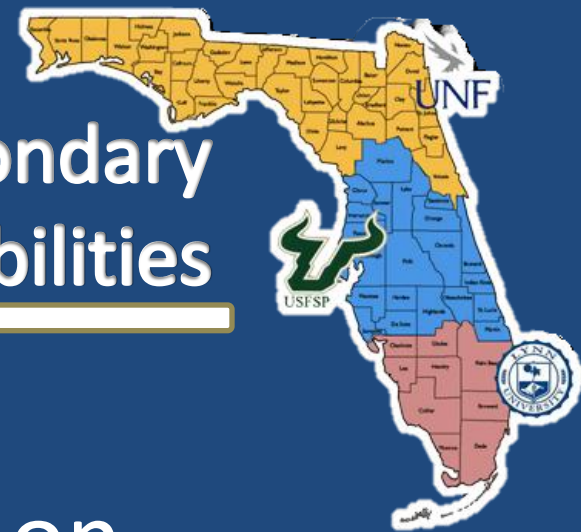


# The Florida Consortium on Postsecondary Education and Intellectual Disabilities

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## Florida Consortium on Postsecondary Education & Intellectual Disabilities: A Statewide Approach

**State of the Art Conference on Postsecondary Education and  
Individuals with Intellectual Disabilities**

**November 29-30, 2012**

# Florida Consortium on Postsecondary Education and Intellectual Disabilities: A Statewide Approach

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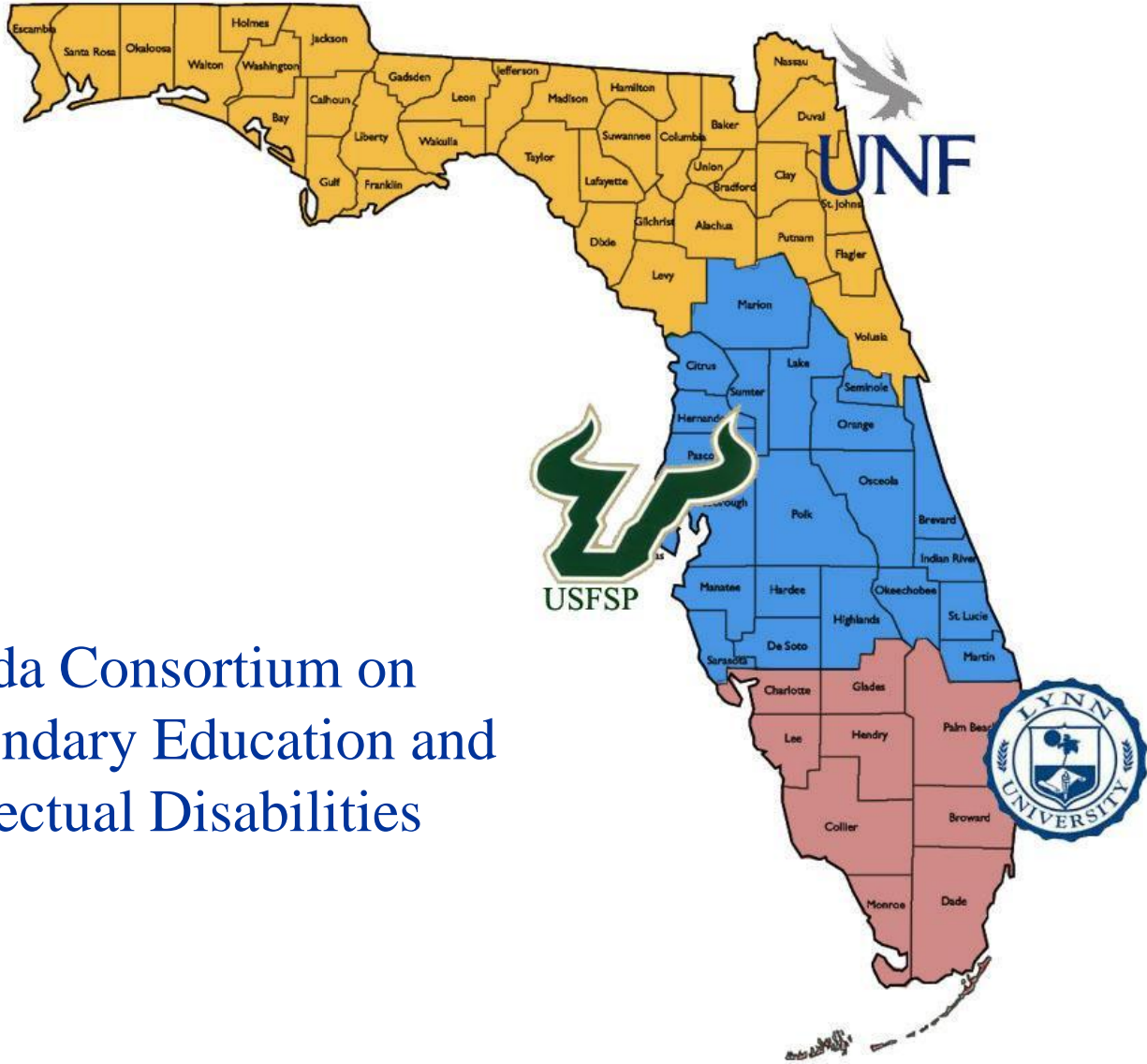
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# Presentation Objectives

