

Building Bridges for Transitioning Youth with I/DD

Arizona Developmental Disabilities Planning Council Meeting

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Our goals for today?

- Provide an overview of SIP-C's Year 4 goals and objectives
- Explain activities and deliverables
- Share success stories

Our Vision



As individuals with ID self-determine and advocate for their education and employment goals and have consistent access to supports to realize these goals in authentic, inclusive, and appropriate environments, these individuals will achieve improved transition experiences, advanced educational and social development outcomes, opportunities for gainful employment, and an increase in overall quality of life.

Supporting Inclusive Practices in Colleges

ADDPC Model Demonstration Pilot Project (2020)

Inclusive Postsecondary Education: students with intellectual and developmental disabilities accessing, participating, and succeeding in college environments

Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) Awardee



Core Values



“Front Door First”

utilize campus resources before pursuing specialized services
promote self-determination and self-advocacy
increase institutional awareness

“Set the Bar High”

achieve expectations
build appropriate habits
develop soft-skills

Front Door First

Person-Centered Planning

Self Advocacy

Self Determination

Collaborative Teaming
(YR4: Student Self-Advocacy Group)

Dual Enrollment



Set the Bar High

Educational Coaching

Peer Mentoring

Tech Support

Career Coaching

Professional Development

**(YR4: Campus and Community
Outreach, Response, and
Engagement Group)**

Year 4 Goals

Sustainability

Expand the SIP-C model to Yuma through collaboration with Arizona Western College

Collect feedback on new and current student experiences

Introduce two *revised* strategy areas to students attending Mohave Community College

Utilize self-advocate feedback to create an inclusive postsecondary transition workbook (IPTW)

Arizona Western College: New Partnership

Sustainability

Expand partnership into a high needs area (Yuma).

Collaborate with Arizona Western College staff to obtain unbiased feedback.

Work with Arizona Western Staff to incorporate best-practices into a workbook that will work in rural or under/unserved areas.

Incorporate Student Voices



Introduce a “Student Self-Advocacy Group” to refine strategy area: Collaborative Team

Logic: SIP-C students are experts with lived experiences. SIP-C students are more likely to work in a collaborative environment with their peers than any other population.



Train the Trainer

Introduce a “Campus and Community Outreach, Response, and Engagement” group to replace: Professional Development

Logic: Campus and Community partners are experts with lived experience in supporting transitioning students. They are the equipped to identify best-practices that are tested and proven.

Building Bridges for Transition

Overarching goal: collect, analyze, and use data from experts with lived experience and professionals with direct support experience to develop a transition workbook.

The workbook will:

1. provide best practices for transition that may be used by professionals and families working with youth with I/DD across the postsecondary transition timeline
2. be a low-cost, high value instrument that can be used in areas where need is high, but resources are limited.
3. ensure program model strategies are accessible and replicated for sustainability.



The IPTW: The Process

Literature Review

139 unique items (articles, reports, webpages) reviewed

Themes:

- Person centered programming
- Emphasis of on campus and community resources
- Incorporation of mentors and coaches
- Career planning
- UDL training for faculty and staff

Retrospective Surveys

Understand impact of model strategies on student self-advocacy and self-determination

Since joining SIP-C:

- 86% set personal goals more often
- 66% set academic goals more often
- 73% feel more confident to attend classes by themselves
- 66% are more confident speaking to a teacher directly when experiencing a problem



The IPTW: The Process

Focus Groups

Student Advisory Group

- Qualitative Feedback on “what works” and what “doesn’t work”

