



California Community Colleges  
Chancellor's Office

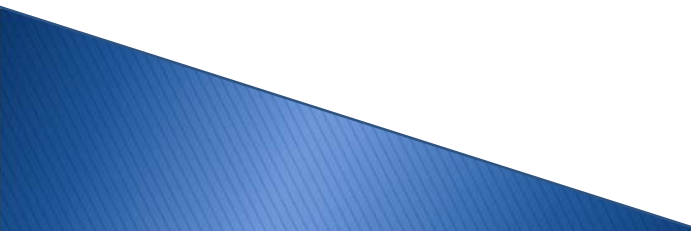


# College to Career Programs: Postsecondary Education, Training, and Supports to Improve Employment Outcomes

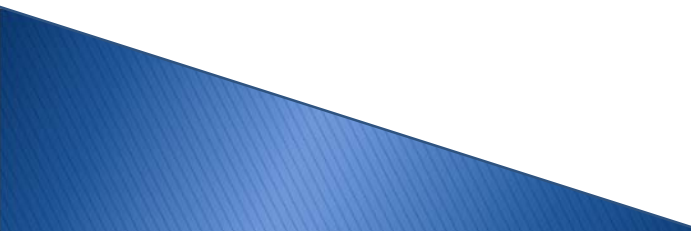
Olivia Raynor, PhD., Wilbert Francis, MBA, & Katharine Hayward, PhD.,  
Tarjan Center at UCLA

Denise Simpson, M.Ed., North Orange Community College District

# Overview of the Agenda

1. Context for the Establishment of C2C
  2. Unique Features of C2C
  3. Year 1 Implementation: Classes, Supports, Preparatory Experiences for Employment
  4. Replicable Practices: Student Coordination, Educational Coaches, Interagency Coordination, Family Involvement
  5. Take Aways
- 

College to Career is a three-year program that offers students with ID/DD support and access to inclusive postsecondary education, prevocational preparation, and vocational training that leads to integrated competitive employment in the career area of their choice.

A blue decorative triangle is located in the bottom-left corner of the slide, pointing towards the center.



# College to Career Programs YEAR 1

## COMMUNITY COLLEGES

1. Sacramento City College,
2. Santa Rosa Jr. College,
3. College of Alameda,
4. North Orange County  
Community College District,
5. San Diego Community  
College District