- To describe Florida's strategic, statewide approach developing programs for students with intellectual disabilities
- To share strategies, materials, and resources developed by the Florida Consortium including
  - Curriculum Domains and Competencies
  - STAR model for Person-Centered Planning
  - UDL module for postsecondary faculty.





## Florida Consortium on Postsecondary Education and Intellectual Disabilities



The Florida Consortium on Postsecondary Education & Intellectual Disabilities

# Consortium Objectives

## OBJECTIVE 1

Expand existing transition programs at 3 campuses & fully align with criteria established for Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

## OBJECTIVE 2

Work with 9 existing postsecondary transition programs to align them with the Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

## OBJECTIVE 3

Develop additional postsecondary transition programs for students with intellectual disabilities across Florida





Objective  
1



Emphasis on expansion  
of agency & business  
partnerships & a  
comprehensive  
curriculum with inclusive  
academics leading to a  
meaningful credential

Objective  
3

Objective  
2



# Best Practices

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





# Strategies

- Annual Hartwick Symposium of Stakeholders
- Technical Assistance
- Communication/Website
- Relevant Products
- Mini-grants for site development



# Mini Grants

- ❖ Florida International University  
Panther LIFE
- ❖ Florida State College of Jacksonville  
Project ACHIEVE
- ❖ Tallahassee Community College  
EAGLE Connections
- ❖ University of Florida  
Project SET SAIL



# 3rd Annual Hartwick Symposium

Experience the **THRILL** of Postsecondary Education

October 31 - November 2, 2012



Highlights  
Included

- ✿ **MONSTER BASH!**
- ✿ National experts and guest speakers!
- ✿ Sessions for students, mentors, parents, and educators!
- ✿ Planning for the future!
- ✿ Building strong mentoring programs!
- ✿ Collaborating with agencies!
- ✿ Choosing and using specialized resources!