Campus and Community Outreach, Response and Engagement Group

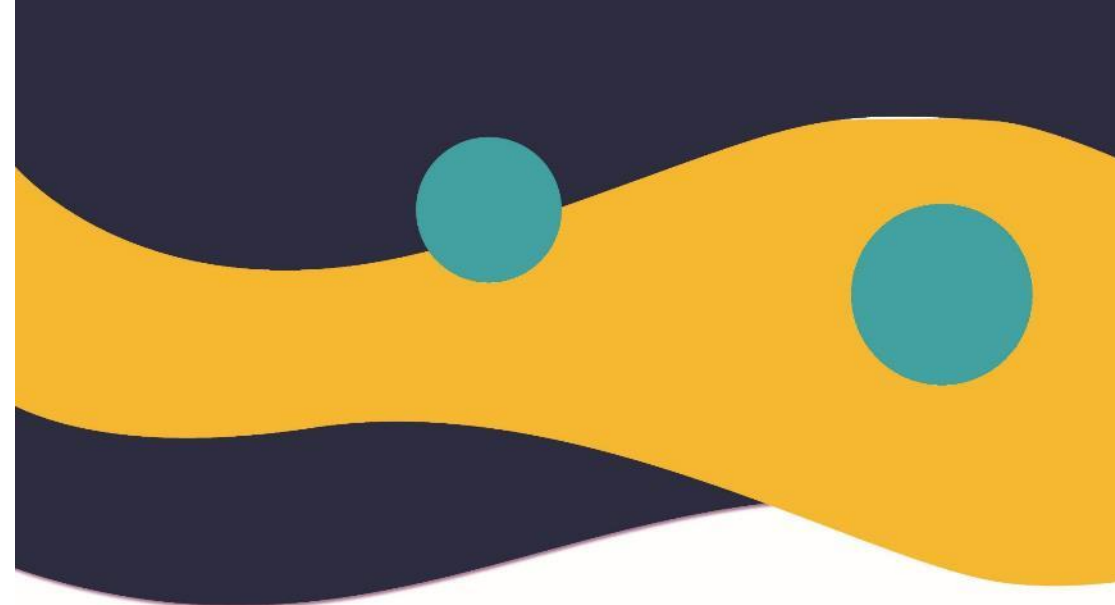
- Qualitative feedback on available resources, agency limitations, and access to training needed to support students with I/DD



Supporting Inclusive Practices in Colleges (SIP-C)

ALIGNs:

Accessible Learning and Inclusive Guidelines for Network Success Workbook



Connect with us

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Supporting Inclusive
Practices in Colleges (SIP-C)

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Sample Content

Recommendations for Starting the Process

- **Challenge your assumptions:** When most of us envision a good candidate for college we think of students with high grades taking advanced placement (AP) courses. This vision, however, leaves out all kinds of students, including students with I/DD. Challenge your own assumptions about what students with disabilities can accomplish by:
 - following the social media of people with disabilities and/or organizations that focus on supporting high school and college students with I/DD. Some examples include: ThinkCollege, ThinkInclusion, and SIP-C.
 - talking to a current SIP-C student, coach, or mentor
 - attending events or volunteering with disability-focused organizations such as Special Olympics, Autism Speaks, or the National Association for Down Syndrome
- **Start the conversation:** Students with disabilities may not realize college is an option for them – so you might need to take the lead on starting the conversation. Examples of some starter questions include:
 - What are your thoughts about college?
 - Who do you know who has gone to college?
 - Which college are you planning on attending?
 - What would you like to major in when you go to college?
 - What do you think you'd like to be doing a year or two from now?
 - Oh, you want to be _____? Lots of times that means getting a degree. I think a local college has some introductory courses. Have you looked into that yet?

Impacts

1. Strategic Planning

- Summer 2023
- Summer 2024 - Restructuring

2. Outreach

- Conferences
- Mailed
- Virtual

3. Funding

- 1 submitted grant
- 1 pending grant

4. Collaboration

- Project ELEVATE (NAU)
- Statewide Alliance
- Four Corners Regional Alliance



Success Stories (and gratitude)



"SIP-C Student: Being in the SIP-C program has helped me get back into school. It has provided me with new supports that I never had before. I have an education coach who helps me sign up for classes and a peer mentor. Both of these people are sources I can turn to for support and guidance or whenever I need someone to listen to me. They are there for me. This is a great program for college students. I thank my older sister who helped me get into it as I continue my education.

Thank you, SIP-C for all your support. I don't know what I would do without you."

"SIP-C Student/Peer Mentor: SIP-C has helped me transition from community college to a 4-year university. This was a big change and they really helped me continue my education.

I have been in SIP-C for a few years and have had the opportunity to become a peer mentor and work in the disability community. I have really enjoyed this job and being an advocate with my own experiences.

I never experienced a conference prior to attending the IHD conference in summer 2023. It was really cool to see the whole community and meet new people that advocate for all people with disabilities.



Contact Us: sipc@nau.edu

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