## INTERAGENCY PARTNERSHIP

Department of  
Rehabilitation

CA Community  
College Chancellor's  
Office

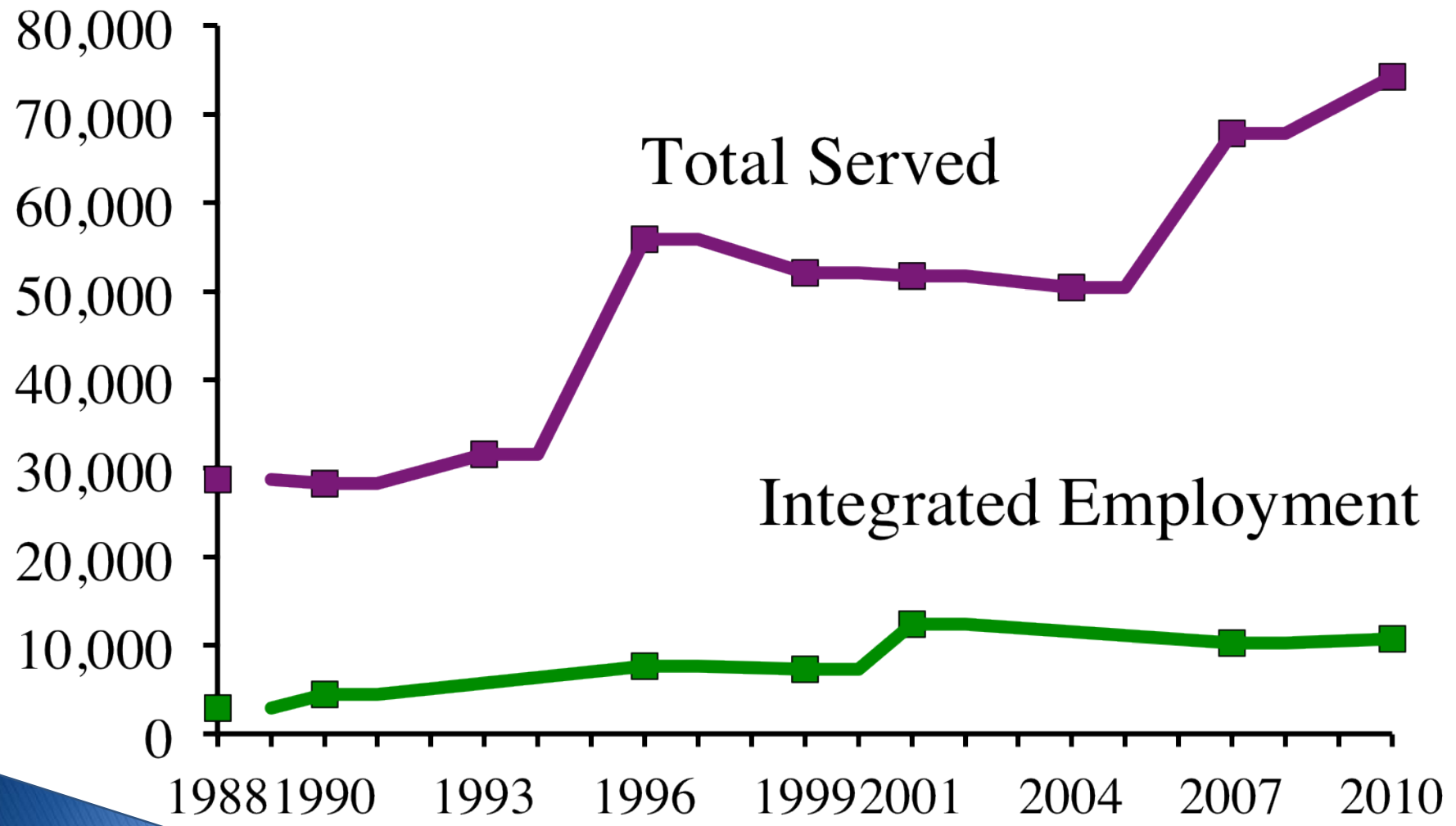
Tarjan Center at  
UCLA UCEDD

# Context to Establish and Implement C2C Programs

- ▶ Poor employment outcomes for youth with ID/DD
  - ▶ Leadership
  - ▶ Funding
  - ▶ Public Policy
  - ▶ Technical Assistance, Training & Evaluation
- 



# Employment and Day Supports California



ICI IDD Agency, State Data (2011)



# RSA-911 Public Access Database

- ▶ **Closure:** RSA-911 data are collected at the time of closure (termination) of VR services. The VR closure categories used in this report include:
  - Status 08: An individual was found to be not eligible for services
  - Status 28: Unsuccessful, case closed after developing Individualized Plan for Employment (IPE)
  - Status 30: Unsuccessful, case closed before developing an IPE
  - Status 26: Successful rehabilitation