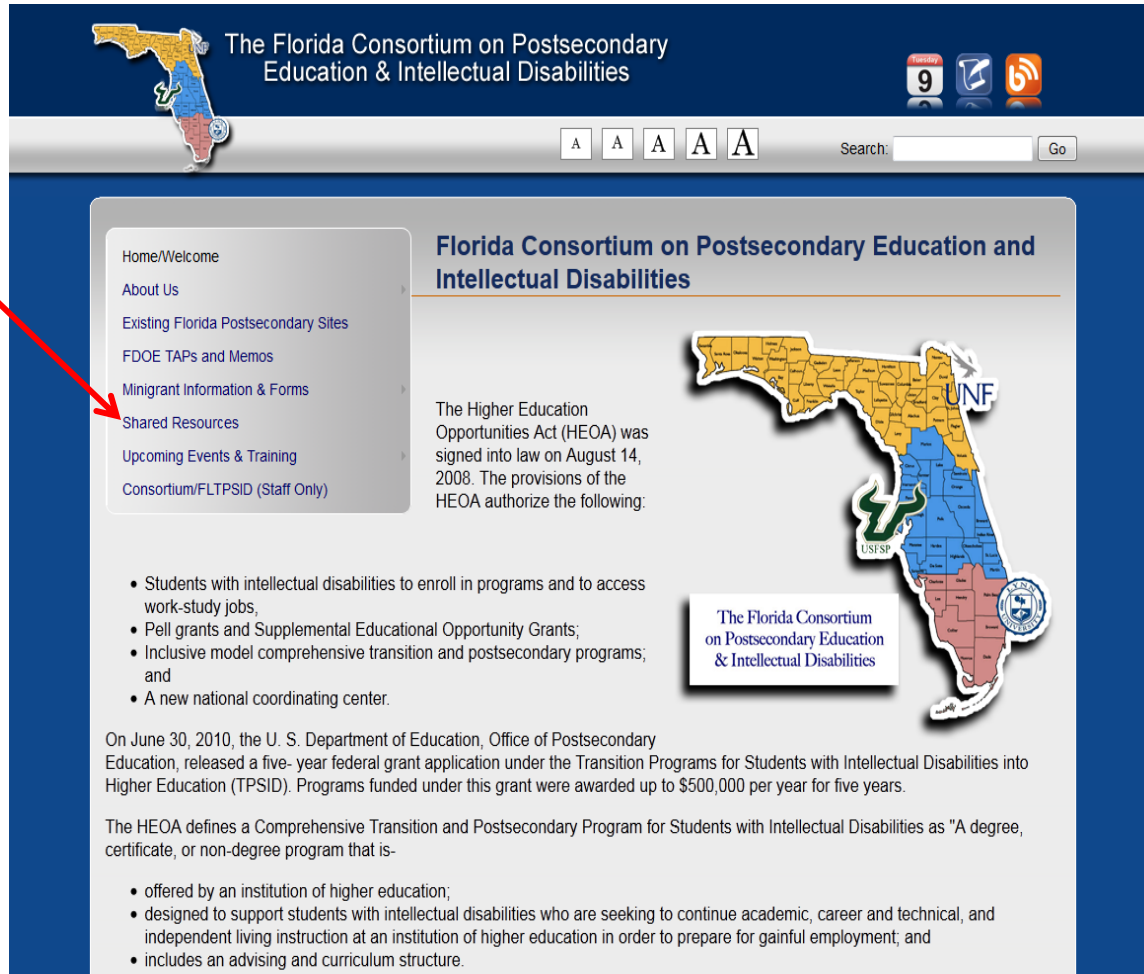


18 Institutes  
of Higher  
Education!  
Over 150  
participants!



The Florida Consortium  
on Postsecondary Education  
& Intellectual Disabilities

# Visit our website at [www.fltpsid.info](http://www.fltpsid.info)



The Florida Consortium on Postsecondary Education & Intellectual Disabilities

9

A A A A A

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- FDOE TAPs and Memos
- Minigrant Information & Forms
- Shared Resources
- Upcoming Events & Training
- Consortium/FLTPSID (Staff Only)

## Florida Consortium on Postsecondary Education and Intellectual Disabilities

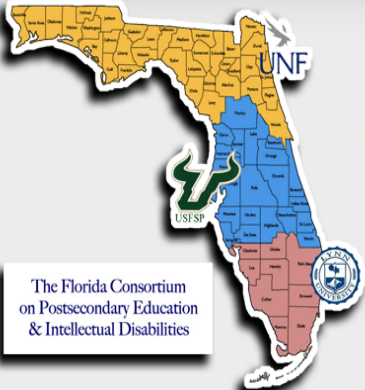
The Higher Education Opportunities Act (HEOA) was signed into law on August 14, 2008. The provisions of the HEOA authorize the following:

- Students with intellectual disabilities to enroll in programs and to access work-study jobs,
- Pell grants and Supplemental Educational Opportunity Grants;
- Inclusive model comprehensive transition and postsecondary programs; and
- A new national coordinating center.

On June 30, 2010, the U. S. Department of Education, Office of Postsecondary Education, released a five- year federal grant application under the Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID). Programs funded under this grant were awarded up to \$500,000 per year for five years.

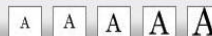
The HEOA defines a Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities as "A degree, certificate, or non-degree program that is-

- offered by an institution of higher education;
- designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment; and
- includes an advising and curriculum structure.



The Florida Consortium on Postsecondary Education & Intellectual Disabilities





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## Vocational Rehabilitation (VR)

### DVR Memo re TPSID Roles

<http://www.ftpsid.info/files/DVRTPSIDMemo10-2011.pdf>

This joint memo from Bill Palmer, Director of the Division of Vocational Rehabilitation (DVR), and Bambi Lockman, Chief of the Bureau of Exceptional Student Education (BEESS), clarifies the roles and responsibilities of DVR and BEESS in implementing Florida's TPSIDs.

### RSA Letter re TPSID

<http://www.ftpsid.info/files/RSATPSIDLetter03-2011.pdf>

This letter from Lynnae Rutledge, Commissioner of the Rehabilitation Services Administration, U.S. Department of Education, provides additional guidance on the provision of Vocational Rehabilitation services to students in TPSID programs.

