



SCIENCE

Connecting the Pieces

Linking students with accommodations for their success

The TIL (Transition to Independent Living) Program

The transition program provides an educational experience that focuses on the skills necessary for independent living. In addition, students are taught strategies for problem solving, conflict resolution, and advocacy. An emphasis is put on accepting responsibility for decisions and choices made.



TIL is a 2 year postsecondary program

- The program began in 1995 with funding from the Kern Regional Center and students live on-campus in dormitories at Taft College their freshmen year and then move off campus into the community their sophomore year.
- The program works with 52 students.
- The Fall semester begins in August and the Spring semester concludes in May. Students then participate in summer intercession until graduation in June.

The Taft College TIL program endeavors to provide students with:

- An enriching collegiate experience
- An interactive and inclusive environment
- Skills necessary to live independently
- Job skills necessary for gainful employment
- Self respect, confidence, and knowledge of personal strengths
- Empowerment through real world experiences
- Transition services from Taft College back to their home communities upon graduation



What do students learn?

On-the-job training

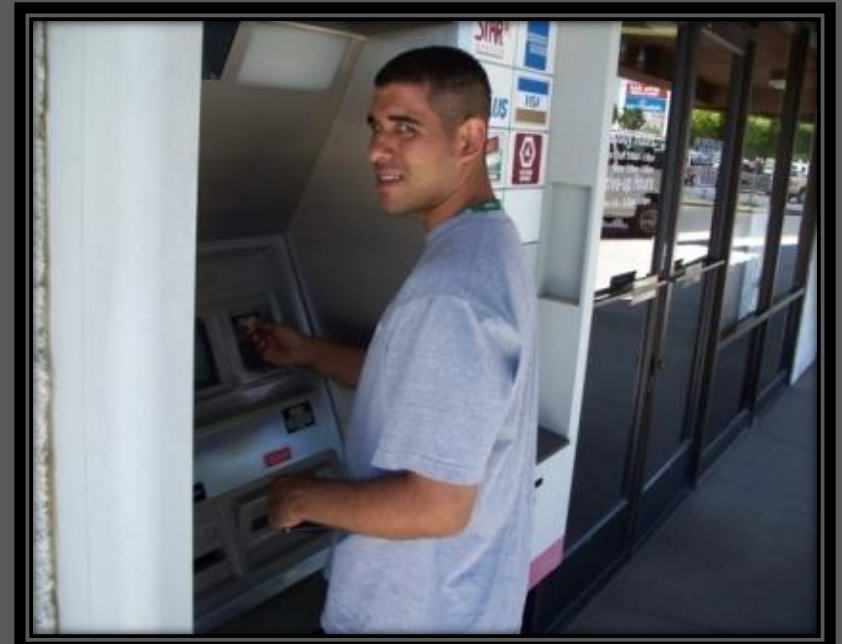
Students work 8 hours per week



Functional Skills



Learning how to do laundry



Personal finance

Using public transportation



- Students utilize public transportation to and from work daily.
- Also, students utilize Amtrak to facilitate their independent travel to their home communities during winter and spring break.

Students attend classes to prepare for living independently



- Advocacy
- Conflict Resolution
- Personal Finance
- Personal Health
- Travel and Safety
- Community Transition
- Personal Safety
- Career Education

TPSID Grant

Transition Program for Students with Intellectual Disabilities into Higher Education

Provide students with a career ladder and training opportunities to become self-sufficient (\$13.50 per hour for a 20 hour work week)

Beneficial corporate training opportunities that would decrease expenses concerning labor force and training costs (\$6000.00 dollars to off-set the employers training expenses)

Traditional college courses

- Students often decide to take traditional college courses to further enhance their knowledge.
- All course enrollment and participation occurs in the same manner as traditional college students.
- Students complete the Accuplacer, schedule an appointment with their counselor, meet with the learning disability specialist to assess and discuss needed accommodations, enroll in their course, purchase/rent their book, and attend class.



