Career-Focused Services for Students with Disabilities at Community Colleges

WORKFORCE
STRATEGY
CENTER

National Collaborative on
Workforce and
Disability

NCWD
For Youth

Navigating the Road to Work
Making the Connection between
Youth with Disabilities & Employment

National Collaborative on
Workforce & Disability for Youth
Institute for Educational Leadership

This document was developed by
The National Collaborative on Workforce and Disability for Youth
(NCWD/Youth) and the Workforce Strategy Center.

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NCWD/Youth is composed of partners with expertise in disability, education,
employment, and workforce development issues. It is housed at the Institute for
Educational Leadership in Washington, D.C. The Collaborative is charged with assisting
state and local workforce development systems in integrating youth with disabilities into
their service strategies.

For information on the Collaborative, see
http://www.ncwd-youth.info

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EXECUTIVE SUMMARY

INTRODUCTION

Our nation's changing economy requires workers to attain increasingly higher job skills. Leaders in education, workforce development, and economic development recognize the need to help workers meet this challenge and to help employers find qualified employees. Barriers to educational and career opportunities will need to be removed so that individuals can succeed in this changing environment. In order to adequately respond to the pressing needs of a shifting economy and prepare a talented workforce, all students must have access to relevant education and training. With a total enrollment of approximately 11.6 million students – nearly half of all undergraduates in the country – the nation's community colleges have a critical role to play in addressing this imperative.[1] Community colleges must strive to align their programs and services with the needs of the economy and to assist students to make successful transitions from education to work.[2]

Statistics indicate that people with disabilities complete high school and attend postsecondary institutions at significantly lower rates than the overall population. Additionally, people with disabilities have a much higher unemployment rate. Although efforts by policymakers and disability advocates to address these disparities have made positive impacts, it is clear that more systematic efforts must be made on a regional, state, and national level to assist students with disabilities to succeed in postsecondary education and enter the workforce.

This report examines the efforts of community colleges to function as intermediaries in meeting the local workforce development needs of employers and promoting career opportunities and job attainment for students, including those with disabilities.

RESEARCH METHODOLOGY

The research for this report was conducted in two stages. The first stage involved analyzing state-level policies that affect job attainment for students with disabilities and gathering recommendations from key state-level leaders on community colleges with

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[1] "Fast Facts." American Association of Community Colleges, 15 Oct. 2007, http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast_Facts1/Fast_Facts.htm.

[2] For the purposes of this paper, the term community college refers to both community and technical colleges.

promising practices in six states. The second stage involved visiting colleges in five of these states and conducting guided discussions with key staff at each site.

Over 80 community college leaders were interviewed at 12 colleges in the five states visited to gather information for this report. The researchers spoke to staff and administrators in the offices for career services, student services, services for students with disabilities, workforce development, adult education, and others. The states and colleges were:

- **Kentucky**: Gateway Community and Technical College, Henderson Community College;
- **Maryland**: Anne Arundel Community College, Howard Community College, Montgomery College;
- **North Carolina**: Central Piedmont Community College;
- **Texas**: North Harris College, Victoria College;
- **Washington**: Columbia Basin College, Renton Technical College, Shoreline Community College, Spokane Community College.

KEY FINDINGS AND RECOMMENDATIONS FROM INTERVIEWS OF STATE-LEVEL LEADERS
The following key findings were summarized from discussions with state-level leaders and experts in Illinois, Kentucky, Maryland, North Carolina, Texas, and Washington. They serve to paint a picture of the policy environment surrounding community college services for students, including those with disabilities, and encompassing the relationships that community colleges have with regional workforce development systems in these six states. Key questions focus on state policies affecting job attainment for students, including those with disabilities, as well as student access and academic success. Questions also center on the extent to which state workforce and economic development systems work in coordination with higher education systems to achieve mutually complementary goals for economic growth and student and worker advancement.

POLICY GOALS AND LEADERSHIP
- *Many community college initiatives link workforce and economic development in each state, but disability services are not always in the mix* – Each state also developed a number of initiatives designed to connect workforce and economic development. However, very few of these state workforce initiatives have any connection with services provided for students with disabilities.
- *Postsecondary access, academic success, and classroom accommodations are the primary focus within disability services* – It is the perception of several state administrators that due to limited funding and stretched resources, campus-based

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staff for students with disabilities primarily focus on postsecondary access, academic success, and compliance with federal rules. Alignment or close working relationships with career and placement services, local employers, or other student service offices, is inconsistent at best.

- *Alignment of policy objectives among agencies requires gubernatorial support* – Each of the states seems to have significant challenges relative to the alignment of their state educational systems with workforce and economic development goals. In states where the governor has set a specific priority for aligning workforce development with the efforts of community colleges or economic development agencies, the alignment of agency goals and objectives is more visible.
- *Philanthropic investments are important drivers of change* – In addition to gubernatorial leadership, philanthropic investment through such efforts as The Ford Foundation's Bridges to Opportunity Initiative and The Joyce Foundation's Shifting Gears Initiative can help drive state policy relating to community colleges.

EFFORTS TO SUPPORT STUDENT SUCCESS AND JOB ATTAINMENT AFTER COLLEGE

- *State-level coordination of services for students with disabilities and workforce development or career services was not identified in our research* – This study does not identify any state-level efforts focused on helping students with disabilities secure jobs after college. The only examples of coordination identified between services for students with disabilities and workforce development or career services are at the local level.
- *Community colleges are more accessible for students with disabilities than four-year colleges and universities* – In general, state system educators believe that community colleges in their state respond more readily and with greater purpose to the needs of their local community members. They also believe that community colleges are far more likely to enroll a significant number of students with disabilities and do a better job of servicing these students than the state's public universities.
- *Vocational Rehabilitation plays a more prominent role in some states than others* – The working relationships between state community college system offices and the state vocational rehabilitation (VR) services office vary by state.

ADEQUACY OF RESOURCES

- *Funding for students with disabilities is believed to be inadequate* – Most of the staff from each of the six states felt that funding is inadequate to do much beyond compliance and providing only a basic level of services. A commonly held belief among state system disabilities coordinators holds that a significant number of

students with undiagnosed learning disabilities land in adult basic education (ABE) courses and developmental education courses.

KEY FINDINGS AND RECOMMENDATIONS FROM COMMUNITY AND TECHNICAL COLLEGE VISITS

Innovative programs and practices that help students with disabilities attain positive employment outcomes are identified at the twelve community colleges visited during the course of this project. The focus is on practices that promote educational access and success and job attainment after college. Typically, colleges in this report tend to compartmentalize services for students with disabilities and rarely align these services with other services and programs that they provide. Furthermore, while offices for students with disabilities provide accessibility and classroom accommodation services, they often do not have the resources to provide other important services, such as targeted counseling and career services.

WORKFORCE AND ECONOMIC DEVELOPMENT

It is standard practice among community colleges in this study to work closely with employers to ensure that their programs and curricula are serving the needs of the local economy. Colleges frequently develop new programs and revise existing ones to ensure that current skills and competencies are being delivered in the classroom. Additionally, most colleges in this study have a division of workforce development, economic development, business services, or continuing education that seeks to provide responsive workforce services to local businesses and workers. These divisions typically provide some non-credit and/or for-credit coursework in occupationally specific subjects that can contribute to individual career advancement or business workforce needs. Often these divisions work closely with employers to develop customized or contract training for incumbent workers. Many offer services to businesses, including business planning assistance for small businesses and entrepreneurs, and government grant-writing assistance. These divisions are not typically focused on serving students with disabilities.