### PSE-TPSID Liaisons Chart

[http://www.ftpsid.info/files/PSE-TPSID\\_Liaisons\\_Chart\\_12.2011.pdf](http://www.ftpsid.info/files/PSE-TPSID_Liaisons_Chart_12.2011.pdf)

### VR - Checklist for Students

<http://www.ftpsid.info/files/ChecklistL.pdf>

Career/Employment

Community Engagement

Curriculum

Earning a Florida Credential

Financial Aid

Independent Living

Mentoring

Preparing for College

Program Partners

Business Partners

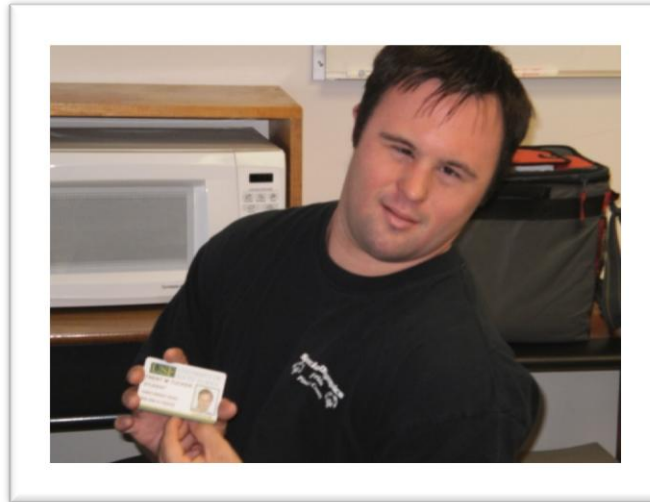
Fundraising

Vocational Rehabilitation (VR)

Program Planning,  
Implementation & Evaluation



# Visit [www.fltpsid.info](http://www.fltpsid.info) for Scholarship and Financial Aid



The Florida Consortium  
on Postsecondary Education  
& Intellectual Disabilities

# Title IV Federal Funding

- Postsecondary transition sites may now work towards becoming a Comprehensive Transition Program (CTP) to qualify for Federal Financial Aid (i.e., Pell Grants, Work-Study, Federal Financial Aid) via the Title IV Student Aid Program.





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## Title IV

### Comprehensive Transition & Postsecondary Programs & Title IV Federal Student Aid Eligibility

[http://www.fltpsid.info/files/CTP\\_Programs12.15.11.pdf](http://www.fltpsid.info/files/CTP_Programs12.15.11.pdf)

Ian Foss, US Dept. of Education, Federal Student Aid,  
Policy Liaison & Implementation

Presented at Hartwick Symposium December 2011

### How to Become a Comprehensive Transition and Postsecondary (CTP) Program Checklist

This checklist was developed by Think College as a tool for programs to use when completing the Comprehensive Transition and Postsecondary (CTP) program application for federal student aid (Title IV). It addresses many considerations of how to become a CTP, including Satisfactory Academic Progress (SAP), clock hours, credentialing, accreditations, and CTP definition,

<http://www.thinkcollege.net/think-college-live/financial-aid/become-a-ctp/blank-checklist>

PDF: <http://www.fltpsid.info/files/TCBecomeACTPChecklist.pdf>

Career/Employment

Community Engagement

Curriculum

Earning a Florida Credential

Financial Aid

FAFSA

Title IV

Independent Living

Mentoring

Preparing for College

Program Partners

Program Planning,  
Implementation & Evaluation

Technology





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## Example Content Curricula

### Life Centered Education (LSE) Transition Curriculum

<http://www.cec.sped.org/Content/NavigationMenu/Publications2/LCETransitionCurriculum/default.htm>

This curriculum, by the Council for Exceptional Children (CEC), helps better prepare students for independent and rewarding lives after high school.

### Money Smart

<http://www.fdic.gov/consumers/consumer/moneysmart/young.html>

A Financial Education Program is a curriculum from the Federal Deposit Insurance Corporation for teaching students money management skills.

### Skills to Pay the Bills: Mastering Soft Skills for Workplace Success

<http://www.dol.gov/opa/media/press/odep/odep20120252.htm>

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success" is a curriculum from U.S. Department of Labor designed to improve soft skills needed on the job.

### FLRT -A Fluent Reading Trainer

<http://destinationknowledge.com/programs/fluent-reading-trainer/>

FLRT is a reading fluency tool used in Project STING RAY to increase reading comprehension and speed. Students can use FLRT at their own pace as it trains the reader's eyes to move from left to right which makes reading easier, as well as increases vocabulary and reading comprehension.

### Ascend Math

<http://ascendmath.com/>

Ascend Math, an online math curriculum that provides instruction and assessment, is used successfully by students in Project STING RAY. Ascend Math delivers instruction at individual levels to build math skills faster through web based technology to address each student's needs.

