



UNIVERSITY OF WYOMING

WYOMING INSTITUTE FOR DISABILITIES



Report to Think College September 30, 2011



UNIVERSITY
OF WYOMING



COLLEGE OF
HEALTH
SCIENCES



A FORCE FIGHTING FOR
PEOPLE WITH DISABILITIES

Report to Think College

Submitted by William MacLean and Sandy Root-Elledge
Wyoming Institute for Disabilities

Cover Photo: WY Think College strategic planning meeting, left to right: Becky Lancaster, UPLIFT; Peggy Nikkel, UPLIFT; Lee Beidleman, P & A; and Jim McIntosh, DVR.

Preamble

In 2010, the Wyoming Institute for Disabilities (WIND, Wyoming's University Center for Excellence in Developmental Disabilities (UCEDD) began a study of postsecondary educational opportunities for students with intellectual and developmental disabilities (ID/DD). This effort included a literature review of postsecondary education for students with ID/DD nationally; the development of a position paper on postsecondary education in March 2010; site visits to existing programs in Tennessee and Virginia during the summer of 2010; and telephone contacts with other postsecondary programs in California, Kentucky and New York. The WIND effort became more formalized with the creation of a task force to consider the status of postsecondary opportunities for students with ID/DD in Wyoming.

Wyoming has only one four year college or university in the state, the University of Wyoming, and seven community colleges. The task force consisted of administrators or representatives of the University of Wyoming, Casper College, Western Wyoming Community College, the Wyoming Community College Commission, Wyoming Governor's Council for Developmental Disabilities, Wyoming Protection and Advocacy Inc., Albany County School District, Wyoming Department of Education, Wyoming Division of Vocational Rehabilitation, and the Wyoming Department of Health Developmental Disabilities Division and Maternal and Family Health Section. The task force met in September and November 2010 and concluded that there were no programs that currently provided inclusive postsecondary opportunities in Wyoming for students with ID/DD. The participants expressed interest and enthusiasm for a statewide strategic planning effort to address this shortfall. WIND led the effort to secure funding from Think College to fund the planning effort. The resulting application, named *WY Think College*, was funded in December 2010.

Letters of support for the WY Think College proposal indicated that program partners and others were excited about this initiative.

For the last 12 years, the Council has been working with young adults with intellectual disabilities at our Youth Leadership Forum. While we focus mainly on teaching them leadership skills, we find that often times they do not believe a postsecondary education is within their grasp. We are very excited that WIND is working on a project like WY Think College that will make postsecondary education more accessible and a reality to our young people with intellectual disabilities.

-Shannon Buller, Executive Director of the Wyoming Governor's Council on Developmental Disabilities.

By participating in this worthy endeavor, Protection & Advocacy System, Inc. can share its experience and expertise in legal rights issues impacting students who are seeking postsecondary education opportunities.

-Jeanne A. Thobro, Chief Executive Officer, Protection & Advocacy System, Inc.

The Division feels that the proposed project fits well with its mission to be responsive to the needs of people with [developmental] disabilities to live, work, enjoy, and learn in

Wyoming communities with their families, friends, and chosen support service providers.
-Chris Newman, Administrator, Developmental Disabilities Division, Wyoming Department of Health

Post-secondary education opportunities for students with intellectual disabilities would help increase the knowledge and potential to strengthen self-determination, self-advocacy and leadership by further educating our youth as they enter into their communities. They can be better equipped to obtain the life styles they desire and gain the quality of life that we are all entitled to in the State of Wyoming and in this nation.

-Tammy L. Gamino, Coordinator, People First of Wyoming

The Division of Vocational Rehabilitation is committed to helping individuals with disabilities improve their lives by gaining knowledge and skills to succeed in attaining employment and self-sufficiency. Through our support of WIND's [WY] Think College, we will gain a useful tool to assist our clients who will be transitioning into post-secondary education in the near future. It is our hope that this initiative will be a success in creating a broader range of opportunities for individuals with disabilities.

-Jim McIntosh, Administrator, Department of Workforce Services and Division of Vocational Rehabilitation

. . . we will be happy to link [WY] Think College project with families, with whom we have worked, who are anxious to have a voice and find inclusive educational opportunities for their adult children with intellectual disabilities.

-Terri Dawson, Director, Parent Information Center

The overarching goal of the WY Think College application was to create a vision for post-secondary education that guides statewide efforts to establish an inclusive post-secondary education program for students with intellectual disabilities. Three objectives drove WY Think College from January through September 2011, namely education of stakeholders about postsecondary education of students with ID/DD, gathering input from stakeholders regarding their conceptualization of how postsecondary education should be made available in Wyoming, and creation of a strategic plan. Accomplishments toward each of these objectives are described in following sections of this report.