- *Aligning programs with local economic needs to maximize employability* – Aligning programs with the needs of the local economy opens doors for all students by training them in high-demand industries.
- *Connecting with workforce and economic development partners to leverage resources and better address students' and employers' needs* – College leaders that become involved in local workforce investment boards, economic development boards and committees, and other workforce and economic development entities are able to advocate for community resources, position career services to better serve students and employers, and develop other beneficial relationships.

- *Working directly with employers to develop programs* – Strong working partnerships with employers promote successful job attainment for all students. These relationships can be especially beneficial for students with disabilities.

CAREER SERVICES

Career services offices typically are responsible for providing career counseling and job search and placement assistance. Services provided include student assessment and one-on-one counseling, workshops and seminars, workplace learning programs, and in many cases, job fairs. Several colleges have programs targeted to special populations including students with disabilities, adults, dislocated workers, out-of-school youth, and non-native-English speakers.

- *Providing opportunities for workplace learning to improve employment outcomes* – Workplace learning opportunities such as internships, practicums, co-ops, apprenticeships, and other opportunities provide excellent experience for students that helps facilitate job attainment after college.
- *Co-locating and close aligning of service improves service delivery* – The offices serving students with disabilities are not generally co-located or aligned with offices providing career services, ABE, tutoring and learning assistance, etc.
- *Providing basic job placement services to assist student transitions to work* – College career service offices are more likely to provide career counseling and other standard services than job development and placement. Rarely do these offices provide programs or services targeted to assist students with disabilities to find jobs.

SERVICES FOR STUDENTS WITH DISABILITIES

Every college in this study has at least one staff member dedicated to providing services for students with disabilities. At some colleges, disability support services are subject to tight budgetary constraints. Other colleges have invested sizeable resources into staff, assistive technology, and new programs. Rarely do college offices for students with disabilities move beyond their roles in providing accessibility and classroom accommodation services.

- *Disability services generally focuses on accessibility and classroom accommodations* – The offices for students with disabilities at colleges are largely responsible for meeting federal requirements regarding accessibility and classroom accommodations. Due to resource constraints, however, these offices are often challenged to provide additional services such as counseling and career services.
- *Universal design for learning can assist all students, including those with disabilities* – The implementation of Universal Design for Learning (UDL)

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components into both the physical environment and instructional strategies is viewed by practitioners as a very important promising practice.

- *Pre-enrolling students with disabilities while they are still in high school increases enrollment rates* – Early college outreach programs that engage high school students with disabilities promote higher rates of college enrollment.
- *Providing individualized counseling fosters better retention and better employment attainment* – Colleges that pursue an individualized approach to advising and counseling for students with disabilities promote better retention and aid in job attainment. Interviews show that low ratios of students to counselors within the offices for students with disabilities are important.
- *Partnering with other student service offices and resources available in the community improves service quality* – The staff in offices for students with disabilities often have to contend with tight budgetary constraints. One way to stretch the capacity to serve students is to partner with other student services offices or community organizations.
- *Establishing learning communities promotes information sharing and program quality* – Learning communities that facilitate information sharing among peers are an excellent way to improve the quality of service delivery.
- *Soft Skills* – Employers value soft skills such as communication, inter-personal, and decision making skills. Students without these skills are often challenged to successfully find employment or maintain stable careers. Students with disabilities often are not exposed to instruction in these soft skills.

RECOMMENDATIONS

The following recommendations represent a set of activities that colleges can undertake to improve services for students with disabilities and assist them to attain positive employment outcomes:

- *Expand services and move beyond accessibility and classroom accommodations* – Community colleges should consider providing expanded services for students with disabilities, including targeted counseling and career services. This could be accomplished by integrating services for students with disabilities with other programs and services and promoting partnerships between offices for students with disabilities and other offices. In some cases, re-organizing offices to co-locate services for students with disabilities within career services or other student services offices can drive these linkages. The overall goal should be to move beyond standard accessibility and classroom accommodation services to provide comprehensive services that help students with disabilities succeed in college and attain work.

- *Actively engage employers to be able to better address both their needs and those of their students and work with them to make existing programs inclusive of young people with disabilities.* – Community colleges need to emphasize more employer involvement in programs that serve all youth, including students with disabilities and work with employers to ensure that the education these students receive prepares them well for the work world. Employers may advise on curriculum development, donate classroom equipment, provide instructors from among their staff, provide work experiences for students including internships and co-ops, hire students who complete certain programs of instruction, or connect with college programs in other ways.
- *Implement Universal Design for Learning* (UDL) – Community colleges should learn about UDL and use it early in the creation of new programs. They should use UDL broadly, implementing it not just for physical design but also for instructional design and delivery.
- *Identify and engage students early* – Community colleges should identify and provide assistance to students who need it as early as possible. This includes conducting outreach to students with disabilities while they are still in high school as well as prior to the start of each semester in order to ensure that services and supports are in place to maximize their opportunities for success.
- *Use data to improve performance* – On the whole, colleges have scant data on the labor market outcomes of students, including those with disabilities. Collecting data on measures such as employment, retention, and wages can assist college programs and services determine their effectiveness.

SECTION I:
INTRODUCTION

Our nation's changing economy requires workers to attain increasingly higher job skills. Leaders in education, workforce development, and economic development recognize the need to help workers meet this challenge and to help employers find qualified employees. Barriers to educational and career opportunities need to be removed so that individuals can succeed in our changing environment. In order to adequately respond to the pressing needs of an altering economy and prepare a talented workforce, all students must have access to relevant education and training. With a total enrollment of approximately 11.6 million students – nearly half of all undergraduates in the country – the nation's community colleges play a critical role in addressing this imperative.[3] Community colleges must endeavor to align their programs and services with the needs of the economy and to assist students to make successful transitions from education to work.[4]

The U.S. Department of Labor's Office of Disability Employment Policy (ODEP), in partnership with the National Collaborative on Workforce & Disability for Youth (NCWD/Youth), have undertaken a project to assess the efforts of selected community colleges in promoting career opportunities and job attainment for students with disabilities. The broad goal is to become informed about what community colleges do and how they deliver services to students with disabilities. Field research for this project identifies programs, policies, and practices that impact the ability of students to successfully secure employment following their community college experience. The research primarily focuses on delivery of services to students with disabilities and the degree to which these are supported or constrained by the college, area employers, state-level policies and programs, and/or other factors.

According to the Institute for Higher Education Policy (IHEP), the U.S. Census Bureau reports that nearly 19 percent of Americans report having some sort of disability.[5] Furthermore, IHEP reports that between 46 and 61 percent of students with disabilities have learning disabilities.[6] Responding to the needs of students with disabilities, policymakers and disability advocates have made positive impacts in the last several

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[3] "Fast Facts." American Association of Community Colleges, 15 Oct. 2007, http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast_Facts1/Fast_Facts.htm.
[4] For the purposes of this paper, the term community college refers to both community and technical colleges.
[5] These include sight or hearing disabilities, physical disabilities, conditions that limit learning, remembering or concentrating, or other mental or emotional disabilities.
[6] Wolanin, Thomas R. and Patricia E. Steele. "Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers." Washington, D.C.: The Institute for Higher Education Policy, 2004.

decades through long-term committed efforts to facilitate educational advancement for people with disabilities. For example, IHEP reports that students with disabilities complete high school at increasing rates – up from 61 percent in 1986 to 78 percent in 2001. Additionally, of those who successfully complete high school, 73 percent enroll in some form of postsecondary education. Although these rates reflect significant improvements, they still compare unfavorably with the general population, in which 91 percent of people with a high school diploma or equivalency and 84 percent of high school completers enroll in some form of postsecondary education.