- Career/Employment
- Community Engagement
- Curriculum
- Example Content Curricula
- Example Program Curricula
- Person Centered Planning (PCP)
- STING RAY Curriculum Plan
- Tracking Hours
- Universal Design for Learning (UDL)
- Earning a Florida Credential
- Financial Aid
- Independent Living
- Mentoring
- Preparing for College
- Program Partners



# STING RAY Program Curriculum

The STING RAY curriculum is individualized, person-centered, and adaptive, based on the student's individual needs, strengths, and interests, while providing instruction in the following areas:

## Five Domain Clusters:

### **I. Career Development and Employment**



### **II. Academic Enrichment**



### **III. Campus and Community Engagement**



### **IV. Self-Determination**



### **V. Independent Living**



# STING RAY Program Curriculum

## Five Domain Clusters:

- Career Development and Employment
- Academic Enrichment
- Campus and Community Engagement
- Self-Determination
- **Independent Living**

## Ten Domains:

Domain 1: Employment, Internship, and Related Employment Activities

Domain 2: Academics and Technology

Domain 3: Socialization, Relationships, and Self-Esteem

Domain 4: Community Living

Domain 5: Self-Determination

**Domain 6: Health and Safety**

**Domain 7: Personal Care and Hygiene**

**Domain 8: Home Living**

**Domain 9: Travel and Mobility**

**Domain 10: Financial Planning and Money Management**

**115 + Specific Competencies within the Ten Domains**

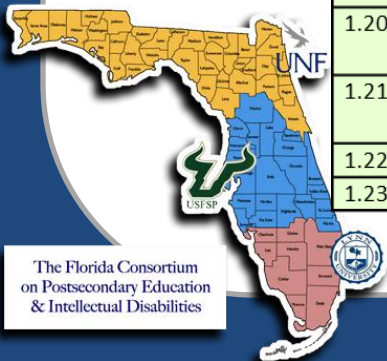


## Domain Cluster: Career Development & Employment

### Domain 1: Employment, Internship, and Related Employment Activities

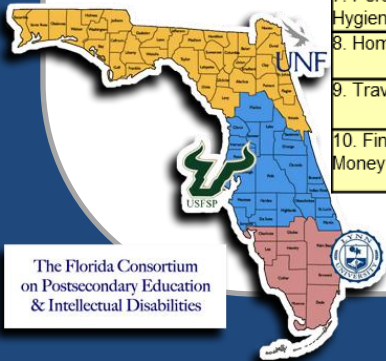
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1.1	Apply planning processes in establishing and revising personal and career goals.
1.2	Evaluate own knowledge and skills needed to meet specific job requirements.
1.3	Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).
1.4	Fulfill job responsibilities and use social competencies for successful employment.
1.5	Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.
1.6	Apply skills of self-advocacy and self-determination in the community and the workplace.
1.7	Use appropriate decision-making and problem-solving processes in a workplace setting.
1.8	Use appropriate personal care skills to meet demands of a workplace setting.
1.9	Meet health and safety requirements in a workplace setting.
1.10	Exercise rights and responsibilities of employment, including compliance with labor laws.
1.11	Use public and private transportation to move about the community, as appropriate.
1.12	Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.
1.13	Identify current interests, skills, and abilities as part of the employment planning process.
1.14	Participate in job selection.
1.15	Maintain employment for an acceptable duration by performing appropriate job duties.
1.16	Identify and use equipment and supplies appropriately and correctly.
1.17	Demonstrate specific work-related skills.
1.18	Demonstrate workplace-specific social skills.
1.19	Demonstrate understanding of the role of technology in the workplace.
1.20	Demonstrate understanding of job responsibilities and social competencies necessary for successful employment in technology or related fields.
1.21	Evaluate and review own interests and abilities related to career and postsecondary educational opportunities.
1.22	
1.23	

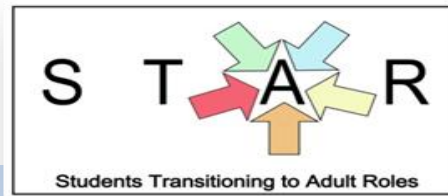
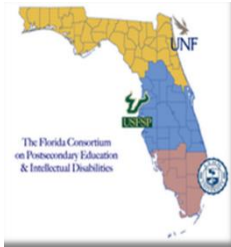


Student \_\_\_\_\_ **STING RAY Program Student Competency Progress Semester \_\_ Spring 2012**