- ▶ **Status 26:** Includes competitive employment (including supported employment), self-employment, state agency managed business enterprise, homemaker, and unpaid family worker. Through FY2001 (9/30/01) extended (sheltered) employment was also a Status 26 outcome.
- ▶ **Rehabilitation Rate:** The percent of individuals receiving services who achieve a successful rehabilitation. Calculated as:  $\frac{\text{Successful rehabilitations (status 26)}}{\text{successful rehabilitations} + \text{unsuccessful rehabilitations (after an IPE was developed) (status 26 + status 28)}}$ .



# VR Outcomes Vary Widely

## Rehabilitation Rate for closures with ID

21%	Alabama/Minnesota
49%	Nation
51%	California
76%	Delaware

## Weekly earnings for closures with ID

\$151	Montana
<b>\$185</b>	<b>California</b>
\$195	Nation
\$313	Arkansas



# Postsecondary Education & VR Outcomes (National Data)

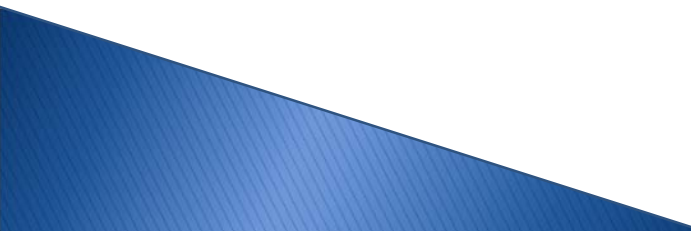
- ▶ **26% more likely to exit the VR program with employment**
- ▶ **earned a 73% higher weekly income**