People with disabilities also face challenges to enter the workforce, even after completing postsecondary programs. Despite the efforts of policymakers to promote equitable hiring practices, Americans with disabilities face extremely high unemployment. By some estimates, nearly two-thirds of adults with disabilities are unemployed.[7] Furthermore, unemployment often exacerbates the effects of disabilities by limiting an individual's ability to pay for assistive services. Given this reality, it is clear that systematic efforts must be made on a regional, state, and national level to assist students with disabilities to succeed in postsecondary education and enter the workforce.

Community colleges are perfectly positioned to help students with disabilities address these challenges, succeed in college, and enter the workforce, as they offer an infrastructure for education and workforce development that is unmatched by any other entity. They serve students at all levels of the educational spectrum; providing developmental education, occupational training, academic degrees, and preparation for four-year transfer. Additionally, they have a tradition of affordable, open-access education for all students, including those with disabilities.

To address the unique challenges students with disabilities face and help them succeed in their studies, community colleges provide a variety of supportive services. By law, colleges are required to provide reasonable accommodations to assist students in meeting academic requirements. Standard disability services available at community colleges include tutoring assistance, test-taking accommodations, and technology-based learning aids. Some colleges have expanded their disability service mix to include the implementation of physical design improvements and creation of technology-based enhancements to the learning environment. Still other colleges develop special programs to assist students to gain industry-specific skill sets, participate in work experience opportunities, and to find jobs. Unfortunately, these expanded services are the exception to the general rule as tight budgets and competition for limited resources place constraints on innovative program development.

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[7] Rehabilitation Research and Training Center on Disability Demographics and Statistics. "2006 Disability Status Report." Ithaca, NY: Cornell University, 2007.

Although many community colleges explicitly state their commitment to preparing students with disabilities for successful job attainment, resource limitations force colleges to be innovative in fulfilling this mission. Community colleges often seek to augment their resources by pursuing additional funding through grants and by forming partnerships with other organizations such as VR agencies and community-based organizations.

Community colleges also partner extensively with regional employers and workforce and economic development agencies and organizations in order to meet the needs of students, while simultaneously supplying their communities with skilled workers. However, services for students with disabilities are rarely integrated with broader workforce development and economic development efforts at community colleges, limiting their potential to connect students with disabilities to employment.

In spite of the challenges, there are many examples of policies and programs at community colleges that successfully help students with disabilities advance in school and careers, and this project seeks to identify and document these promising practices. The report is organized into three sections. The introductory section reviews the project's research methodology, defines key terms, and summarizes key features of the state policy environment affecting services for students with disabilities. Section one presents an overview of key findings and recommendations. The second section offers brief summaries of the career services, disability services, and workforce and economic development efforts at twelve community colleges in five states.

RESEARCH METHODOLOGY

The research for this report was conducted in two stages. The first stage involves analyzing state-level policies that affect job attainment for students with disabilities and gathering recommendations from key state-level leaders on community colleges with promising practices. The second stage involves visiting these colleges and conducting guided discussions with key staff at each site.

During the first stage, NCWD/Youth created an advisory group to help articulate the characteristics of community colleges that connect students with disabilities to employers and connect services for students with disabilities to economic and workforce development efforts. The advisory group included representatives form the American Association of Community Colleges (AACC), the Association on Higher Education and Disability (AHEAD), the Employment and Training Administration of the U.S. Department of Labor, and the National Association of Workforce Boards

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(NAWB). Concurrently, the group began to develop a list of community colleges likely to yield promising practices during the case studies. The decision was made to concentrate on community colleges in six specific states. The six states identified were Kentucky, Illinois, Maryland, North Carolina, Texas, and Washington.

With AACC and AHEAD providing ongoing guidance, NCWD/Youth partnered with Workforce Strategy Center to interview state policymakers. Project staff developed a list of key contacts for each state, primarily consisting of community college leaders in the fields of workforce and economic development, VR, and disability services. Telephone conversations were held using a pre-formatted protocol (Appendix A) in which goals, objectives, and major policy emphases in the aforementioned areas were discussed. As part of the conversations, interviewees were asked to recommend promising practices at specific community colleges. In total, the research team held 22 discussions with key contacts from the six states (See Appendix B for a list of state interviews).

Following these conversations, community colleges were selected for further investigation. Twelve sites were selected in five states. At each site, researchers from NCWD/Youth and Workforce Strategy Center conducted in-person interviews of staff and administrators in the areas of career services, student services, services for students with disabilities, workforce development, adult education, and others (see Appendix C for a complete list of colleges and interviews).[8] The interviews at each college followed the same protocol (Appendix D). In addition, researchers reviewed printed and online materials (see Appendix E for a list of materials reviewed at each college). Researchers recorded notes during the conversations and summarized the notes following each visit. Over 80 community college leaders were interviewed in total.[9]

DEFINITIONS

The following section defines common terms found throughout this document. Several do not have standard or commonly agreed upon definitions. Accordingly, some of the definitions reflect the authors' best discretion.

ADULT BASIC EDUCATION (ABE)
As defined by Title II of the Workforce Investment Act of 1998, adult education refers to services or instruction below the postsecondary level for individuals who are 16 years of age or older; not enrolled in secondary school; and, who either lack sufficient mastery of basic educational skills to function effectively in society, do not have a secondary school

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[8] Site visits were not conducted in the state of Illinois.

[9] Special thanks to Barbara Endel, Rebecca Hare, Barbara Kaufman, Irene Lynn, and Sallie Rhodes for their hard work gathering information during the community college site visits.

diploma or its recognized equivalent, have not achieved an equivalent level of education, or are unable to speak, read, or write the English language.

BUSINESS SERVICES

These are services offered by community colleges to meet the needs of local businesses. These services include the use of facilities and equipment, the development and delivery of customized training programs, assistance with workforce and economic development grant applications, business plans, government compliance, and other services.

CAREER SERVICES

Most colleges have an office dedicated to career services, which typically provides career counseling, résumé assistance, and interview assistance for students, alumni, and members of the community at-large. Many also include job placement services such as access to job databases and placement into co-ops, internships, apprenticeships, and jobs.

CONTRACT TRAINING

Educational activities or training designed for and sold to a specific client or group of clients such as a company, private employer, or group of employers.

CO-OP EDUCATION

A structured educational strategy for learning through paid, productive, real-life work experience in a field related to a student's major.

DEVELOPMENTAL EDUCATION

Curriculum and services for admitting postsecondary students who are not academically prepared to perform college-level work.

DISABILITY

The definition of disability set forth in the Americans with Disabilities Act of 1990 does not distinguish between type, severity, or duration of the disability. It states: "The term 'disability' means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such impairment; or being regarded as having such an impairment."

ONE-STOP CAREER CENTER

These centers are designed to provide a full range of assistance to job seekers under one roof. Established and federally funded under the Workforce Investment Act (WIA), the centers offer training referrals, career counseling, job listings, and similar employment-related services.