WY Think College: Partnership with Key Stakeholders

The WY Think College planning grant was led by William E. MacLean, Jr., WIND Executive Director and Sandy Root-Elledge, WIND Associate Director. A WY Think College Key Stakeholder Group was convened - composed of the members of the initial WIND task force on postsecondary opportunities with the addition of parents and students with ID/DD, prospective students, and representatives from parent and family advocacy groups in Wyoming (Appendix A: Membership Directory). Members met in January 2011 to begin addressing the WY Think College strategic planning process. Table 1 lists a description of the WY Think College meetings convened in 2011 and a concise listing of the result of each meeting. Between meetings there were numerous email conversations to address questions regarding the project and to circulate promotional materials and survey questions.

Table 1. WY Think College: 2011 Key Stakeholder Meetings

Date	Type	Purpose
January 26	Web-based	-Overview of WY Think College proposal and award -Review of TPSID programs
February 16	In-person	-Think College distance presentation of national overview -Discussion of Think College(Grigal & Hart, 2010) Chapters 1, 2, and 3 -Determination of what information should be collected for the strategic plan as well as how and where it should be collected
March 29	Web-based	-Discussion of Think College Chapters 4 and 9 -Review of draft survey questions for potential students -Review of draft survey questions for family members of potential students
August 9 and 10	In-person	-National perspective presentation by Think College -Review of data collected from surveys -Using data, Think College facilitation of PATH planning process -Formation of committees to sustain progress -Committee meetings

WY Think College: Goals, Objectives, Outcomes, and Timelines

The overarching goal of WY Think College was to create a vision for postsecondary education that would guide statewide efforts to establish an inclusive post-secondary education program for students with intellectual disabilities. The following describes the accomplishments by each objective.

Objective 1: Increase awareness about postsecondary education of students with intellectual disabilities.

Initially, it was important that members of the key stakeholder group had a firm understanding of the existing knowledge base on postsecondary education for students with ID/DD. WY Think College provided copies of Think College, Postsecondary Education Options for Students with Intellectual Disabilities (Grigal & Hart, 2010) to all members. Chapters were assigned as reading for the stakeholder group and discussed in the February and March meetings. In addition, Cate Weir, Project Manager of Think College, presented an overview of the national perspective and provided program examples to attendees of the February meeting.

To further increase awareness about postsecondary education of students with intellectual disabilities among key stakeholder group members and to a general audience, WIND developed and posted a website, <http://www.uwyo.edu/wind/wythinkcollege/index.html> (Reference: Image 1 below). The site continues to provide information about the proposal and includes resources, WY Think College press releases, stakeholders meeting materials, and links to national information. During the months (May through August 2011) in which we collected input toward the strategic plan from surveys, the potential student, stakeholder, and family



Image 1. Screen image of WY Think College Website.

members of potential students surveys were available and could be completed on the website.

To increase self-advocates' awareness of postsecondary educational opportunities, presentations were made at two major forums in the state. First, a presentation was made to 37 self-advocates at the June statewide meeting of People First of Wyoming in Casper. Second, 47 self-advocates were delegates and attended the presentation at the July Governor's Council on Developmental Disabilities' Youth Leadership Forum in Sheridan. Audience members in both groups were very interested in

the topic although most reported that for them, it was a new idea.


Flyers (Reference: Images 2 and 3) were developed to increase potential students and family members' awareness about postsecondary education of students with ID/DD. Over 800 printed flyers were distributed and over 1200 electronic versions of the student and family member flyers were distributed to school districts, Family 2 Family, Wyoming's Parent Information Center and Parent Education Network, UPLIFT Wyoming and advocate groups throughout the state. The flyers provide an overview of Think College, a description of the WY Think College initiative and invite readers to provide their input into the strategic plan by completing an on line survey. A concerted effort was made by the co-principal investigators to engage the Wyoming Developmental Disability Network as well as state agency partners in dialogue, interest and action regarding postsecondary education for students with ID/DD. Through the co-PI's ongoing involvement with the Wyoming Governor's Council on Developmental Disabilities, the Wyoming Department of Health Developmental Disabilities Division Advisory Committee, the Wyoming Department of Education's Advisory Panel for Students with Disabilities, and the State Integrated Employment Team, over 220 key members of the developmental disability community in Wyoming were engaged in the planning process for WY Think College.

Objective II: Gather input from potential students, families, educators, other stakeholders.