**Data Set: RSA 911**

—Migliore, A. & Butterworth, J., Hart, D. 2009. *Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities. Fast Facts Series, No. 1. Boston, MA: Institute for Community Inclusion*



# Leadership

- ▶ Catherine Campisi, Ph.D., previous Director of DOR
  - ▶ California Consortium on Postsecondary Education for People with Developmental Disabilities
  - ▶ CECY (California Employment Consortium for Youth and Young Adults with ID/DD)
  - ▶ Think College– National PSE Consortium and TPSID Coordinating Center
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# Funding

- ▶ Funded through a contractual agreement between DOR and 5 local community colleges
- ▶ DOR funded 5 CCCs (pilot sites) at \$250,000/yr for four years
- ▶ All students must also be an eligible client of their local regional center (funding)
- ▶ No 'new \$\$'. Funds were a reallocation of VR WAP dollars

# Federal Policy: Higher Education Opportunity Act 2008

- ▶ Allows students with ID, attending postsecondary programs to be eligible for Pell Grants, Supplemental Educational Opportunity Grants and the Federal Work-Study Program.
- ▶ Authorizes the development of inclusive model comprehensive transition and post-secondary programs.



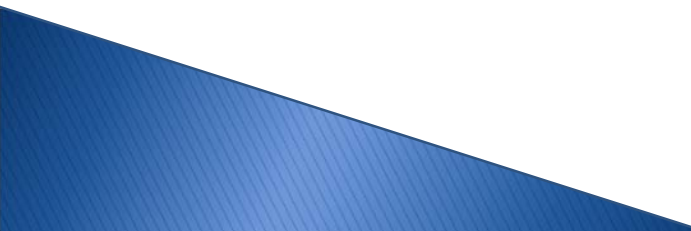


# Training & Technical Assistance

- ▶ DOR & CCCCO recognized that PSE for youth with ID/DD is a new area of practice
- ▶ Tarjan Center T/TA Provider
  - Individual technical assistance
  - Monthly group training/peer tech assistance
    - Think College Standards, Quality Indicators & Benchmarks for Inclusive Higher Education
    - Application for approval to provide financial aid
    - Business advisory councils
    - Job clubs and working with employers/agencies

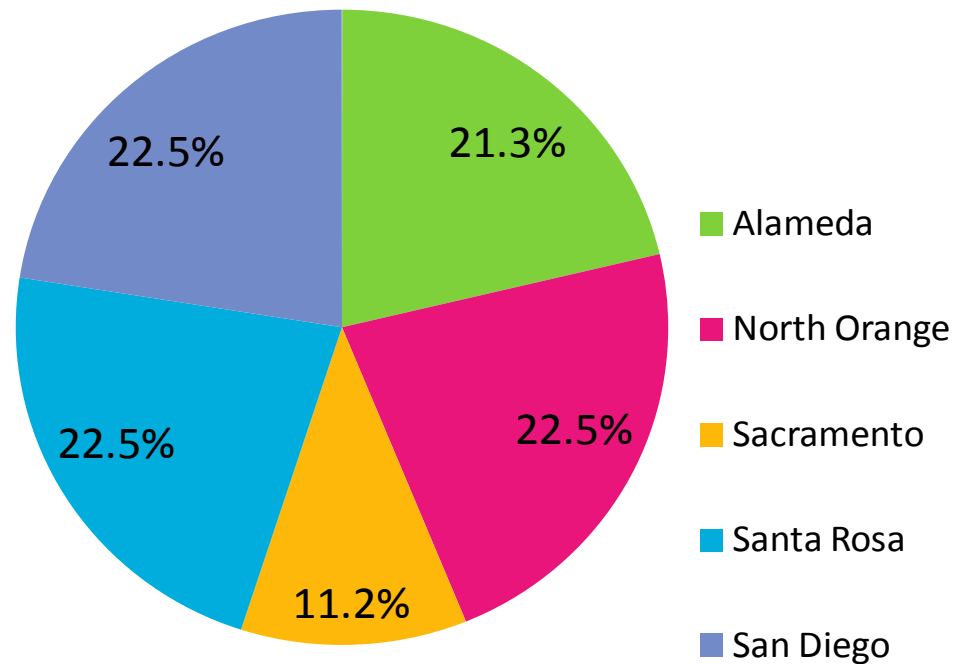
# Program Evaluation

## Focal Areas for the Evaluation

- ▶ Academic Participation and Completion
  - ▶ Social Participation
  - ▶ Employment Preparation and Outcomes
  - ▶ Linking Students to Appropriate Adult Service Agencies
  - ▶ Roles and Responsibilities of Partnering Agencies
- 