Accommodation Specialists

All TPSID/TIL students have an accommodation specialist

- They attend the weekly class sessions along with the student.
- These individuals meet outside the class weekly with students to further assist with class assignments, homework, provide additional studying for upcoming tests, or give direction regarding papers.





Accommodation Specialists job duties

- Assist students with developing improved social skills
- Assist students in developing study skills to improve academic success
- Integrate superior study habits into weekly meetings with students
- Take notes of class lectures and audio format with weekly dissemination to students
- Follow the professor's syllabus and promote suitable time frames for coursework project and paper completion and enhance overall student's time management skills

What is the Professor's role?



- Maintain the same academic rigor and instruction with no alterations to coursework materials.
- Formulate an understanding of the accommodations necessary for student success.
- Contact the Learning Disability Specialist with additional questions or concerns.

Academic certificates relate to student's vocational goals

Locally approved certificates

- ❖ Certificate in Administrative Services I
- ❖ Certificate in Administrative Services II
- ❖ Certificate in Information Technology & Management
- ❖ Certificate in Advanced Information Technology & Management
- ❖ Certificate in Management-Customer Service
- ❖ Certificate in Child Development Assistant Teacher
- ❖ Certificate in Child Development Associate Teacher

Classes taken

(personal growth and certificate applicable)

- Drama
- Art
- Psychology
- Management
- Computer Science-
(Word, Excel, Access,
Power Point)
- Math
- Introduction to computer
sciences
- Early childhood education
& family studies
- Keyboarding



Academic results

Fall 2011

(34 students)

A-10 students 29.4%

B-15 students 44.2%

C-5 students 14.7%

D-3 students 8.8%

F-1 student 2.9%

Spring 2012

(40 students)