Input for the WY Think College strategic plan was gathered from potential students, family members of potential students, educators, and other stakeholders through focus group type discussions, surveys as well as e-mail, telephone and in-person communication. To access members of these target groups throughout the state, focus group discussions were held in several geographic regions. Focus group discussions with self-advocates were held during a June meeting of People First of Wyoming in Casper and during the July Wyoming Governor's Council Youth Leadership Forum in Sheridan. To gather input from Wyoming educators who

UNIVERSITY OF WYOMING
WYOMING INSTITUTE FOR DISABILITIES

HAVE YOU THOUGHT ABOUT YOUR PLANS AFTER HIGH SCHOOL?



The Wyoming Institute for Disabilities (WIND) at the University of Wyoming has been awarded funding to plan a college opportunity for students with intellectual disabilities. The program will be the first of its kind in Wyoming...and we need you to help plan it!

WY Think College will be working on three goals until September 30, 2011:

Goal 1: Teach people about intellectual disabilities, inclusion, and post-secondary education for students with intellectual disabilities.

Goal 2: Gather ideas from students, families, and others through listening sessions and surveys.

Goal 3: Put together the information we collect into a plan.

If you have ever thought about going to college please complete our Potential Student Survey which can be found at <http://www.uwyo.edu/wind/wythinkcollege/surveys.html>. Your responses will help us plan a program in Wyoming that you will learn from and enjoy!

For more information on WY Think College please contact Sandy Root-Elledge at (307) 766-2764 or E-mail questions to sre@uwyo.edu.





Image 2. WY Think College flyer for potential students, designed to encourage on-line survey participation.

UNIVERSITY OF WYOMING
WYOMING INSTITUTE FOR DISABILITIES

WHAT COMES AFTER HIGH SCHOOL?



The Wyoming Institute for Disabilities (WIND) at the University of Wyoming has been awarded funding from the Administration on Developmental Disabilities to support statewide strategic planning of post-secondary educational opportunities for students with intellectual and developmental disabilities. The program would be the first of its kind in Wyoming.

WIND and the post-secondary planning group has been meeting since September 2010. The group has been working to identify what a Think College program in Wyoming can best provide. The planning period will meet three goals, culminating in a strategic plan from which a pilot program can be implemented:

Goal I: Educate key stakeholders about inclusion, intellectual disabilities, and post-secondary education for students with intellectual disabilities.

Goal II: Gather input from potential students, families, and additional stakeholders through a series of listening sessions and a statewide web-based survey.

Goal III: Conduct frequent meetings of a key stakeholder group to evaluate the information gained in response to the educational and data gathering initiatives.

WY Think College is currently seeking input from families/caregivers of potential students and potential students. If you are interested in the program, we strongly encourage you to participate in our surveys which can be found at <http://www.uwyo.edu/wind/wythinkcollege/surveys.html>. The responses provided in the surveys will be instrumental in designing a program in Wyoming.

For more information on WY Think College please contact Sandy Root-Elledge at (307) 766-2764 or E-mail questions to sre@uwyo.edu.

Wyoming Institute for Disabilities
University of Wyoming • Dept. 4298 • 1000 E. I
(307) 766-2761 • Toll free (888) 989-9463 • Fax
wind.uw@uwyo.edu • <http://www.uwyo.edu/wind>




Image 3. WY Think College flyer for family members of potential students, designed to encourage on-line survey participation.

typically work with students with intellectual disabilities, a focus group discussion was held during the Wyoming Department of Education's July Special Education Leadership Symposium in Lander. To gather input from key representatives of the disability community and administrators of disability agencies and organizations and throughout the state, a focus group discussion was held during the statewide meeting of Wyoming's Rehabilitation and Independent Living Councils during their August meeting in Cody. Participants in each focus group were asked about their knowledge of postsecondary education programs; interest in seeing a program develop from the WY Think College strategic planning process; and important considerations for, location of, and components of a program in Wyoming.

Surveys and narrative response questions (Appendix B) were developed for potential students, family members of potential students and educators/other stakeholders. Paper copies were administered upon request at the focus groups and provided at other meetings throughout the state. On-line surveys were available from May through August 2011. Survey respondents reported their level of knowledge of programs, interest in a Wyoming program, suggested location for a program in the state, interest in various program components and what they consider to be important components of a program.

Various meetings and other WIND presentations and trainings provided additional venues to present the topic and pass out flyers to solicit further input. As people wanted to provide input through telephone, e-mail and in-person communications, those comments were noted.

Responses to surveys, focus groups and other communications (n=218) were collected, tallied, categorized and reported to the key stakeholder group for input into the strategic plan. Following is a summary of the information collected and synthesized.