# Program Implementation C2C Year 1 Students

## Total Number of C2C Students by Community College (n=89)



# Unique Features of the C2C Programs

- ▶ Requires collaboration of the college with regional centers, DOR, K-12, and an advisory council
- ▶ Provides case management and scaffolding of supports from the point of admission through employment; including but not limited to:
  - Liaison to prgm & activities
  - Vocational Assessment
  - Technology
  - Prevocational Training
  - Paid Work
  - Internships
  - Counseling (supplemental)
  - Educational Coaching
  - Parent Support
  - Job Placement/Coaching
  - Volunteerism



# Coursework

81.2 % of C2C students took C2C courses

46.3% of C2C students took at least one regular college course

45% of C2C students took at least one DSPS course

41.2% of C2C students took a basic skills course

**English Writing**

**Statistics**

**Accounting**

**Ceramics**

**Personal Growth**

**First Aid & Safety**

**Nutrition**

**Fitness**

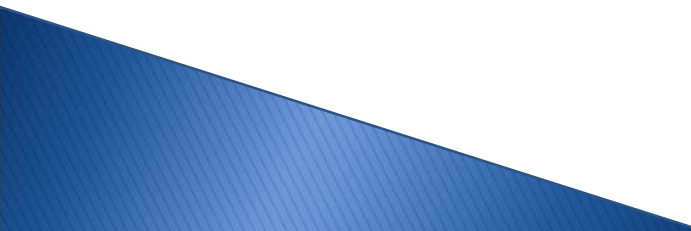
**History of the U.S.**

**Dance**

**Badminton**

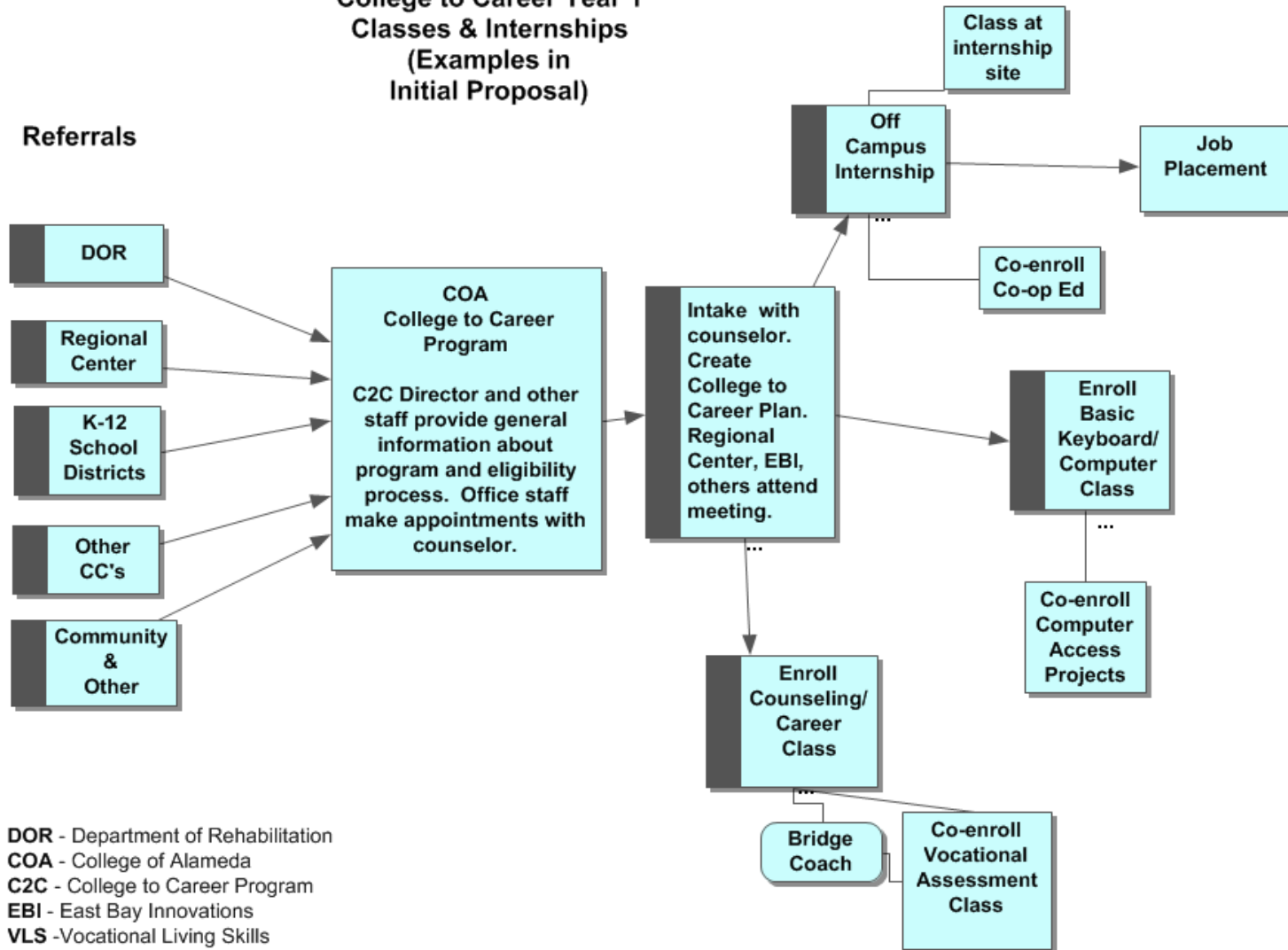
**Bowling**

# Job Search & Preparedness Activities

- 15% of C2C students conducted interviews
  - 14% submitted resumes
  - 9% of C2C students applied for a job
  - 5% participated in job shadowing activities
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College of Alameda  
 College to Career Year 1  
 Classes & Internships  
 (Examples in  
 Initial Proposal)

Referrals



DOR - Department of Rehabilitation  
 COA - College of Alameda  
 C2C - College to Career Program  
 EBI - East Bay Innovations  
 VLS - Vocational Living Skills  
 CC's - Community Colleges


# Campus & Community Engagement

- 53.3% had lunch or snack on campus very often (almost every day)
- 47.5% used DSPS services almost every day
- 43.1% used Career Center Services a few times
- 42.3% went to the library many times or almost every day





