5 Critical Concepts to Support the Transition of Students With Disabilities to College

NSF Grant No. HRD #09-29079
Goals of Pacific Alliance

Increase:

- the number of high school students with disabilities entering postsecondary education.
- the number of individuals with disabilities (IWDs) in STEM postsecondary programs.
- the number of IWDs graduating from postsecondary education.
- the number of IWDs within the STEM workforce.
Supporting Through Critical Junctures

Support

High School 12th graders on O‘ahu

Community College students on O‘ahu

UH Mānoa undergraduate and graduate students

STEM Employment

Evidenced based, student-centered practices and activities and support
Activity
Critical Concept 1: Events

2014 Winter Institute

- Pacific Rim International Conference on Disability and Diversity
- Summer Academic Camps
- Summer & Winter Institutes
- High School Monthly Sessions
  - Parent Night Recruitment
  - Session 1: Introduction of Pacific Alliance
  - Session 2: STEM Career Card Sort, Participation Forms
Critical Concept 2: Identifying and Planning for Goals

- Session 3: “Getting to Know You” - Goals Part 1, Demographic and Past Experience Survey

- Session 6: Goals Part 2, S.M.A.R.T. strategy
  - S – Specific in your goals
  - M – Measurable, are you able to see progress?
  - A – Action-Oriented, steps to take
  - R – Realistic, can this really be achieved?
  - T – Timely, is this too much/little time?
Critical Concept 3: Self-Advocacy

Session 4: Self-Advocacy Part 1, Self-Advocacy Strategy (adapted from the University of Kansas, Center for Research and Learning, self-advocacy strategy)

Session 5: Self-Advocacy Part 2, IPLAN
- I – Inventory your skills and weaknesses
- P – Provide your inventory information
- L – Listen and respond
- A – Ask questions
- N – Name your goals
High School Sessions: What we Cover

- Session 5: Self-Advocacy Part 2
Critical Concept 4: Transitioning into College

- Session 7: Assistive Technology
  - Smart pens
  - Kurzweil

- Session 8: College Application

- Session 9: Financial Aid
Critical Concept 5: Hands-on Learning

- All sessions include some sort of hands-on learning activity, coupled with worksheets and/or outside presenters and partners.
  - Session 1: *Introduction of Pacific Alliance*
  - Session 2: *STEM Career Card Sort, Participation Forms*
  - Session 3: “Getting to Know You” - Goals Part 1, Demographic and Past Experience Survey
  - Session 4: *Self-Advocacy Part 1, Self-Advocacy Strategy*
  - Session 5: *Self-Advocacy Part 2, IPLAN*
  - Session 6: *Goals Part 2, S.M.A.R.T. strategy*
  - Session 7: *Assistive Technology*
  - Session 8: *College Application*
  - Session 9: *Financial Aid*
Progress Report

Spring 2013

- Number of high school participants served: 111
- Number of high schools served: 17
- Percent of high school participants who transitioned to college: 39%
- Percent of transitioned students who enrolled in a S.T.E.M. degree: 100%

Spring 2014

- Number of high school participants served: 184
- Number of high schools served: 17
High School Sessions: Participant Interests

Academic Interests of Pacific Alliance High School Participants

- Computer sciences: 16
- Mathematics: 14
- Electrical engineering: 12
- Earth, atmospheric sciences: 10
- Health, medical sciences: 10
- Mechanical engineering: 8
- Education: 8
- Humanities: 6
- Professional fields: 6
- Agricultural sciences: 6
- Chemical sciences: 4
- Other engineering: 4
- Physical sciences: 4
- Social sciences: 4
- Psychology: 4
- Aeronautical/astronomical sciences: 4
- Civil engineering: 4
- Material/metallurgical: 4
- Other: 4

STEM Academic Field of Interest
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