Potential Students:

- 91% of potential students had already thought about going to college and more than 80% had discussed attending college with their parent/guardians
- Potential students want to go to college for education and to get a new, good or their dream job. They want to learn about new topics and meet new people. Many want to go to college because their family members and friends went to college or to demonstrate their achievements to teachers and family members who have doubted their abilities to go to college. In one case, a potential student wants to 'prove they are wrong and I can do it.'
- Potential students want a postsecondary education program that allows them to expand upon their current education and abilities by increasing their academic knowledge; offering them the opportunities to 'take classes I couldn't take in high school'; and providing them with opportunities to improve their computer, self-advocacy and independent living skills.
- When they finish college, potential students envision themselves pursuing careers, having jobs they like that are related to their college studies. Several suggested that college may be a path for them to meet a potential spouse and eventually have children. Many did not know what they would do after college.

Family Members:

- Family members would like to see as inclusive a program as possible with peer mentoring, supports with curriculum delivered by professionals who have received training to work with

students with intellectual disabilities.

Educators:

- Educators suggested that all academic courses available to typical students should be available with appropriate accommodations to students with intellectual disabilities.
- Educators would like to have the program focus on career readiness and technical training.
- Educators discussed various versions of peer mentorships and offered that a peer mentorship component should be a program priority.

Respondents did not indicate strong preference for one location over others. Respondents from Laramie and Cheyenne preferred to have a program located in Laramie whereas respondents from other areas tended to prefer the community college location nearest their home. A model that was discussed during the stakeholder focus group discussions and has a great deal of support is having an area of expertise, potentially at the University of Wyoming in Laramie, with technical assistance available to all community colleges throughout the state.

Objective III: Develop strategic plan.

Several steps were taken to compile the WY Think College strategic plan. During the two-day strategic planning meeting (See Photos 1, 2, 3, 4), convened on August 9 and 10 in Laramie, Debra Hart and Cate Weir from Think College presented a national overview and facilitated a PATH planning discussion. The meeting began with Hart and Weir's more detailed presentation of the national perspective. Hart and Weir addressed members' concerns and questions about other programs and potential Wyoming implementation of a program. They then facilitated the



Photo 1: Cate Weir presenting with Debra Hart, Think College and Brent Heuer, Casper College, during WY Think College strategic planning, August 2011.

PATH planning process, discussed below.

MacLean and Root-Elledge presented the information that was collected over the summer from the surveys, focus group discussions and communication. Initial next steps, including the formation of three key sub-committees to address writing of WY Think College final grant report, describing components of the evolving program, and collecting of further information we need for sustainability and implementation of the program.

Based on the identified dream, People with intellectual disabilities in Wyoming will have the choice to attend college with supports that are individualized by September 2012 is the goal of WY Think College. Based on the data collected, the program will provide a real college experience with real courses, campus activities, employment, choice, residential options, and



Photo 3: WY Think College PATH Plan developed during strategic planning meeting

individualized courses of study with faculty, family, and student training, coaching and support with peer mentors, financial resources and community collaborations to ensure positive outcomes for students with intellectual disabilities. The stakeholder group agreed that whatever Wyoming postsecondary program emerges from the strategic planning process, it should adhere to the Think College Standards, Quality Indicators, and Benchmarks.



Photo 4: Debra Hart, Think College, facilitating PATH planning for WY Think College, August 2011.

The WY Think College PATH Plan document (Appendix E) itemizes the components of the dream, goal, assets, people to enroll in the key stakeholder group, ways to build strength and then initial steps, as well as work to be completed in the next three months and from three to nine months out. The PATH plan is a result of using the Think College facilitators, documents and website, information collected about various other programs, best practices, and informed by the data collected from Wyoming stakeholders.



Photo 2: WY Think College strategic planning meeting attendees. Left to right: Bottom row: Bill MacLean, Wyoming Institute for Disabilities; Lee Beidleman, Protection and Advocacy, Inc., Amy Christian, DVR, Pat Parton, Parent. Middle row: Mary Hixson, Transition Coordinator - Albany County Schools; Amy Skalicky, Family 2 Family Health Information Center; Debra Hart, Cate Weir, Think College; Becky Lancaster, Parent and UPLIFT; Tammy Gamino, People First; Brent

Heuer, Casper College. Back row: Sandy Root-Elledge, WIND; Calob Taylor, DD Council; Peggy Nikkel, Parent and UPLIFT; Jody Yelton, Children with Special Health Care needs; Jamie Staunton, Behavioral Health Division. [Attended but not pictured: Jim McIntosh, DVR; Joe McCann, WY Community College Commission; Denise Morse, UW, Disability Supports and Services.]

Based on input for location and models, the program will be developed as a core technical assistance site that will help to facilitate student enrollment in the University of Wyoming and community colleges in the state (See Wyoming map with UW and community college locations) By allowing for a center with expertise, college administrators, faculty and staff will have access to support, best practice information, data collection, evaluation, and training.