Domain	Competency	Activity																	Hours Completed	Hours Needed	Total Hrs
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
<b>Career Development &amp; Employment</b>																			<b>128</b>		
1. Employment, Internship & Related Employment Activities	1.3	Employment Activities	2.00	3.00	1.00	1.00		1.00										8.00	20.00	28.00	
		Employment																0.00	50.00	50.00	
	1.4	Internship			1.00	4.00	4.00	2.00										11.00	39.00	50.00	
<b>Academic Enrichment</b>																			<b>128</b>		
2. Academics & Technology	2.3	FLRT	0.50	0.50	1.00	1.00	0.75										3.75	4.25	8.00		
	2.5	ASCEND	1.00	1.00	1.00	1.00	1.00	1.00									6.00	2.00	8.00		
	2.9	USF Course	3.00	3.00	3.00	3.00	3.00	3.00									18.00	30.00	48.00		
	2.12	Academic Mentor			1.00	3.00	2.00	3.00									9.00	23.00	32.00		
	2.3	Library/Reading	1.50		1.00			1.50									4.00	12.00	16.00		
2.16	Computer Lab															0.00	16.00	16.00			
<b>Campus &amp; Community Engagement</b>																			<b>80</b>		
3. Socialization, Relationships, Self-Esteem	3.10	Peer Mentors		1.00	1.00	1.00	1.00	1.00									5.00	27.00	32.00		
	3.9	USF Activities		4.00				4.00									8.00	8.00	16.00		
4. Community Living																	0.00	0.00			
	4.6	Bull Buds				1.00	1.00	1.00									3.00	13.00	16.00		
	4.5	Community Service															0.00	16.00	16.00		
<b>Self Determination</b>																			<b>64</b>		
5. Self-Determination	5.3	Google Calendar	1.00	1.00	1.00	1.00		0.50									4.50	11.50	16.00		
	5.4	STING RAY Class	1.00	0.50	1.50			0.75									3.75	12.25	16.00		
	5.5	USF Activities		2.00													2.00	30.00	32.00		
<b>Independent Living</b>																			<b>80</b>		
6. Health & Safety	6.3	Fitness Center	3.00		2.00		2.00	2.00									9.00	1.00	8.00		
7. Personal Care & Hygiene																	0.00	0.00			
8. Home Living	8.1	Community Mentor	2.00	1.00	4.00	1.00	2.00	1.00									11.00	37.00	48.00		
9. Travel & Mobility	9.2	Community Experience	1.00	1.00	1.00	1.00	1.00	1.00									6.00	10.00	16.00		
10. Financial Planning & Money Management	10.1	STING RAY Class	2.00	1.00		0.50											3.50	4.50	8.00		
																	0.00	0.00			



# Florida Consortium on Postsecondary Education and Intellectual Disabilities & Florida Inclusion Network



## Students **T**ransitioning to **A**dult **R**oles Person Centered Planning Model

Developed by Mickie Hayes, M. Ed.

Director, Florida Consortium on Postsecondary Education and Intellectual Disabilities  
and

Mike Muldoon, M. Ed.

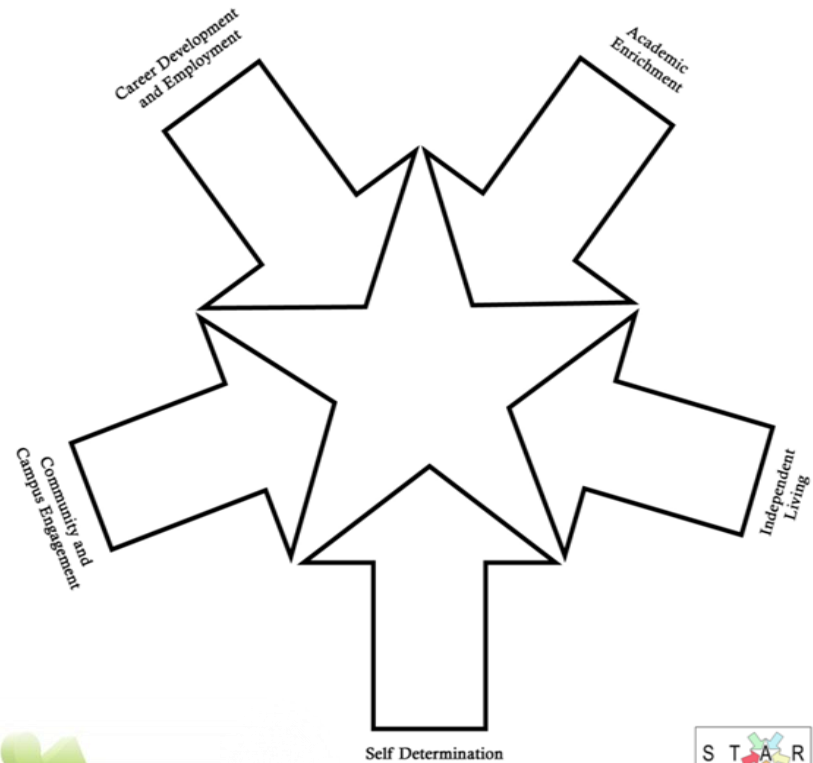
Regional Facilitator, Florida Inclusion Network  
West Central Region