PROVOST
Senior academic administrator at a college or university. While roles can vary, at many institutions, the provost serves as the chief academic officer.

SERVICES FOR STUDENTS WITH DISABILITIES
Services provided by the college to ensure that all of the campus services and resources are accessible to students with disabilities. These services vary depending on the type of disability and can include accommodation services, referral services, special programs, and individual counseling and advising. Students are required to self-identify and to register with the appropriate office to access these services.

STUDENT SERVICES
Services designed by a school entity to support instructional programs and to help students attain their educational and career goals. These can include academic and career counseling, health services, psychological services, or other services that improve the likelihood of student success.

UNIVERSAL DESIGN FOR LEARNING (UDL)
A framework for designing curricula to meet the needs of diverse learners, UDL incorporates assistive technology and physical design techniques to create a robust learning environment. The framework provides learners with multiple means of acquiring information and demonstrating knowledge, and multiple channels for sparking learners' interests.

VOCATIONAL REHABILITATION (VR)
A federally supported program of services funded under Title I of the Rehabilitation Act of 1973 that assists individuals with disabilities who are experiencing barriers to employment. VR assists those individuals to secure employment commensurate with their abilities and capabilities through the provision of individualized services and supports.

WORKFORCE INVESTMENT ACT (WIA)
Enacted in 1998, WIA provides a framework for a Federal system of voluntary workforce preparation and employment services. The Act establishes local workforce investment areas for the purposes of delivering services. Each area is overseen by a body called a Workforce Investment Board (WIB), which is comprised of local business, education, job training, and other community leaders. WIBs, which oversee the operation of One-Stop Career Centers, provide guidance to local governmental agencies and training providers regarding the use of job training funds and the development of employment programs.

WORKFORCE RECRUITMENT PROGRAM (WRP)

Coordinated by the Office of Disability Employment Policy (ODEP) and the U.S. Department of Defense, WRP is a recruitment and referral program that connects federal and private sector employers with highly motivated postsecondary students with disabilities seeking summer or permanent employment.

KEY FINDINGS AND RECOMMENDATIONS FROM INTERVIEWS OF STATE-LEVEL LEADERS

Findings derived from discussions with state-level leaders and experts in Illinois, Kentucky, Maryland, North Carolina, Texas, and Washington are described below. They serve to paint a picture of the policy environment surrounding community college services for students with disabilities and encompassing the relationships community colleges have with regional workforce development systems in these six states. Key questions focus on state policies affecting job attainment for students with disabilities, as well as student access and academic success. Questions also center on the extent to which state workforce and economic development systems work in coordination with higher education systems to achieve mutually complementary goals for economic growth and student and worker advancement.

POLICY GOALS AND LEADERSHIP

- *Many community college initiatives link workforce and economic development in each state, but disability services are not always in the mix* – Each state has developed a number of initiatives designed to connect workforce and economic development, such as **Kentucky's** Workforce Investment Network System (WINS) and Career Pathways projects, **Washington's** Project Search and Integrated Basic Education and Skills Training (I-BEST), and **Illinois**'s Job Training and Economic Development (JTED) initiative. Unfortunately, these efforts generally do not involve services for students with disabilities. One interviewee who worked in the disability services field stated, "The economic development community is not involved much [in our efforts to serve students with disabilities]."
- *Postsecondary access, academic success, and classroom accommodations are the primary focus within disability services* – It is the perception of several state administrators that because of limited funding and stretched resources, campus-based staff for students with disabilities primarily focus on the basics: postsecondary access, academic success, and compliance with federal rules. Alignment or close working relationships with career and placement services, local employers, or other student service offices appears to be inconsistent at best. Moreover, several of the disabilities coordinators at the state level seem relatively unaware of the state's workforce and economic initiatives.

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- *Alignment of policy objectives among agencies requires gubernatorial support* – Each of the states seems to have significant challenges relative to the alignment of their state educational systems with workforce and economic development goals. In states where the governor has set a specific priority for aligning workforce development with the efforts of community colleges or economic development agencies, such as **North Carolina**, **Washington**, and **Kentucky**, the alignment of agency goals and objectives is more visible.
- *Philanthropic investments can prove to be influential drivers of change* – In states such as **Illinois**, **Washington**, and **Kentucky**, as evidenced through the Bridges to Opportunity Initiative (WA, KY), and The Joyce Foundation's Shifting Gears Initiative (IL), philanthropic investment plays an important role in state policy change as it relates to community colleges. .

EFFORTS TO SUPPORT STUDENT SUCCESS AND JOB ATTAINMENT AFTER COLLEGE

- *State-level coordination among services for students with disabilities and workforce development or career services was not identified-*– There are no state-level efforts identified in this study that focus on helping students with disabilities secure jobs after college. The only examples of coordination between services for students with disabilities and workforce development or career services that were identified occur at the local level. These discrete programs, which were described by one state-level leader as "random acts of progress," offer some potential to encourage job attainment, but may have less impact than large-scale, state-level initiatives.
- *Community colleges are more accessible for students with disabilities than four-year colleges and universities* – In general, state-level leaders believe that *community* colleges in their states respond more readily and with greater purpose to the needs of their local community members. They also hold that community colleges are far more likely to enroll a significant number of students with disabilities and that they do a better job of providing services to students with disabilities than the state's public universities.
- *Vocational Rehabilitation plays a more prominent role in some states than others* – A positive working relationship between the state's community college system offices and the state's VR services office is most evident in **Washington** and **Kentucky**. In other states, such as **North Carolina** and **Illinois**, the alignment is perceived to be driven at the local level. However, it is not clear if a close working relationship results in better services or employment outcomes for those students and/or workers.

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ADEQUACY OF RESOURCES

- *Funding for students with disabilities is believed to be inadequate* – Most of the staff from each of the six states observe that funding is inadequate to do much beyond providing basic levels of services, such as accessibility services and classroom accommodations. It is a commonly held belief among state-system disabilities coordinators that there are a significant number of students with undiagnosed learning disabilities that land in ABE courses and developmental education courses. In addition to having not been discovered, one reason learning disabilities remain undiagnosed is the expense involved in documenting such disabilities.

SECTION II:
KEY FINDINGS AND RECOMMENDATIONS FROM COMMUNITY AND TECHNICAL COLLEGE VISITS

KEY FINDINGS

This section highlights key findings from the site visits as well as innovative programs and practices underway at the twelve community colleges visited that promote educational access and success, and job attainment of students with disabilities after college. The findings are summarized into three areas - workforce and economic development, career services, and services for students with disabilities. For more information about any of the practices found in this section, refer to the lengthier description of activities at each college in Section III of this report.

On the whole, it was found that the colleges in this report tend to compartmentalize services for students with disabilities and rarely align these services with the other services and programs they provide. Furthermore, while offices for students with disabilities provide accessibility and classroom accommodation services, they frequently lack the resources to be able to provide other important services such as targeted counseling and career services.

WORKFORCE AND ECONOMIC DEVELOPMENT

It is standard practice among the community colleges in this study to work closely with employers to ensure that programs and curricula are serving the needs of the local economy. Colleges frequently develop new programs and revise existing ones to ensure that current skills and competencies are being delivered in the classroom. Additionally, most colleges in this study have a division of workforce development, economic development, business services, or continuing education that seeks to provide responsive workforce services to local businesses and workers. These divisions typically provide some non-credit and/or for-credit coursework in occupationally specific subjects that can contribute to individual career advancement or business workforce needs. Often these divisions work closely with employers to develop customized or contract training for incumbent workers. Many of these divisions also offer other services to businesses, including business-planning assistance for small businesses and entrepreneurs and government grant-writing assistance. These divisions are not typically focused on serving students with disabilities.