Moving Forward

Over the past nine months, WY Think College has capitalized on the original momentum regarding the need for postsecondary educational opportunities for students with intellectual disabilities in our state. Given that many of the members of the original WIND Task Force remained involved throughout the WY Think College strategic planning effort, we have a strong foundation on which to continue to develop our overall postsecondary plan. Maintaining the momentum created by WY Think College will be a primary goal of WY Think College sustainability. Thus far, the WY Think College stakeholder group remains committed to continue working until a program is in place. It was particularly gratifying to learn that the Wyoming Governor’s Council on Developmental Disabilities included postsecondary education as a goal in their strategic plan for the upcoming five years.

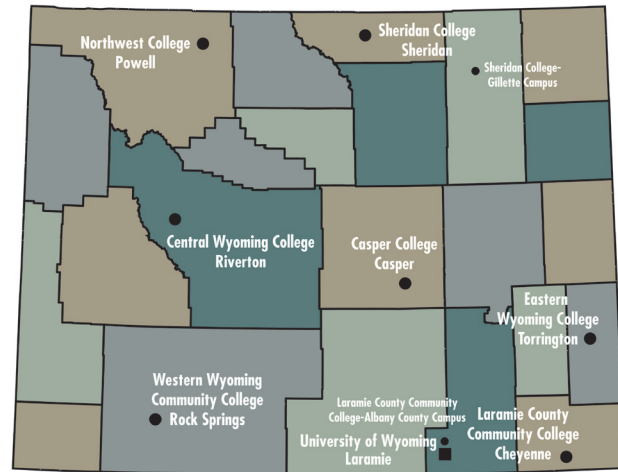


Image 5: Map of Wyoming counties with University of Wyoming and community college locations.

Sub-committees formed at the end of the strategic planning meetings will continue the vision gained through the path planning process. The information gathering committee is working not only on gathering information from school districts and community colleges around the state, but members are communicating about WY Think College and the PATH plan to representatives and potential students and families. The program committee is helping to further define programmatic components of the program. A report writing committee helped to refine this report. An ad-hoc governmental relations committee has been named to help as we look to involve legislators and to secure permanent funding. Continued work by the key stakeholders and committee members will ensure progress continues toward an implementation of a program by August 2012.

The Wyoming Institute for Disabilities will continue to maintain a website with information specific to Wyoming progress as well as national and other state resources. WIND will also develop, deliver and then archive webinars that will continue to provide information about the project. Webinars will be delivered to three target audiences: potential students, family members and friends of potential students, and educators and other stakeholders. WIND expects to have the webinars completed, delivered and posted by December 2011.

Our efforts dovetail quite nicely with the current activities of the Wyoming Developmental Disabilities Division’s State Integrated Employment Team. That leadership group set a goal to

double the employment rate of individuals with intellectual disabilities in Wyoming by 2014. We believe our program will be an essential component of that effort.

Given the commitment of so many stakeholder groups, we believe that our program will be successful in enhancing postsecondary educational opportunities for students with intellectual disabilities in the years to come. We thank Think College for providing the mechanism that allowed for the planning of postsecondary education of students in Wyoming with intellectual disabilities. We thank all the members of the planning team who provided the expertise and input to collect and synthesize the information for this plan. We thank all those who completed surveys and provided important perspectives so that this plan represents numerous viewpoints, best practices, student and family input, and characteristics specific for Wyoming. Together, we will continue to work toward the vision of WY Think College.

Appendix A: Strategic Planning Team Members

Wyoming Institute for Disabilities Postsecondary Education for WY Students with Intellectual Disabilities Directory

*Denotes strategic planning meeting attendee

Marty Agran
Special Education Professor
University of Wyoming
1000 E University, Dept 3374
Laramie, WY 82071
magran@uwyo.edu
(307) 766-2082

Peg Brown-Clark
Director of Special Education
Wyoming Department of Education
320 West Main St
Riverton, WY 82501
peg.brown-clark@wyo.gov
(307) 857-9255

*Becky Anderson
Director of Special Services
Albany County School District #1
509 S. 9th
Laramie, WY 82070
banderson@acsd1.org
(307) 721-4460

*Shannon Buller
Executive Director
Governor's Planning Council
122 W 25th St, Rm 1608
Herschler Bldg, 1st Floor
Cheyenne, WY 82002
shannon.buller@wyo.gov
(307) 777-7332

Joanna Anderson
Vice President, Student Services
Casper College
125 College Drive, CE 203
Casper, WY 82601
janderson@caspercollege.edu
(307) 286-2210