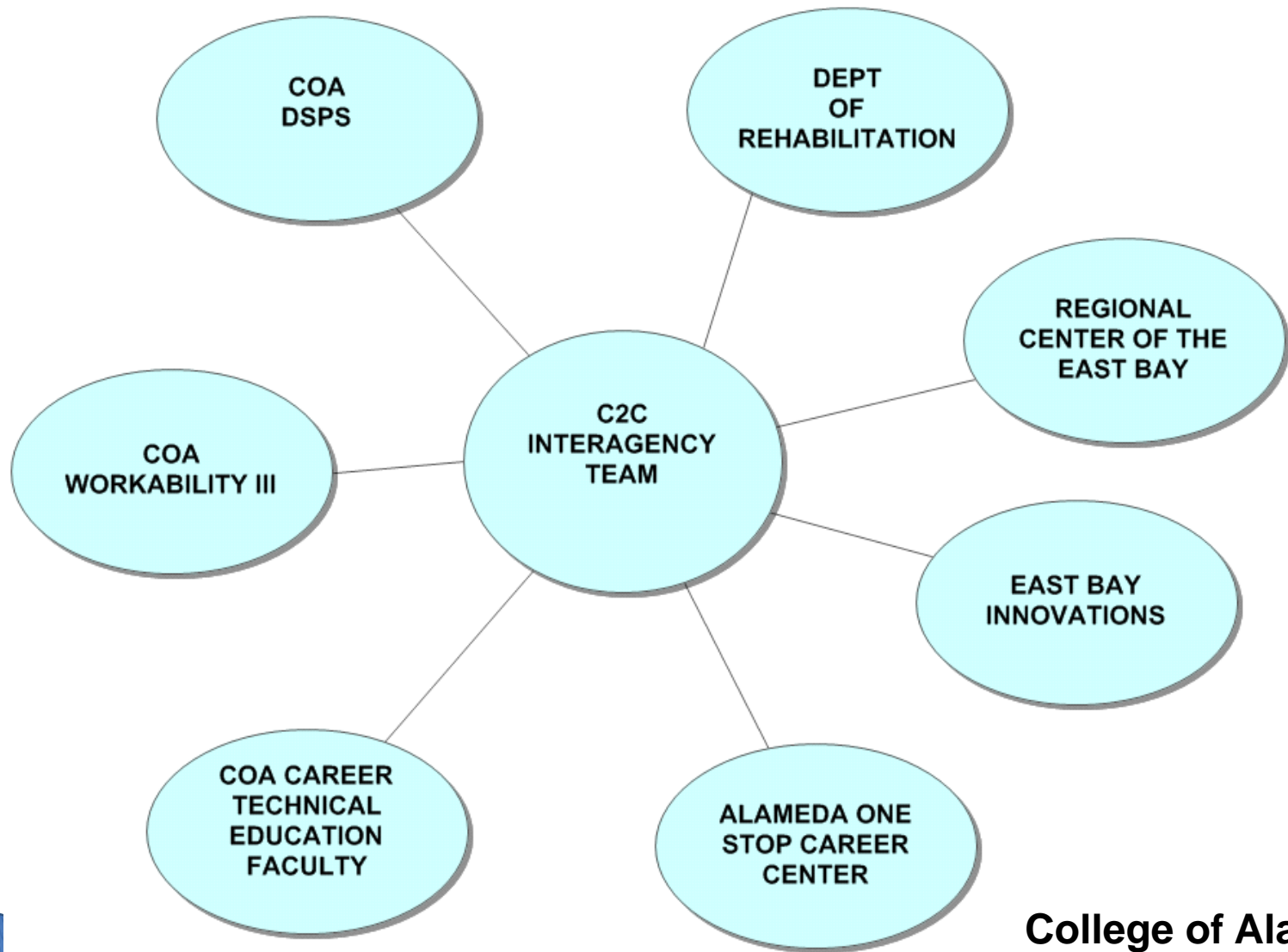
# Replicable Practices

- ▶ Case Management Coordination (performed by C2C Coordinator)
    - Assesses student vocational interests, disability limitations, & educational aptitude to advise students on career planning
    - Provides training to students and families to build their capacity to access services & increase participation in PSE & employment
    - Coordinates all supports and services required by the individual for success in PSE and employment
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# Educational Coaches: An Important Link and Support to PSE

- ▶ 41 % used Ed Coaches from 1-9 hours
- ▶ Works with student & C2C to:
  - Review material pre/post class
  - Discuss curriculum expectations, challenges (issues arising with class, home, community, etc)
  - Discuss utilization of campus resources
  - Develop executive functioning skills