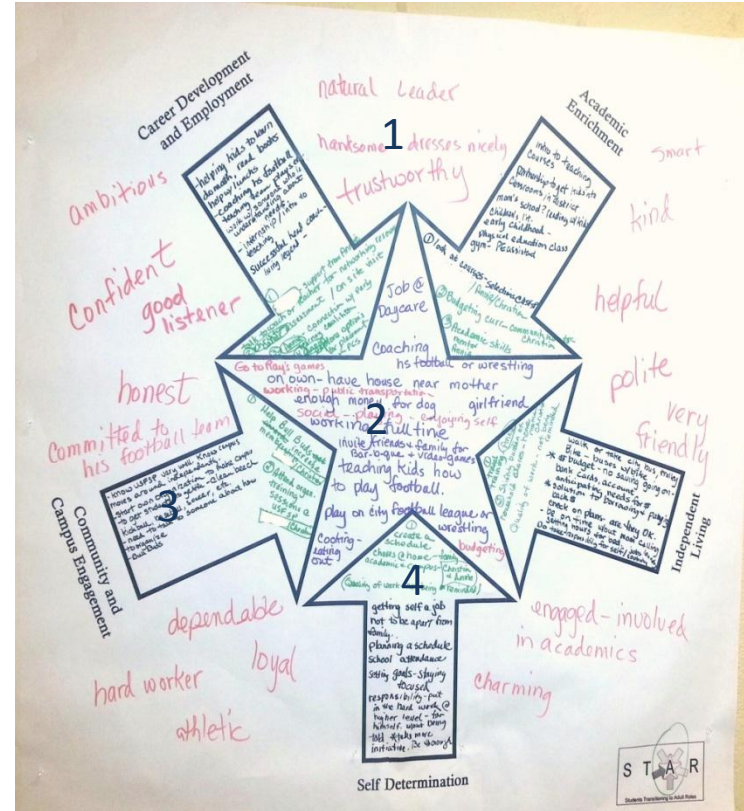
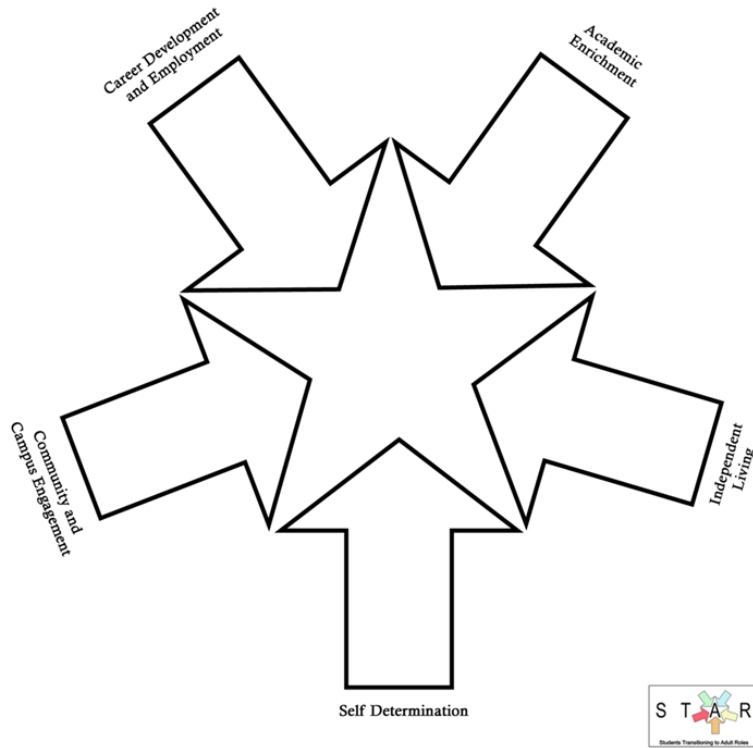
## Curriculum (COS)

- Career Development and Employment
- Academic Enrichment
- Campus and Community Engagement
- Self-Determination
- Independent Living

## Person-Centered Planning STAR



# Using the PCP STAR Model



1. List of individual's personal qualities
2. Future plans (5-10 years)
3. Current status in the 5 Domain Clusters
4. List of Action Plan goals/objectives/ person responsible





# Postsecondary Education Universal Design for Learning (UDL) Module

[www.flconsortiumudl.net](http://www.flconsortiumudl.net)

- Mickie Hayes, Director of the Florida Consortium on Postsecondary Education & Intellectual Disabilities
- Mary Ann Gorman, UDL expert and module writer, doctoral student in Special Education and Disability Studies and research assistant at The Center for Applied Developmental Science and Neuroeducation at The George Washington University in Washington, DC
- Lezlie Cline, Manager of exceptional student education projects at the Florida Center for Interactive Media, Florida State University, and her team of developers





The Florida Consortium  
on Postsecondary Education  
& Intellectual Disabilities

Sections	
Course Overview	➔
Introduction to UDL	➔
Network-Based Goals	➔
Methods	➔
Materials	➔
Assessing Students	➔

- |            |            |
|------------|------------|
| Audio      | Print Page |
| Resources  | References |
| Feedback   | Follow-up  |
| Site Index |            |



The Florida Consortium  
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## Postsecondary Education and Universal Design for Learning

### Course Overview

#### Section Overview

1 of 3

Welcome to the **Postsecondary Education and Universal Design for Learning** module. As student populations grow in diversity, Universal Design for Learning (UDL) has gained recognition and prominence as a practical, effective framework to reach a wide range of learners.