*Amy Christian
Employment Specialist
Division of Vocational Rehabilitation
122 West 25th Street
Cheyenne, WY 82002
amy.christian@wyo.gov
(307) 777-7389

Sara Axelson
Vice President, Student Affairs
University of Wyoming
1000 E University, Dept 3066
Laramie, WY 82071
saxelson@uwyo.edu
(307) 766-5123

*Amy Skalicky, Parent2Parent,
attending for Terri Dawson
Executive Director
500 W Lott St., Suite A
Buffalo, WY 82836
tdawson@wpic.org
(307) 684-2277

*Lee Beidleman
Protection and Advocacy
7344 Stockman St
Cheyenne, WY 82009
wypanda@wypanda.com
(307) 632-3496

Jackie Freeze
Vice President, Student Services
Western Wyoming Community College
2500 College Drive
Rock Springs, WY 82901
Jfreeze@wwcc.wy.edu
(307) 382-1639

Brent Heuer
Accommodative Service Counselor
Casper College
125 College Drive
Casper, WY 82601
bheuer@caspercollege.edu
(307) 286-2557

*Tammy Gamino
c/o People First of Wyoming
P. O. Box 15734
1623 Central Avenue, Suite 4
Cheyenne, WY 82001
tammy.peoplefirst@bresnan.net
(307) 432-4033

*Mary Hixson
Transition Specialist
Albany County School District #1
509 S. 9th
Laramie WY 82070
mhixson@acsd1.org
(307) 721-4460

*Becky Lancaster
UPLIFT
877 N. 8th Street West, Suite #1
Riverton, WY 82501
blancaster@upliftwy.org
(307) 857-6601

Bill Landen
Associate Vice President for Student Services
Casper College
125 College Drive, CE 203
Casper, WY 82601
blanden@caspercollege.edu
(307) 286-2667

*Bill MacLean
Executive Director, WIND
University of Wyoming
1000 E University, Dept 4298
Laramie, WY 82071
maclean@uwyo.edu
(307) 766-2762

*John Mason
Self-Advocate, College Student
1359 N. 5th Street
Laramie, WY 82072
johnmason123@yahoo.com
Home: (307) 742-6900
Cell: (307) 343-0963

*Joe McCann
Programs Team Manager
Wyoming Community College
Commission
2020 Carey Ave 8th Floor
Cheyenne, WY 82002
jmccan@commission.wcc.edu
(307) 777-6290

*Jim McIntosh
Administrator
Division of Vocational Rehabilitation
122 West 25th Street
Cheyenne, WY 82002
jim.mcintosh@wyo.gov
(307) 777-7389

*Denise Morse
Attending for Chris Primus
Communication Access Services
Coordinator, SEO
University of Wyoming
Disability Support Services
Knight Hall 330
Laramie, WY 82071
dmorse4@uwyo.edu
(307) 766-6189

Maggie Murdock
Dean, Outreach School
University of Wyoming
Wyo Hall 337
Laramie, WY 82071
murdock@uwyo.edu
(307) 766-3152

Chris Newman
Administrator
Developmental Disabilities Division
Wyoming Department of Health
6101 N Yellowstone Rd.
Cheyenne, WY 82002
chris.newman@wyo.gov
(307) 777-7115

*Peggy Nikkel
Executive Directory
UPLIFT
145 South Durbin St. #201
Casper, WY 82601
pnikkel@upliftwy.org
(307) 232-8944

*Pat Parton
Parent
4591 Clyde
Casper, WY 82609
(307) 473-3029
PatParto@aol.com

Chris Primus
Associate Director, SEO
University of Wyoming
Disability Support Services
Knight Hall 330
Laramie, WY 82071
cfprimus@uwyo.edu
(307) 766-6189

*Sandy Root-Elledge
Associate Director, WIND
University of Wyoming
1000 E. University Dr., Dept 4298
Laramie, WY 82071
sre@uwyo.edu
(307) 766-2764

Appendix B: Potential Student Survey

WY Think College Potential Student Survey

1. Do you ever think about going to college?

- Yes
- No

Why have you thought or not thought about going to a Wyoming community college or the University of Wyoming?