A-25 students 62.5%

B-5 students 12.5%

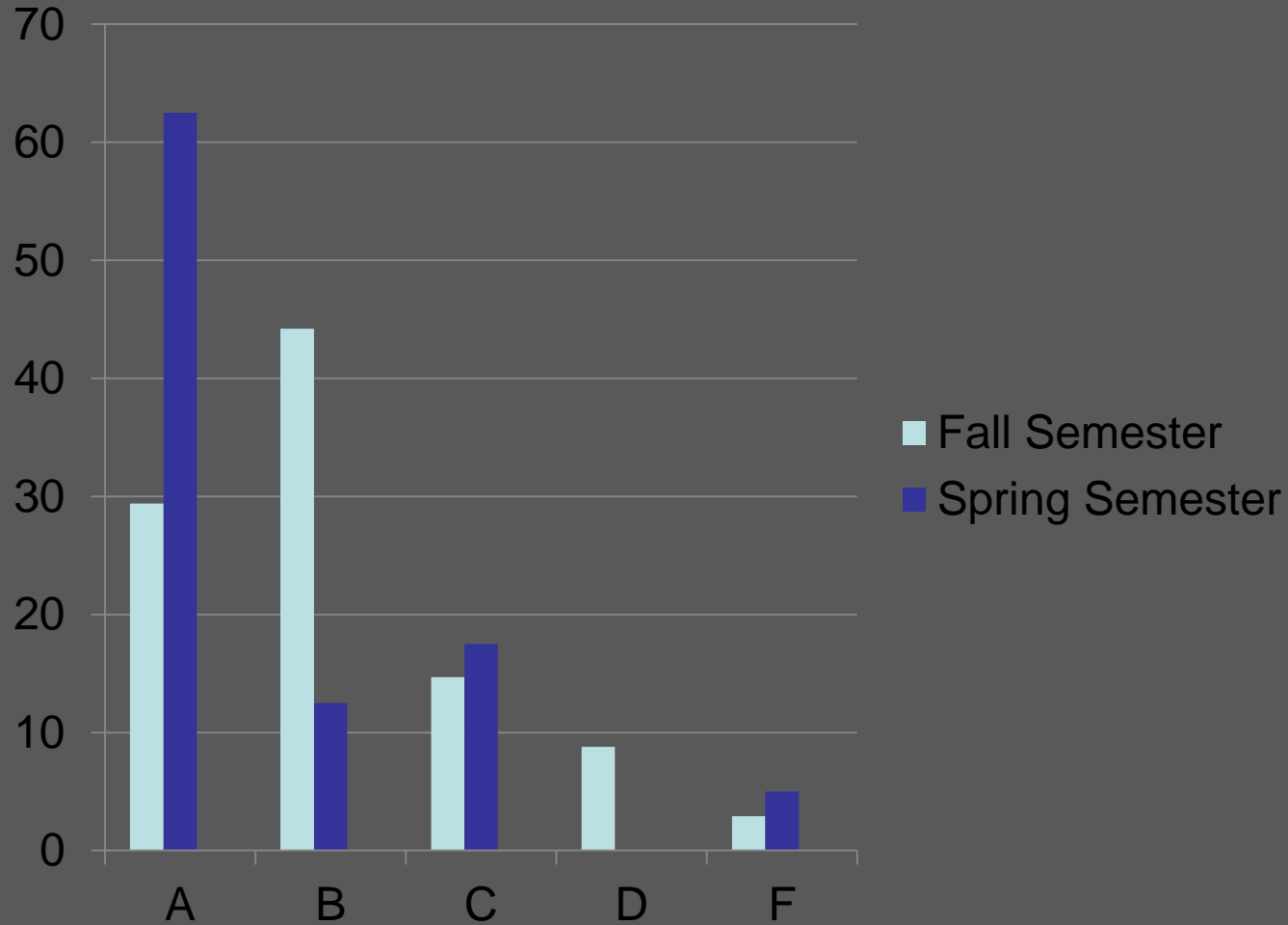
C-7 students 17.5%

D-0 students 0.0%

F-2 students 2.5%

Dropped (1) 1.0%

Academic Results continued



Registration Process

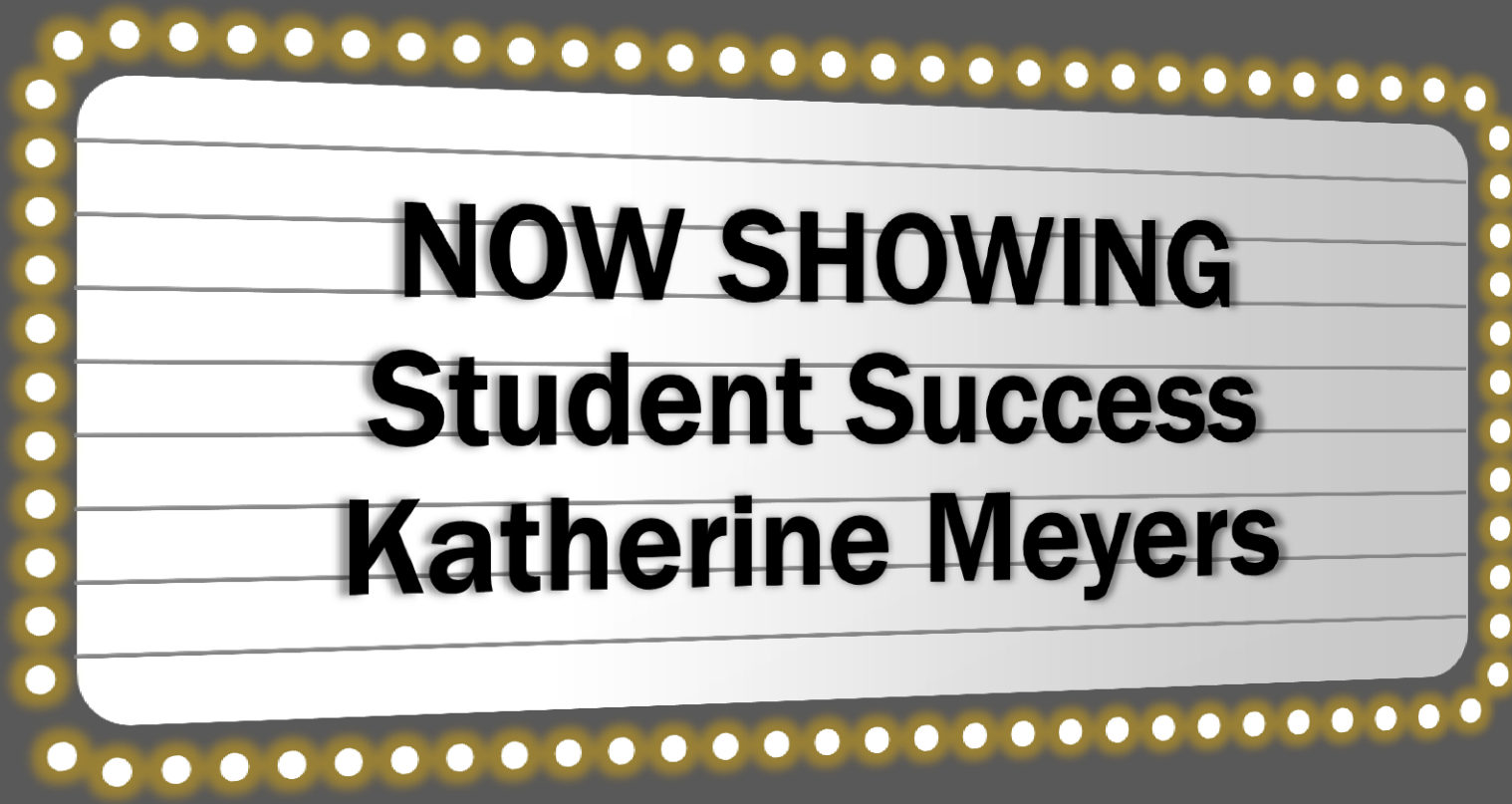
- TIL students meet first with the TIL-TPSID academic liaison to discuss class interests, examine scheduling matters, and discuss overall time management.
- Students then meet with their counselor for course enrollment and then the Learning Disability Specialist to ensure proper accommodations are identified and the student is matched with an accommodation specialist.

Connecting the Pieces



Students have experienced great success using accommodation specialists.

- ✓ Increased social skills
- ✓ Increased self-esteem
- ✓ Enhanced knowledge of campus resources
- ✓ Enriched time management skills
- ✓ Personal fulfillment achieving a meaningful vocational certificate



NOW SHOWING
Student Success
Katherine Meyers

KATHERINE MEYERS



Age: 25

Resides in Northern California

■ Employment goal upon admittance to the TIL program: become an early childhood educator

■ Interests: Special Olympics bowling, the track club, best buddies, and watching the Green bay Packers play football.



Katherine's completed coursework while attending TIL and participating in the TPSID grant