The UDL module is comprised of six sections, this **Overview** and five sections described below. The entire module takes approximately two hours to review.

# Methods Materials Assessing Students UDL Network-Based Goals

**Introduction to UDL** provides the history of UDL, its relevance to what we know about variability in learning, and the principles that comprise the UDL framework. Four sections addressing the interrelated components of the UDL curriculum follow the introduction.

**Network-Based Goals** provides guidance of how to structure a learning activity such as a lecture, presentation, laboratory experiment, or an assessment by identifying its true purpose and how to effectively communicate goals to students.

**Methods** presents flexible strategies to support student learning.

**Materials** guides you in the selection of flexible media and materials that support a variety of pathways to meet specific learning expectations.

**Assessing Students** offers considerations for designing assessments that accurately measure student knowledge, skills and engagement by maintaining construct relevance and reducing irrelevant or distracting elements that interfere with the assessment's validity.

Some of the material presented in this module has been adapted from K-12 curriculum for application in postsecondary environments. Any references to tools and resources conventionally regarded as K-12 materials are intentionally





- Sections
- Course Overview
  - Introduction to UDL
  - Network-Based Goals
  - Methods
  - Materials
  - Assessing Students

- Audio
- Print Page
- Resources
- References
- Feedback
- Follow-up
- Site Index

### How We Learn

5 of 11

In order to understand the UDL framework and how it addresses variability in learning, take a brief look at the ways that people learn. We know from **neuroimaging** studies, like PET Scans and fMRI, that learning is a complex and multifaceted activity. **Click on the Gallery icon to view examples of PET scans that show different areas of brain activity for seeing and hearing words.**



Different types of learning occur in different areas of the brain. Leveraging insights from the learning sciences, CAST (the Center for Applied Special Technology) has identified the three areas essential to learning as the recognition network, the strategic network, and the affective network.

### The Brain



Recognition networks lie in the back half of the brain's cortex. These networks are involved with receiving and analyzing information - the "what" of learning. Recognition networks are necessary for identifying words and formulas.

#### How else are recognition networks involved in learning in the classroom?

Recognition networks are essential for identifying patterns, key ideas, author's style, graphical representations, maps, etc.



Gallery of photo examples

Glossary

Color-coded connections

Reflections

### Principles of Universal Design for Learning

7 of 11

Based on its understanding of the brain's learning networks, CAST has developed three basic principles for designing learning environments that are flexible enough to accommodate learner variability. The following three principles comprise the UDL framework (Rose & Meyer, 2002).

- Principle 1: Multiple Means of Representation** - Provide multiple, flexible methods of presentation to support recognition learning.
- Principle 2: Multiple Means of Action & Expression** - Provide multiple, flexible methods of expression and apprenticeship to support strategic learning.
- Principle 3: Multiple Means of Engagement** - Provide multiple, flexible options for engagement to support affective learning.



Deeper Understanding

UDL Snapshot

- Contrast similarities with non-examples (i.e., a sphere is a non-example of a two-dimensional object) to provide a context of how and when to apply new knowledge.
- Direct students to additional materials and resources, such as digital materials.

Additionally, you can help fill in the gaps for students by directing them to additional materials and resources, such as digital materials.

#### Deeper Understanding...

Digital materials provide an ideal vehicle for supporting background knowledge because they are flexible and because they can be linked to other information resources such as those on the Web. In this context, students can access background knowledge if and when they need to on their own schedule. Further, digital background supports can be provided in multiple media. For more information on how to design instruction to support recognition learning, visit [CAST - Teaching Every Student](#).

The Florida Consortium on Postsecondary Education & Intellectual Disabilities

For technical support, call (800) 357-1072 or email support+UDL@fcim.org

# Resources

- [www.arcjacksonville.org](http://www.arcjacksonville.org)
- [www.fltpsid.info](http://www.fltpsid.info)
- [www.thinkcollege.net](http://www.thinkcollege.net)
- [www.dms.myflorida.com/gcd](http://www.dms.myflorida.com/gcd)
- [www.project10.info](http://www.project10.info)
- [www.transitiontocollege.net/percinfo.html](http://www.transitiontocollege.net/percinfo.html)
- [www.ndss.org](http://www.ndss.org)
- [www.flconsortiumudl.net](http://www.flconsortiumudl.net)



Questions?

Comments?

Ideas?

Thank you for your attendance!!