# Interagency Coordination



# C2C Student Utilization of DOR Services/Supports

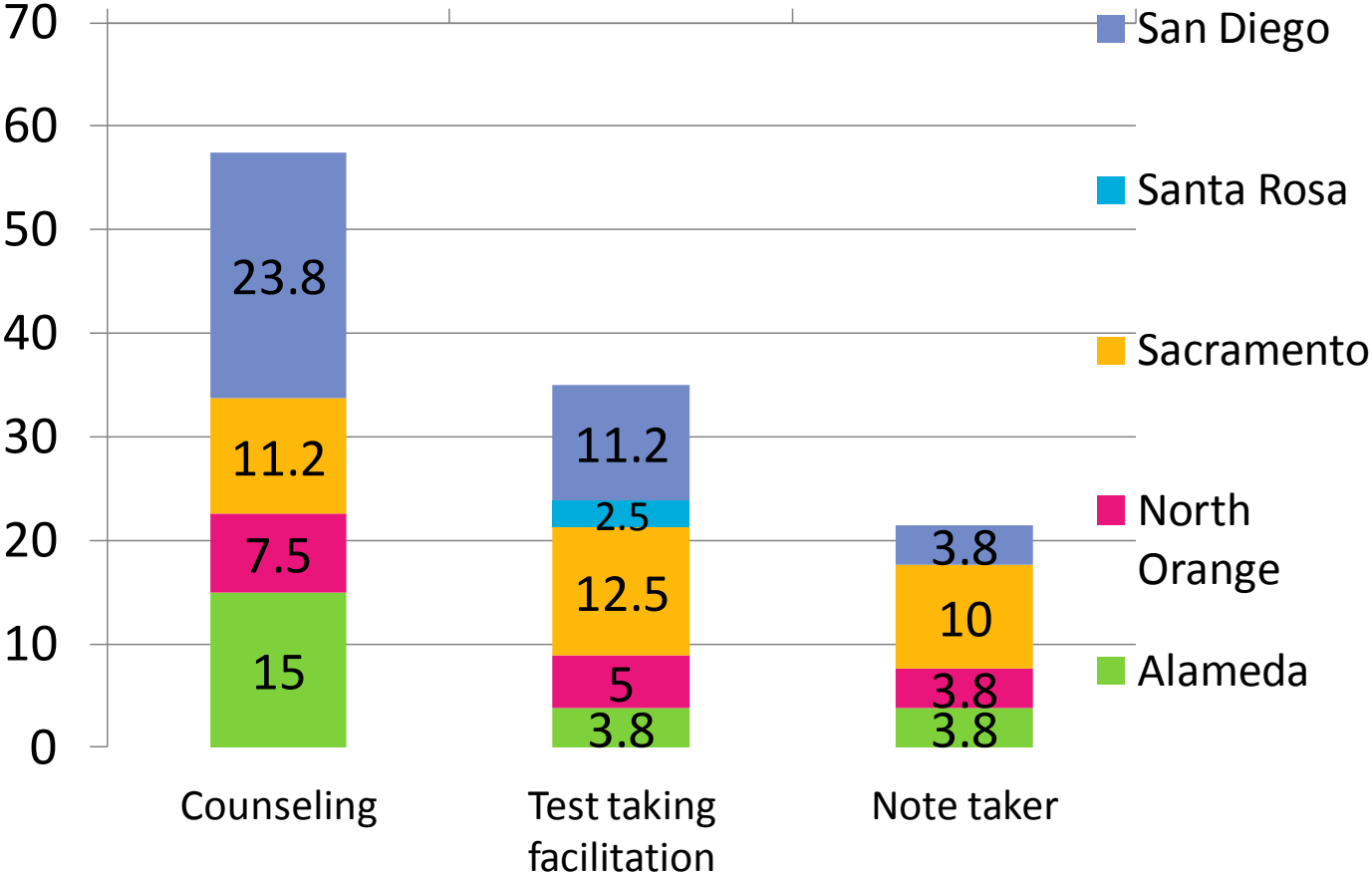
- 65% of C2C students utilized DOR to pay for books and supplies
- 56% had assistance for registration fees
- 22% were assisted with transportation to school

**DOR Counselor** – works with student & C2C to:

- Develop vocational goals
- Case Management
- Fund books, fees, tuition, supplies, job coaching, job development
- Provides assistive technology as required



# DSPS (Disabled Students Programs and Services)






# Family Involvement

- ▶ Parents must learn a new and **important** role for their young adult to be successful in PSE and work
  - Support and encourage decision making
  - Allow for risk taking and failure
  - Independence and responsibility for managing their time

**The role of the parent is not obsolete, it is just different – As FACILITATOR**



# Encourage Appropriate Family Involvement

- Encourage parents to allow (empower) their young adult to advocate for themselves
- Require their young adult to be more independent at home



# C2C Family Supports

***Our goal is to partner with families to provide the best opportunities to our C2C students.***

▶ NOCCCD-SCE engaged C2C families through:

- Orientations
- Quarterly Workshops
- Ongoing email/phone support
- Annual Transition Nights
- Navigating Resources Classes
- Monthly email updates
- Resources for ongoing support

*These activities and events provide parents with tools necessary for them to embrace their new role.*

▶ Have parents and students sign a contract committing to the goals and expectations of C2C



# Take Aways

- ▶ The use of data, federal policy and a respected champion for PSE facilitated a new collaboration between the community college system and rehabilitation.
  - ▶ No “one size fits all” implementation. Each college serves as its own unique model site, leveraging the resources and opportunities of their campus, employment opportunities, community, families and students.
  - ▶ Implementation has resulted in new thinking about strategies for academic and employment supports by colleges and rehabilitation for youth with ID/DD.
  - ▶ Expectations for student success to achieve integrated competitive employment are high.
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