Nonetheless, the research did point to the following practices that hold promise for promoting positive outcomes for students with disabilities:

- *Aligning programs with local economic needs to maximize employability* – Aligning programs with the needs of the local economy opens doors for all students by training them in high-demand industries. Efforts to align college programs with local economic needs include establishing employer advisory committees to assist in curriculum development, conducting analyses of labor market and other economic data to determine key areas of local need, and working directly with specific employers or groups of employers to develop industry-specific programs. These programs tend to lead to high job attainment rates among student participants. The Career Pathways program at **Gateway Community and Technical College (Park Hills, KY)** brings together a group of local manufacturing firms to develop curricula, hire program graduates, develop grant applications, and other activities. The group has developed a set of certificates and degrees highly customized to their hiring needs for high-demand occupations.

- *Connecting with workforce and economic development partners to leverage resources and better address students' and employers' needs* – College leaders who become involved in local WIBs, economic development boards and committees, and other workforce and economic development entities are able to advocate for community resources, position career services to better serve students and employers, and develop other beneficial relationships. The executive director for Workforce Development at **Howard Community College (Columbia, MD)** sits on the local WIB, co-chairs a local military Base Realignment Committee, and is a member of the local Chamber of Commerce. At **Anne Arundel Community College (Arnold, MD)**, with an expansion of nearby Fort Meade underway, the college staff is working closely with the Army Education Center to help prepare workers to staff new offices on the base. The college also runs initiatives jointly with the Department of Defense, NASA, Baltimore/Washington Airport, and Cisco Systems to place graduates into jobs.

- *Working directly with employers to develop programs that promote successful job attainment* for all youth, including youth with disabilities– Employers can assist community colleges in curriculum development, facilitating workplace learning experiences, contributing instructors and guest lecturers in class, and donating funding or instructional equipment. Employers also can assist to make their existing programs inclusive of youth with disabilities and to develop programs that target students with disabilities. There are numerous examples of colleges working with employers. For example, **Central Piedmont Community College (Charlotte, NC)** has close relationships with numerous local employers, including prominent national businesses. Both the Career Services Office and the Corporate Training and Continuing Education Division foster close employer relationships,

which connect students to job opportunities after completing their studies. Additionally, **Renton Technical College (Renton, WA)**, **Shoreline Community College (Shoreline, WA)**, and **Central Piedmont Community College** all work closely with automotive dealers in their respective regions to develop automotive technicians, a high-demand occupation.

CAREER SERVICES

The career services offices at the community colleges vary in size from one to over ten staff members. Most career services offices included in this study are responsible for providing career counseling, job search, and job placement assistance. These services are provided by offering student assessment and one-on-one counseling, workshops and seminars, workplace learning programs, and in many cases, job fairs. Several colleges have programs that target special populations, including students with disabilities, adults, dislocated workers, out-of-school youth, and non-native-English speakers. Although some of the colleges in our study only provide career counseling services, most offer job placement services as well, an activity that increases the success rate of student job attainment.

The following promising practices are included based on their innovative nature and their capacity or potential to produce successful job attainment outcomes for students with disabilities.

- *Providing workplace learning opportunities to facilitate job attainment after college* – Workplace learning opportunities such as internships, practicums, co-ops, apprenticeships, and other opportunities provide excellent experience for students to help facilitate job attainment after college. Several colleges offer unique workplace learning opportunities for students, including those with disabilities. Service-learning programs such as Project Reach at **Henderson Community College (Henderson, KY)** and programs at many other colleges place students with disabilities into employment opportunities with community non-profit organizations. Opportunities such as these may enhance long-term employment outcomes. Programs at several colleges, such as WRP, facilitate summer workplace learning experiences and permanent placements for students with disabilities.

  Others offer programs not targeted for students with disabilities, but which appear to present opportunities that actively integrate students with disabilities in the future. Although not targeted at students with disabilities, the automotive technician programs at **Renton Technical College** and **Shoreline Community College** are excellent examples of close partnerships between colleges and employers that maximize workplace learning opportunities and lead to high rates

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of job attainment. The I-BEST program in Washington state (see **Columbia Basin College (Pasco, WA)**), which provides contextualized occupational training for specific student populations, also has great potential for serving students with disabilities.

- *Co-locating and aligning disability student services with other key services to promote positive student outcomes* – The offices serving students with disabilities are not generally co-located with offices such as those providing career services, VR, ABE, tutoring and learning assistance, etc. In addition, the services they provide are not aligned with the various services offered to students generally. To resolve this problem, the Resource Center at **Columbia Basin College**, for example, houses the disability services office, the career services office, and many other services. At **Henderson Community College**, the soon-to-be-built Sullivan Building will house Head Start, an adult learning center, the Workforce Investment Act One-Stop Career Center, VR services, ABE, the Center for Customized Training, the Office for Students with Disabilities, and a large computer lab. An example of service alignment is the cooperation between the Office of Disability Support Services and the Center for Entrepreneurial Excellence at **Howard Community College.** This collaboration helps students with disabilities who are experiencing difficulty entering the labor market view themselves as entrepreneurs and successfully start their own businesses. The partnership has resulted in some students with cognitive disabilities launching their own businesses.

- *Providing basic job placement services to assist students with disabilities in job attainment* – College career service offices typically provide career counseling, job development, and placement services. They rarely provide programs or services targeted to assist students with disabilities to find jobs. Students with significant disabilities may require special assistance in finding careers and employers that suit their career aspirations and work environment needs. These students would greatly benefit from job placement programs designed to meet their needs. The WRP at **Montgomery College (Rockville, MD)** and **Howard Community College** assists students with disabilities to find summer and/or permanent jobs. **Howard Community College** teams up with the local One-Stop Career Center to offer a job fair for students with disabilities.

SERVICES FOR STUDENTS WITH DISABILITIES

Every college has at least one staff member dedicated to providing services for students with disabilities. At some colleges, disability support services are subject to tight budgetary constraints. Rarely do such offices move beyond providing accessibility and classroom accommodation services. Other colleges, such as those highlighted below, have invested sizeable resources into staff, assistive technology, collaboration, and new programs to enhance the opportunities for success for students with disabilities.