-----If you answered no, end survey. If you answered yes, please continue.-----

2. How much have you discussed your interest in college with others, including your family?

- A lot
- A little
- Not at all

3. What are your worries or concerns about attending college?

4. Are you:

- Male
- Female

5. How old are you? _____

6. In what Wyoming county do you live or live near?

- | | | | |
|-----------|--------------|-------------|----------------------------------|
| -Albany | -Goshen | -Park | -Washakie |
| -Big Horn | -Hot Springs | -Platte | -Weston |
| -Campbell | -Johnson | -Sheridan | -I do not live in Wyoming |
| -Carbon | -Laramie | -Sublette | -I do not live in Wyoming, but I |
| -Converse | -Lincoln | -Sweetwater | will be moving to Wyoming. |
| -Crook | -Natrona | -Teton | |
| -Fremont | -Niobrara | -Uinta | |

7. Which of the following have you done or will you do in the next five years?

- Graduate from high school with a certificate of completion
- Graduate from high school with a diploma
- Earn a GED
- Drop out of high school
- None
- Do not know

8. When will you leave the high school you go to now?

- In the next 2 years
- In the next 3, 4, or 5 years
- I have already left high school
- Other

9. What help do you need to do well in school?

10. What kind of disability do you have?

11. If you would go to college in Wyoming, how important are each of these:

	Agree	Disagree	Don't know
I want to go to the University of Wyoming in Laramie			
It is important to me to learn what I need to know to live by myself			
It is important to me to learn how to get to and from classes everyday			

12. If you would go to college in Wyoming, where would you want to go:

	Agree	Disagree	Don't know
I want to go to the University of Wyoming in Laramie			
I want to go to a community college (like Casper College or Western Wyoming College) close to my home			

13. If you would go to college in Wyoming, how important are each of these:

	Agree	Disagree	Don't know
It is important for me to be involved with clubs or organizations like the Agriculture Club, Film Club, or student government			
It is important for me to watch sports teams play			
It is important for me to go to events like plays and concerts			
It is important for me to play sports with other college or university students			
It is important for me to have the opportunity to make friends or to have someone to do things with			

14. If you want to college in Wyoming, how important are each of these:

	Agree	Disagree	Don't know
It is important to me to have a job while I am in college			
It is important to me to have a job when I finish college			
It is important to me to learn new job skills			
It is important to me to learn how to be a good college student			

15. If you went to college in Wyoming, what would you like to learn there?

16. After you finish college in Wyoming, what do you see yourself doing?

17. What else should we know about your interest in going to college?

Appendix C: Families of Potential Student Survey

WY Think College Families of Potential Student Survey

1. Which of the following best describes you?

- I am the parent or guardian of a youth between the ages of 14 and 26 with an intellectual disability.
- I am the parent or guardian of a youth between the ages of 14 and 26 with a disability OTHER than intellectual disability.
- I am a sibling, grandparent or other relative of a youth between the ages of 14 and 26 with an intellectual disability.
- I am a sibling, grandparent or other relative of a youth between the ages of 14 and 26 with a disability OTHER than intellectual disability.
- Other

2. How much knowledge do you have about college programs for students with intellectual disabilities?

- I know a lot about these programs
- I know a little about these programs
- I know nothing about these programs

3. Which of the following best describes your INTEREST in a college program for your family member with a disability?

- Interested
- Neutral
- Not Interested

Why are you interested or not interested in a college or university program on behalf of your family member?

-----If not interested, end survey. If interested, please continue-----

4. How old is the youth for whom you might consider for a college program? _____

5. Is the youth:

- Male
- Female

6. In what Wyoming county does your family member live or live near?

- | | | | |
|-----------|--------------|-------------|----------------------------|
| -Albany | -Goshen | -Park | -Washakie |
| -Big Horn | -Hot Springs | -Platte | -Weston |
| -Campbell | -Johnson | -Sheridan | -Does not live in Wyoming |
| -Carbon | -Laramie | -Sublette | -Does not live in Wyoming, |
| -Converse | -Lincoln | -Sweetwater | but will be moving to |
| -Crook | -Natrona | -Teton | Wyoming. |
| -Fremont | -Niobrara | -Uinta | |

7. What are your worries or concerns about the youth in your family attending a college program?

8. Which of the following has the youth in your family done or will you do in the next five years?

- Graduate from high school with a certificate of completion
- Graduate from high school with a diploma
- Earn a GED
- Drop out of high school
- None
- Do not know

9. When will the youth leave high school?

- In the next 2 years
- In the next 3, 4, or 5 years
- Has already left high school
- Other

10. For what disability or disabilities has the youth received accommodations in school?

11. What school accommodations has the youth received that have been helpful or improved his or her educational outcomes?

