table>
<thead>
<tr>
<th>PLAN</th>
<th>LEARN</th>
<th>WORK</th>
<th>SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Initiated enrolling in class after suggestion from guidance counselor.</td>
<td>TV/Video Production class</td>
<td>Recording high school meetings; sports events. Assisted with studio’s social media channel</td>
</tr>
<tr>
<td>Fall 1</td>
<td>Developed person-centered plan with transition team. Class selection finalized with coordinator.</td>
<td>Radio production</td>
<td>Internship at college radio station; volunteered to record promos for other DJs.</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Reviewed short-term academic, social, and vocational goals with program coordinator and career development specialist.</td>
<td>Computer science</td>
<td>Awarded DJ certification. Continued internship on campus.</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Class selection aligned with career goal.</td>
<td>Television studio production and American sign language</td>
<td>Has his own radio show. Appointed station technician and director of audio promotions.</td>
</tr>
</tbody>
</table>
Case study #2

An Animal Lover Prepares for a Career in Animal Health
## Pete: Aspirations for animal care

### Pete's Course of Study

<table>
<thead>
<tr>
<th>Plan</th>
<th>Learn</th>
<th>Work</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 1</strong></td>
<td>Person-centered planning with team.</td>
<td>Introduction to Animal Care and Management</td>
<td>Set up dog-walking business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job tours of animal facilities</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2</strong></td>
<td>Discussed course selection with college faculty and team.</td>
<td>Applied Animal Behavior</td>
<td>Acquired volunteer job at museum to develop data entry skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dog-walking business</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job tours of animal facilities</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td>Discussed course selection with college faculty and team. Periodic review of goals with transition team.</td>
<td>Medical Terms for Animal Science 1</td>
<td>Volunteer job at museum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humane Euthanasia</td>
<td>Dog walking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internship with Frog Watch USA project at zoo</td>
</tr>
<tr>
<td><strong>Fall 3</strong></td>
<td>Recommendations on course selection made by faculty.</td>
<td>Medical Terms for Animal Science 2</td>
<td>Volunteer job at museum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veterinary Office Procedures</td>
<td>Dog walking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internship at zoo</td>
</tr>
</tbody>
</table>
Career development activities we are promoting through college-based transition services

- Person-centered planning (Pete and Patrick)
- Early exposure to related interests in high school (Patrick)
- Guidance and college advising for course selection (Pete and Patrick)
- Classes related to job/career interests (Pete and Patrick)
- Supports for learning (Pete and Patrick)
- Varied internships/community jobs related to interests (Pete and Patrick)
- Industry-recognized credential (Patrick)
CONNECTIONS TO EVIDENCE-BASED PRACTICES
From National Collaborative on Workforce Development/Youth, youth need:

Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing

Opportunities to learn and practice their work skills (so-called “soft skills”)

Multiple on-the-job training experiences (paid or unpaid), including community service, that are specifically linked to the content of a program of study and school Credit.

Opportunities to learn first-hand about specific occupational skills related to a career pathway.
MA Inclusive Concurrent Enrollment Initiative

Career Development & Employment Preparation

By: Zack Chipman
Weekly Career Check-In Meetings

- Vocational assessment
- Career interests and goals
- Internship – fading support
- Application skills
- Resume & Cover Letter development
- Interviewing skills
Career Guidance – Student, Career Specialist & Education Coach

- Career Exploration – Career OneStop
- Microsoft Outlook – My College Schedule
  - Students enter schedules into their calendars (Linked to cell phones for reminders)
  - Start building independence and ownership of their college experience
- Internship Experience – Student’s choice of location, time and day of the week
- Personal Information PPT
  - Created to assist with applications, medical forms and/or resume building
- Job Inquiry Assignments – Monster.com – students research companies in home towns
- Practice Applications (4X a year) Increasing Independence each time
  - Application Checklist – self-correct
- Resume Building
- Cover Letter Development – Resume and Cover Letter Critique
- Interview Skills – Mock Interviews to end the school year
Internships

- Weekly internship
- Job Coach support
- Gradual release of supports toward independence
- MA Work-Based Learning Plan
Internship Support Strategies

- Student Job Coach Agreement Form
  - Completed with internship supervisor and education coach at “Meet and Greet”
  - Updated at mid and end of each semester – Using Timesheet & Task Analysis

- Internship Timesheet
  - Students responsibility
  - Get into the routine – more than just showing up and leaving

- Task Analysis – Ed Coach Log
  - Track progress
  - Easily see growth

- MA Work-Based Learning Plan
  - Create job specific goals
  - Student’s self-evaluate themselves
Monthly Career Workshops

- Communicating with Confidence
- Travel Training
  - Fall - BSU Bus on campus
  - Spring – MBTA into South Station
- Social skills
- Dress for Success
- Etiquette Breakfast
- Resume Building
- Resume & Cover Letter Critique
- Mock Interviews
Thank you

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