- *Implementing of Universal Design for Learning (UDL) to better meet the needs of all learners* – Institutionalizing UDL components into both the physical environment and instructional strategies is viewed by practitioners as a very important promising practice. Several colleges have adopted new technologies and committed themselves to providing a robust, flexible, and accommodating learning environment. In 2002, **Renton Technical College** received a three year grant from the U.S. Department of Education to incorporate UDL into the campus environment. Currently, 25 instructional programs in four departments, including three off-campus sites, have incorporated UDL into their instructional delivery. Similarly, other colleges have implemented facets of UDL or have committed to incrementally implementing the strategy over time.
- *Pre-enrolling high school students with disabilities to promote higher rates of enrollment* – College outreach programs that engage high school students with disabilities promote higher rates of college enrollment for these students. Reaching out to high school students involves making students aware of the opportunities for students with disabilities within the community college system. Several programs offer summer day camps that allow high school students to attend sessions on the college campus, familiarizing them with the college environment. Project ACCESS at **Howard Community College** is a program that introduces high school students with disabilities to college life during a four-week summer program. During the program, students are exposed to adaptive technologies available at the college and taught courses on self-advocacy and other self-sufficiency skills.
- *Providing individualized counseling for students with disabilities to promote retention and job attainment* – Colleges that pursue an individualized approach to advising and counseling students with disabilities promote better retention and aid in job attainment. Low ratios of students to counselors within the offices for students with disabilities are viewed as important. The staff serving students with disabilities often report that they do not have adequate personnel to provide personalized counseling services to all students with disabilities. As a result students often are referred to other services for assistance and receive less individualized attention. At **Anne Arundel Community College**, staff members reach out to students with disabilities through fliers and emails to encourage their participation in career services programs. Career counselors and disability support staff at the college have become accustomed to providing individualized counseling to students with disabilities. In particular, counselors seek to assist students to overcome barriers to job attainment. For example, career counselors coach students with disabilities to deal with insensitive questioning during job interviews and to become self-advocates during hiring negotiations. Additionally, to track students' progress, the college's Student Information System (SIS) allows

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counselors to monitor the classes each student takes and calculate the classes remaining until completion of a degree or certificate. To encourage feedback on counseling efforts, the Office of Disability Support Services (DSS) has a computer set up where students can rate the efforts of their advisors. This information is reviewed as part of DSS performance evaluations.

- *Partnering with other student services offices and community organizations to better address students' needs* – Staff in offices for students with disabilities often must contend with tight budgetary constraints. One way to stretch the capacity to serve students is to partner with other student services offices or community organizations. For example, staff report that they greatly value relationships with Offices of Vocational Rehabilitation Services, which often serve the same students and are able to share resources. The **Montgomery College** Disability Support Services Office partners with the county Human Services Office to provide services for students with disabilities. The Disability Support Services Office at **Howard Community College** develops programs in partnership with the Arc of Howard County, a community-based organization that serves people with disabilities. One such program is an entry-level child care program for students who could not complete the regular child care certificate program. At **Anne Arundel Community College**, the school keeps a Balance Score Card that records requests for accommodations and when those accommodations were received by students. The benchmark is to provide 95 percent of accommodations within 48 hours of the request, a mark which staff report has historically been met.

- *Establishing learning communities to promote information sharing and improve practice* – Learning communities in which problems are shared candidly, solutions are discussed, and promising practices are disseminated have a marked affect on the quality of service delivery. For example, the **North Harris Montgomery Community College District** (NHMCCD) **(Spring, TX)** organized the Land Mark Conference, a district-wide event focusing on how best to support students with disabilities. Representatives from all the NHMCCD schools participated in sessions on the theory and practice of working with students with disabilities, the use of technologies, and how to incorporate UDL.

- *Ensuring students learn the "soft skills" demanded in the workplace today* – Employers value soft skills such as punctuality, workplace appearance and demeanor, and conflict resolution. Students without these skills often are challenged to successfully find employment or maintain stable careers. **Henderson Community College** teaches a class for students with disabilities delivering instruction on basic workplace soft skills, basic job search, resume writing, and interviewing fundamentals among other topics.

RECOMMENDATIONS

Based on the promising practices observed at the twelve colleges examined in this project, it is recommended that community and technical colleges consider taking the following actions to better assist students with disabilities in attaining positive employment outcomes.

- *Expand services and move beyond accessibility and classroom accommodations –* Community colleges should provide expanded services for students with disabilities, including targeted counseling and career services to help them succeed in school and become employed. This can be accomplished by integrating services for students with disabilities with other programs and services and promoting partnerships between offices for students with disabilities and other offices. In some cases, these linkages can be driven by re-organizing the structure of student services or by co-locating the offices for students with disabilities with other offices, such as career services, VR, ABE, tutoring, and learning assistance. Partnering with organizations such as WIBs and One-Stop Career Centers, economic development boards, community-based organizations, organizations that serve people with disabilities, and employers will also allow colleges to better address the needs of all students, including those with disabilities.

- *Actively engage employers in programs that serve people with disabilities, and in including youth with disabilities in their mainstream activities –* Community colleges in this study engage employers through a variety of mechanisms. For example, employers serve on advisory committees for specific instructional programs and as hosts for internships and apprenticeships. Community colleges need to emphasize more employer involvement in programs that serve students with disabilities and work with employers to include students with disabilities in existing activities. Employers may advise on curriculum development, donate classroom equipment, provide instructors from among their staffs, provide work experiences for students including internships and co-ops, hire students who complete certain programs of instruction, or connect with college programs in other ways.

- *Implement Universal Design for Learning* (UDL) – Community colleges should learn about UDL and use it early in the creation of new programs. They should use UDL broadly, implementing it not just for physical design but also for instructional design and delivery. Additionally, colleges should increase training and professional development for faculty on incorporating UDL into their instruction and material.

- *Outreach to students with disabilities should occur early and often –* Community colleges should conduct outreach to high school students with disabilities to increase enrollment and identify and provide assistance to students who need it as early as possible. Colleges should also conduct outreach to students with

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disabilities prior to the start of each semester in order to ensure that appropriate services and supports are in place to maximize success. Strategies for early identification and outreach include providing information about disability services with admission applications, holding orientation sessions for new students, and training faculty and staff to help identify students who may need assistance.

- *Use data to improve performance* – Community colleges should enhance their capacities to use data to improve performance. On the whole, colleges have scant data on the labor market outcomes of students, including those with disabilities. Collecting data on measures such as employment, retention, and wages can assist colleges in determining whether their programs and services are effective.

SECTION III:
SYNOPSES OF COMMUNITY AND TECHNICAL COLLEGE VISITS

KENTUCKY

The Kentucky Community and Technical College System (KCTCS) is comprised of 16 colleges operating on 65 campuses. With more than 86,000 students enrolled in credit programs, KCTCS is the largest provider of postsecondary education and workforce training in the Commonwealth. The ten most popular majors are liberal studies, registered nursing, business administration, vocational nursing, medical technology, child care, computer science, executive assistance, criminal justice, and general occupational. Tuition is $109 per credit hour and 75 percent of the students receive financial aid. Total expenses in FY 2005 were more than $600 million, with just over one-third coming from state appropriations and the remainder coming primarily from government grants and contracts, tuitions and fees.

KCTCS prides itself on providing a seamless path from high school to postsecondary education and employment by providing geographically accessible education, a system that allows students to move easily among programs and institutions, a curriculum tailored to meet the needs of employers, and services to address the skill-development needs of workers. A state coordinator of disability services oversees the activities of the disability coordinators at each campus. However, the level of services available to students with disabilities varies from college to college.

GATEWAY COMMUNITY AND TECHNICAL COLLEGE

Gateway Community and Technical College (GCTC) is located in northern Kentucky, with campuses in Covington, Highland Heights, Edgewood, and Florence. GCTC provides educational opportunities in over 30 program areas, including multiple healthcare programs, automotive programs, and other technical professions. Located just across the Ohio River from Cincinnati, the college serves 3,500 students in the northern Kentucky region.

GCTC places a strong emphasis on working with employers and providing workforce development training. GCTC's Career Pathways initiative focuses on preparing students for careers in advanced manufacturing, business management, and information technology, working closely with regional employers and the workforce development system. The Business and Industry Services Division brokers relationships with regional industries and provides training for incumbent workers. Additionally, GCTC has established a separate learning center at the Citicorp complex in northern Kentucky. The Career Center, which delivers career services, and the Office for Students with Disabilities are housed within the Student Services Division.