12. If the youth with a disability in your family was going to college in Wyoming, how important are each of the following:

	Agree	Disagree	Neutral/No opinion
It is important for my family member to be at the University of Wyoming in Laramie			
It is important for my family member to be at a community college near my home			

13. If the youth with a disability in your family was going to college in Wyoming how important are each of the following:

	Agree	Disagree	Neutral/No opinion
It is important for my family member to live away from home			
It is important for my family member to learn independent living skills			
It is important for my family member to receive a campus orientation			
It is important for my family member to live on campus			
It is important for my family member to learn how to get to and from classes			

14. If the youth with a disability in your family was going to college in Wyoming how important are each of the following:

	Agree	Disagree	Neutral/No opinion
It is important for my family member to be involved with clubs or organizations like the Agriculture Club, Film Club, or student government			
It is important for my family member to watch sports teams play			
It is important for my family member to go to events like plays and concerts			
It is important for my family member to play sports with other college or university students			
It is important for my family member to have the opportunity to make friends or to have someone to do things with			

15. If the youth with a disability in your family was going to college in Wyoming how important are each of the following:

	Agree	Disagree	Neutral/No opinion
It is important for my family member to have a job while in college			
It is important for my family member to have training in new job skills			
It is important for my family member to learn how to be a good college student			
It is important for my family member to learn study skills			
It is important for my family member to receive leadership training			
It is important for my family member to receive basic or applied education, e.g: Math, English			
It is important for my family member to be able to offer community service			

16. Which of the following best describes your willingness and ability to pay a typical rate of college tuition for your family member?

- Our family is willing and able to pay a typical college rate of tuition.
- Our family is willing but only able to pay a reduced college rate of tuition.
- Our family is willing but not able to pay college tuition.

17. What else do you want those involved in the strategic planning process to know as they help plan college or university program for students in Wyoming with intellectual disabilities?

18. Would you like us to contact you with the information we gather or more information about the WY Think College Program? If yes, please provide your name and contact information.

- Yes
- No

Name and contact information:

Appendix D: Input from educators and stakeholders

Wyoming Institute for Disabilities (WIND)

WY Think College

Input from educators and stakeholders

1. What are the most important things we should consider as we plan for postsecondary opportunities in WY for students with intellectual disabilities?
2. What areas of study should be available in a college program for students with intellectual disabilities?
3. Beyond courses, what else should be available to students with intellectual disabilities who attend a college program in Wyoming?
4. Where in Wyoming should a college programs be located?
5. What would you expect graduates of a college program for students with intellectual disabilities to do after college?
6. What else should we know as we develop a plan for postsecondary education in Wyoming for students with intellectual disabilities?

PATH

Planning Alternative Tomorrows with Hope

WY Think College

Now	People to enroll	Ways to build strength	The first step	1-3 months
<ul style="list-style-type: none"> Think College mini grant Data Certificate of employment VR transition for ages 14 – 24 Cheyenne transition team Strong community partners DD waiver Positive transition programs in place Parent/student initiated opportunities DVR funding kids with intellectual disabilities at college now Governor’s council on board/champion Seeds planted with Governor Word out to self-advocates Support of state Special Services Unit Director 	<ul style="list-style-type: none"> Wyoming integrated employment team Diversity committees/officers at UW and community colleges VR Transition teams State Superintendent of Public Instruction DVR Workforce Services New transition coordinator at DVR President of UW Vice president of Student Affairs at UW Administrators of community colleges 	<ul style="list-style-type: none"> Distinct services necessary; no duplication Community and family partners Strengthen ability to address educational goals with DD agencies Firm commitment from DVR Commitment from UW Commitment from Casper College and/or community colleges 	<ul style="list-style-type: none"> Bill MacLean to meet with UW President Committees: Develop list of questions to be answered in order to describe the model Amy write an Executive Summary of to share with Jim Sandy and Bill: Draft model description that is shared with stakeholder group for feedback/questions, including funding Bill, Sandy, report writing committee: write final report for Think College, due September 30 	<ul style="list-style-type: none"> Coordinated advocacy plan for legislature Assess current transition practices in Cheyenne, Laramie, Casper Firm up funding for coordination, considering UCEDD, DD Council, P & A, DOE Location for model is confirmed September meeting of WY Think College “leadership” Create webinars/modules for key groups: parents, students, educators

The Dream

- College Experience!!
- Real college courses
- Campus activities
- Faculty support
- Family support
- Choice
- Employment
- Residential options
- Individualized course of study
- Coaching and mentors
- Scholarships, financial aid, community partners
- Financial resources
- Supports Flexible
- Positive outcomes
- Community collaborations

3-9 months

- January, February 2012
- Advocating at January legislative Session; consider budget surplus, address all colleges possible
- Hold information session
- Recruit for part time coordinator
- Training/outreach
- Outreach to families: UPLIFT and Family2Family

- Spring 2012
- Complete marketing and application
- Determine evaluation measures for pilot students

Goal

People with intellectual disabilities in Wyoming have the choice to attend college with supports that are individualized.