ECEF 1501 Early Care Education and Family Studies Curriculum

ECEF 1581 Introduction to Infancy Development

ECEF 1590 Child Health and Safety

ECEF 1531 The Child in Family/Community Relationships

ECEF 1500 Introduction to Early Care, Education, and Family Studies

PSYC 2003 Child Growth and Development

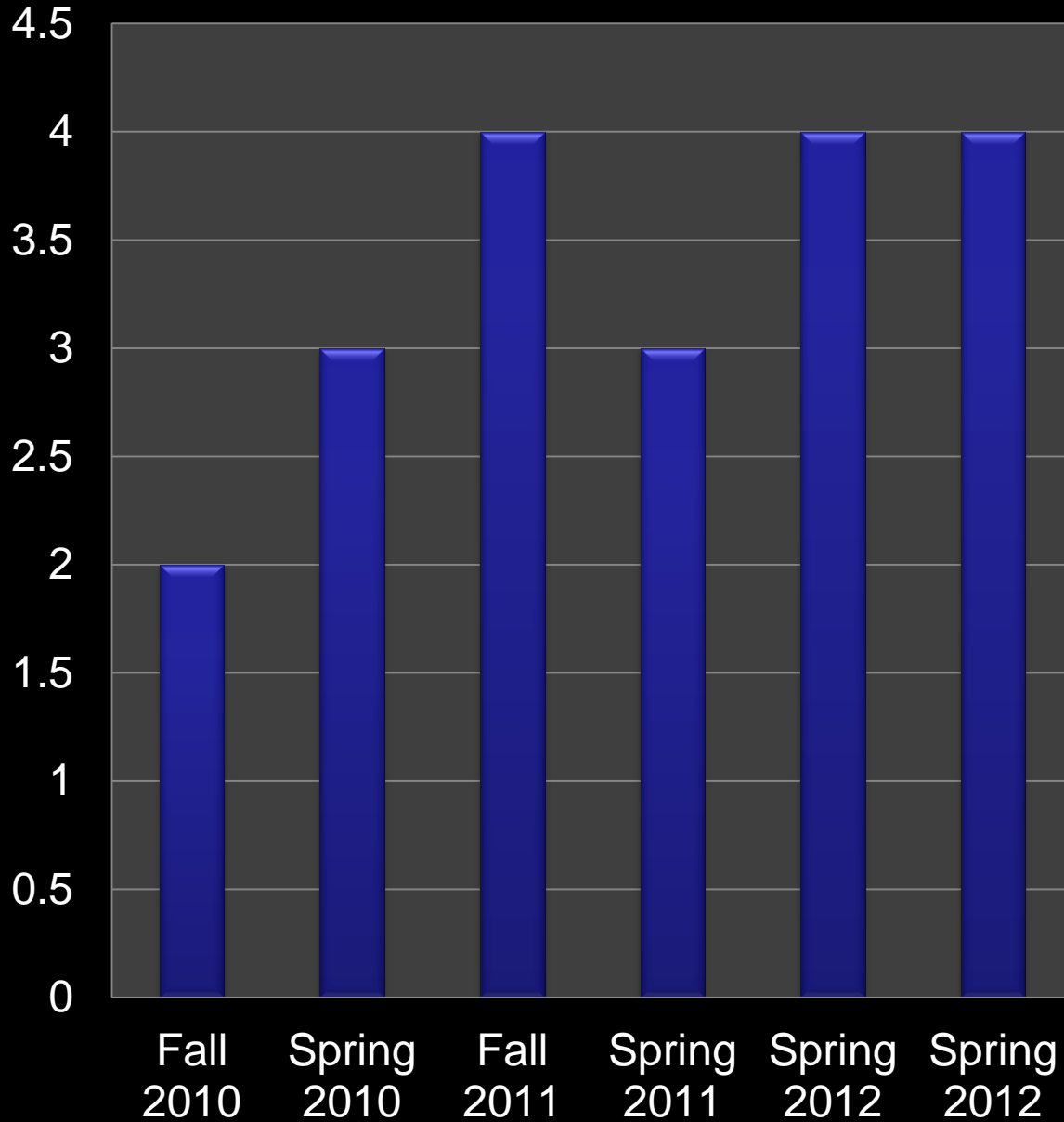
What official certificate did she earn?

Certificate in Child Development Associate Teacher

The Associate Teacher Certificate may be earned by students who satisfactorily complete the 12 units of coursework.

Successful completion of the coursework and work experience meets the requirements of the Child Development Associate Teacher Permit as outlined in the Child Development Matrix

Letter grades based on numerical value



■ Letter grades based on numerical value



Katherine Meyers is currently employed in a State funded center and continues taking ECEF courses to increase her permit to Teacher.

*All the world is a laboratory to
the inquiring mind.*



~ Martin H. Fischer