WORKFORCE AND ECONOMIC DEVELOPMENT

In addition to standard academic and administrative departments, GCTC has a Business and Industry Services Division. Last year this division served 390 businesses and corporations with customized training programs for more than 3,400 employees. The Business and Industry Services Division actively seeks out opportunities to partner with businesses and takes advantage of government grants to promote economic and workforce development. The division provides services such as computer training, lean manufacturing training, business planning and general consultative services, health and safety courses, professional licensing continuing education units, and customized training. The college also offers fee-based training opportunities, as well as grant-writing assistance for state economic development programs.

A wide array of training programs are available and are often offered in conjunction with outside partners. For example, GCTC partners with Airline Ground Schools, Inc., to offer a 13-week Aircraft Dispatcher Training program that results in Federal Aviation Administration certification. Additionally, training services offered to employers include a process for incorporating job requirements into new curricula called DACUM Job Task Analysis and a process for codifying skills and competencies required for particular occupations called ACT Work Keys Job Skills Profiling System, along with negotiation, critical thinking, and leadership development courses.

The area around GCTC is experiencing high demand for workers in advanced manufacturing due to industry growth and significant turnover from retirement. Leaders from the college spearheaded the development of an initiative called Career Pathways that creates educational stepping stones for workers in the manufacturing industry and endeavors to align college curricula with the workforce skill demands of employers. The effort involves partners from the K-12 system, a local university, and the workforce development system. The pathway has steadily expanded from an initial offering of an AAS in Manufacturing Engineering Technology to include three additional manufacturing certificates, an evening program, and a dedicated recruitment program.

In addition to its workforce and economic development efforts in advanced manufacturing, GCTC developed Career Pathways in other industries, including business management and information technology. All of the Career Pathways place strong emphasis on employer engagement. For example, the advanced manufacturing pathway provides the impetus for regularly convening a group of employers to address workforce issues in the industry. Throughout the process of developing Career Pathways programs, GCTC collects labor market data to determine which occupations and industries are experiencing the most demand, and data from surveys of employers to determine the skills that are most needed in the workforce.

There are, however, no current or planned initiatives that focus on students with disabilities and the Office for Students with Disabilities does not appear to be connected to the college's focus of workforce and economic development.

CAREER SERVICES
The Career Center provides services including career counseling, job search workshops, and job placement assistance. The center has working relationships with more than 200 local businesses and places students into co-ops, internships, apprenticeships, and jobs. Providing placement services allows the college to actively advocate for students with employers, a great benefit for students with disabilities. However, student involvement with the Career Center is voluntary and not all students take advantage of the services provided. The center is staffed by one full-time coordinator, one full-time administrative assistant, and several part-time work-study students.

The college operates a program called Ready-to-Work to assist students on welfare to navigate the college environment. Kentucky Ready-to-Work was developed via a partnership between the Kentucky Community and Technical College System (KCTCS) and the Kentucky Cabinet for Health and Family Services (KCHFS) and is offered at all community colleges in the state. The program delivers support services including counseling, tutoring, childcare, school supplies, transportation, and others. Although it is

not administered by the Career Center at GCTC, the program has a strong career services focus. To help participants attain work, the program provides services including career counseling, work-study programs, job search workshops, and job placement assistance.

The Career Center keeps records while students are enrolled and involved in co-op or internship placements, and surveys all students when they leave the college to determine employment status. Unfortunately, there has not been a systematic effort to track students' employment after they leave GCTC.

The Career Center and Office for Students with Disabilities frequently cooperate to place students with disabilities in co-ops, internships, and jobs. None of these efforts target students with disabilities, however, and students with disabilities must seek out the services of the Career Center.

SERVICES FOR STUDENTS WITH DISABILITIES

The primary focus of the Office for Students with Disabilities (OSD) is to provide students with disabilities access to the resources and opportunities at all of the GCTC campuses and to ensure compliance with statutes and procedures governing services for students with disabilities. The office has two staff members and serves 175 students per year. OSD does not actively seek to work with businesses and has no special programs involving employers. Instead an informal referral process takes place with the Career Center and/or Career Pathway coordinator.

The primary emphasis of OSD is accessibility and classroom accommodation services. There is no evidence of special programs with high schools, community organizations, or businesses. OSD does have working relationships with other offices on the campus such as ABE, developmental education, and other student services, though there is no information available as to how these relationships have benefited students with disabilities beyond a general referral to their services. Over the past four years OSD staffing has been reduced from seven full-time employees to two – a director and a support staff member.

Despite the challenges faced by OSD, college leadership indicates that they see serving students with disabilities as a key component of the college's mission. An opportunity may arise for OSD to expand its role, as the department directors are currently engaged in a strategic visioning and planning exercise. The director of OSD has several innovative concepts ready to pilot if given additional resources. One idea is to train all college

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faculty to utilize a headset microphone during lectures. This would allow for the lectures to be recorded and transcribed and for both the text and audio file to be posted on-line.

HENDERSON COMMUNITY COLLEGE

Henderson Community College (HCC) is located in Henderson, a small rural community in northwest Kentucky, just across the Ohio River from Evanston, Indiana. HCC serves three counties and has an enrollment of 2,200 full-time students. Additionally, the college enrolls more than 4,000 part-time students through its continuing education programs. Over the past two years HCC's enrollment has increased by 115 percent. The economy of northwest Kentucky is in transition with the manufacturing industry, contracting and growth occurring in health care, retail services, and agri-business.

The school is organized around standard academic and administrative departments, with both the Career Services Office and the Office for Students with Disabilities included within the Student Services Division. Though it is the smallest college in the state system, HCC is the fourth largest provider of on-line education in the state. The college has a standalone Department of Community and Economic Development, which provides industry-based education and training. The college also operates a successful Performing Arts Center, drawing an annual attendance of nearly 50,000 patrons.

WORKFORCE AND ECONOMIC DEVELOPMENT

HCC's Department of Community and Economic Development offers credit and non-credit courses to business, industry, and individuals. Like most of the colleges in the KCTCS system, HCC operates a Career Pathways initiative that seeks to help students make upward educational transitions in specific high-demand occupational sectors. HCC's Career Pathways program seeks to help Licensed Practical Nurses become Registered Nurses. However, students with disabilities are not specifically targeted for recruitment. Additionally, the college staffs a Rapid Response team that partners with local workforce development agencies to assist dislocated workers when businesses close.

HCC is in the final stages of constructing the Sullivan Technology Center, a 54,000 square foot, state-of-the-art building that will be used for technical and industrial degree programs and play a major role in developing the regional workforce. HCC and its public and private partners expect the Sullivan Technology Center to become the regional center for workforce development. In addition to programs and classes, the Center will house Head Start, the Adult Learning Center, the WIA One-Stop Career Center, VR Services, the Center for Customized Training, the Office for Students with Disabilities, and a large computer lab. The belief is that the co-location of complementary offices and services

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will foster increased coordination and the development of further opportunities for students with disabilities. As the regional economy transitions from manufacturing to service, the Sullivan Technology Center will provide leadership and facilitate the coordination of the various services available to students, employees, and businesses.

CAREER SERVICES

As part of the Student Services division, the Career Services Office (CSO) provides career planning assistance, counseling, resume-building assistance, service-learning placement, and activities for career readiness. The office also has programs to help students with internship, co-op, apprenticeship, and job placement. The office runs several special programs that serve all students at the college, including students with disabilities. Employer relationships are particularly strong in the healthcare industry.

