Maryland Inclusive Higher Education Transition Program Components

> **Inclusive Higher Education** (**IHE**) **Programs** refer to transition services that are located on a college campus for students with disabilities, age 18 – 21, who are enrolled in the public school system. Ideally, students in these programs have the option to attend regular college classes, receive employment training or job coaching, and develop skills that will enable them to enjoy and be contributing members of their community, based on their Individual Transition Plan in their Individualized Education Program (IEP).

Purpose:

The Maryland Inclusive Higher Education (IHE) Transition Components Self-Assessment provides a framework for IHE Transition Programs to develop a shared understanding of evidenced based practices and through the self-assessment process to identify their strengths, establish priority areas for improvement, develop an action plan, and evaluate their progress over time, with an eye on continuous improvement.

Inclusive Higher Education components focus on seven domains:

1. Program Organization and Partner Roles
2. Student Access to Courses
3. Student Participation in Campus Life
4. Self Determination
5. Family Partnerships
6. Employment
7. Outcomes

Scoring:

Our scoring follows Implementation Science (see: http://implementation.fpg.unc.edu/module-1/implementation-stages) and allows schools to rate the extent of practice implementation.

3   We are fully implementing this practice and all secondary programs use data for continuous improvement

2   We are implementing this practice with fidelity in targeted areas or with targeted groups in our high schools and secondary programs

1   We are installing this practice by preparing the people and the organizational system to implement this practice

0   We need to develop this practice; we are gathering information to lay the foundation for implementation

MSDE Inclusive Higher Education Transition Program Components

IHE Indicators	0	1	2	3
1. Program Organization and Partner Roles				
1.1 A formal or informal Memorandum of Understanding (MOU) is created between the public school system, the institute of higher education, and relevant service agencies.				
1.2 There is a designated program liaison to facilitate communication among all organizations (e.g., institute of higher education, Community Rehabilitation Providers, local school systems).				
1.3 There are dedicated LSS staff members authorized to coordinate student services, monitor logistics and planning, and implement other administrative duties (e.g., interagency team meetings, person centered planning, data collection, problem solving, outreach to families, evaluation).				
1.4 An interagency team (may include: transition specialist, program teacher, college IHE liaison, adult service provider, etc.) develops an implementation and sustainability plan in order to continue effective transition related postsecondary education and employment activities.				
1.5 An interagency team continually evaluates (at a minimum biannually) the provision of services, student outcomes, and the partnerships that support those experiences.				
1.6 An interagency team uses data on student outcomes (e.g., employment, college course participation, self-determination skill acquisition, exit and follow up data) to identify needed changes.				
1.7 The teachers and instructors involved in program philosophically understand and support IHE Transition Programs.				
2. Student Access to Courses				
2.1 The IHE has policies that allow students with intellectual and developmental disabilities to enroll in credit bearing courses if prerequisite requirements have been met.				
2.2 Students enroll in courses attended by students without disabilities.				
2.3 Students enrolled in courses receive supports and accommodations to participate and learn.				
2.4 College faculty working with students in IHE Transition Programs are provided with information and support on making courses accessible and strategies for including students with intellectual and developmental disabilities (e.g., accessible syllabi, varied instructional and assessment strategies) from the LSS and DSS.				
2.5 Students learn to access the resources available through disability support services (DSS).				
3. Student Participation in Campus Life				
3.1 Students are issued college ID cards that allow them to access resources available to all students.				
3.2 Students have individualized schedules that balance academic and social activities that are similar to that of a nondisabled peer.				
3.3 Students participate in inclusive campus activities such as clubs, athletic facilities, student center etc. similar to their nondisabled peers.				

IHE Indicators	0	1	2	3
3.4 Students are encouraged and supported in making meaningful connections with peers at college or in the community.				
3.5 All students who have limited or no speech have an alternate communication method for interacting in school, work settings, and social interactions.				
3.6 Students have and use technology for academic, personal and social communication (email, text).				
4. Self-Determination				
4.1 Person-centered planning strategies are used to identify student goals (e.g., career, courses, social or personal development), and support needs, including natural supports, prior to entering postsecondary education and annually thereafter.				
4.2 Students are supported in developing and monitoring crucial self-determination skills including problem solving, goal setting, self-initiating, and self-knowledge.				
4.3 Students are able to articulate their needs and supports and advocate for themselves and others.				
4.4 Person-centered planning strategies are used to identify student goals (e.g., career, courses, social or personal development), and support needs, including natural supports, prior to entering postsecondary education and annually thereafter.				
5. Family Partnerships				
5.1 Families are provided with the information, training, and support to help their student navigate the postsecondary, employment, and adult community environments to which they are transitioning (e.g. transportation, benefits planning, housing, college requirements, and state agency supports).				
5.2 Families understand and support the mission of IHE Transition Programs.				
6. Employment				
6.1 Informal/Formal Assessments are used to identify student's interests and employment talents.				
6.2 There are work agreements in place between employers, families, students, and LSSs for all unpaid work experiences.				
6.3 All unpaid employment experiences (e.g., community service, internships, volunteer, job sampling/shadow) have specific short-term objectives based upon meeting students' specified career goals.				
6.4 All unpaid employment experiences are time-limited.				
6.5 All unpaid employment experiences are similar/equal to internships and service learning experiences of students without disabilities.				
6.6 Feedback is obtained about community work experiences from the student, their employer, and job coaches.				
6.7 Students are supported to seek and sustain paid integrated competitive employment related to their career goal as soon as possible (e.g., within the first year).				

IHE Indicators	0	1	2	3
7. Outcomes				
7.1 Students exit knowing how to access adult learning opportunities both at college and in the community (e.g., course selection, registration, payment, scheduling).				
7.2 Students exit with self-determination skills that enable them to articulate their support needs in all major life domains (e.g., work, college, community).				
7.3 Students exit knowing how to use public transportation.				
7.4 Students exit with paid work related to their career goal.				
7.5 Students exit connected with the adult systems and long-term services that sustain their integrated employment.				
7.6 Students exit as contributing members who actively participate in and give back to their communities.				