The service-learning program places students, including those with disabilities, into jobs with non-profit organizations, in which they work 20 hours a week for credit. The administrators of the program believe that students learn valuable workplace skills through the program. As one of the only education and training providers in the region, the college has developed strong relationships with many regional employers, which benefits the service-learning program.

The Kentucky Ready-to-Work program, which seeks to help students on welfare gain employment or transition into college classes, is a major focus of CSO. The program, which was developed via a partnership between the Kentucky Community and Technical College System and the Kentucky Cabinet for Health and Family Services, delivers services including counseling, tutoring, childcare, school supplies, transportation, and career services. To help participants attain work, the program provides services including career counseling, work-study programs, job search workshops, and job placement assistance. A program called the Green River Academy, part of the Ready–to-Work program, operates a functional coffee shop/café that employs students and teaches math skills, money management, critical thinking, and food service operations. The goal of the program is to facilitate skill development leading to job attainment beyond entry-level food service jobs.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office for Students with Disabilities (OSD) provides individual counseling and advising, accommodation services, referral services, and special programs. Students must self-identify and are required to register with the office each semester. OSD is staffed by a half-time coordinator who provides individualized counseling and support to all of the students with disabilities. Serving students with disabilities is an important part of the

college's mission and the OSD coordinator has indicated that the office is adequately funded to do so.

OSD is located next to CSO and there is a strong partnership between these two offices, largely due to the relationship between the coordinators of the two offices. For example, the CSO coordinator teaches an "employability" class for students with disabilities and works closely with these students to prepare them for future employment. The class teaches basic workplace soft skills; allows students to assess their strengths and weaknesses; provides opportunities for students to research employers; and delivers basic job search, résumé writing, and interviewing fundamentals. The OSD coordinator notes that this class is offered at the beginning of a student's enrollment, introducing students to the CSO while they still have plenty of time to take full advantage.

The college is one of eight colleges nationally involved in Project Reach, an initiative sponsored by the American Association of Community Colleges and the Corporation for National and Community Services. The program creates opportunities for students with disabilities to participate in service-learning and to develop life skills that improve opportunities for employment and careers. The program combines classroom instruction with community service, focusing on critical thinking and personal development. The program has a special relationship with the Head Start program, where many students are assigned for service-learning opportunities.

Another program, called Smart Start, is available to students who test into developmental classes. The program provides on-line math courses and on-line correspondence with tutors to build math skills during the summer. Successful students are able to bypass developmental education courses.

PROMISING PRACTICES
- *Career pathways* – The Career Pathways initiatives at Gateway Community and Technical College and Henderson Community College enable students to attain jobs and advance in career fields with strong local demand such as advanced manufacturing and healthcare. The programs enable students to progress along an educational pathway in small steps by attaining beginning and intermediate certificates prior to pursuing academic degrees.
- *Employer engagement* – The Career Pathways initiatives and other business and industry services are a resource for employers. As a result, employers participate actively in the development of courses and programs, a practice that ultimately benefits students as they seek to move from college to work.

- *Programs for disadvantaged students* – The Green River Academy operated by the Ready-to-Work office at Henderson Community College presents an opportunity for disadvantaged students to work and attend school at the same time. Students with disabilities are often challenged to work and attend school simultaneously. This program model could potentially benefit students with disabilities as well.
- *Service-learning* – HCC's Project Reach has enabled students with disabilities to benefit from service-learning opportunities, opening doors to jobs in community-based organizations. The program teaches students valuable career and personal development lessons, while instilling a sense of public service.
- *Co-locating offices* – By housing complementary offices together, students with disabilities are able to access many services in one place and offices are more easily able to develop integrated programs. The forthcoming Sullivan Technology Center at Henderson Community College will co-locate the VR office, WIA One-Stop Career Center, Office for Students with Disabilities, ABE office, Student Learning Center, Career Services Office, and more.
- *Soft skills and job search skills* – Henderson Community College's Career Service Office teaches an "Employability" class for students with disabilities, which delivers instruction on basic workplace soft skills, job search skills, resumé writing, and interviewing fundamentals, among other topics.

MARYLAND

There are 16 independent community colleges serving Maryland's 23 counties. These make up a decentralized system, with each college having its own board of trustees and significant flexibility to set policies and procedures. At the state level, the Maryland Higher Education Commission (MHEC) has the responsibility for overseeing the postsecondary education system; the secretary of higher education serves as the director of MHEC. The system enrolls over 89,000 students per year in associate degree programs.

ANNE ARUNDEL COMMUNITY COLLEGE

Anne Arundel Community College (AACC) is located in Arnold, Maryland, a short drive north of Annapolis, and provides classes and services in 90 additional locations throughout the county. AACC has a student body that includes 21,293 students registered for credit courses and 35,971 students registered for non-credit courses. Tuition is $86 per credit hour for Anne Arundel county residents and $165 for all other Maryland residents.

The college has two centers where students can earn associate degrees – the Glen Burnie Town Center (GBTC) and the Sales and Service Center at Arundel Mills. In addition,

courses and services are available at the Fort Meade Education Center and there is a distance learning program that boasts a registry of nearly 3,000 for-credit students.

The Department of Counseling, Advising and Retention Services (CARS) houses the Career and Transfer Resource Center and the Office of Disability Support Services. The Department of Continuing Education provides job training and professional development. Additionally, the AACC Center for Workforce Solutions offers training programs for local employers that can be delivered either on-campus, at the place of business, or on-line.

WORKFORCE AND ECONOMIC DEVELOPMENT

The Center for Workforce Solutions, within the Department of Continuing Education, provides training and educational programs for businesses and employees. The Department of Continuing Education offers credit and non-credit courses to prepare students for specific careers, including many technical careers that require certification. While these courses are open to students with disabilities, there are no specific programs for these students nor is there a vigorous effort to engage them.

The college strives to coordinate its programs with growing industries in the region. For example, when the Arundel Mills Mall was built, the college opened a Retail Skills Program inside of the mall that provides retail training and connects trainees with employment opportunities both in the mall and elsewhere. With the expansion of Fort Meade underway, the college staff is working closely with Fort Meade's Army Education Center to help prepare workers to staff new offices on the base. The college also runs initiatives jointly with the Department of Defense, NASA, Baltimore/Washington Airport, and Cisco Systems to place graduates into jobs.

CAREER SERVICES

Career and Transfer Resource Center (CTRC) is located within CARS and provides individual career counseling, transfer advice, job search assistance, group workshops, and class presentations to students and community members. At CTRC, students can also use DISCOVER, a computerized career guidance system that helps them assess interests, identify strengths and weaknesses, and make better career choices. Additionally, students can access the AACC Job Connection, an online job and résumé database where they can post résumés and search job listings, and employers can search résumés. The center maintains a database of 2,200 employers that includes information on available jobs, salaries, and the education and skill prerequisites for each position.

The college offers a number of opportunities to all students to help them attain work after college. The Center for Learning through Service enables the development of work skills

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by providing opportunities for students, faculty, and staff to serve in the community through service-learning assignments and community service projects. The Cooperative Education/Internships Office places students in on-the-job training opportunities prior to graduation.

Each year CARS hosts job fairs and invites local employers and industry representatives to the campus. For example, the department organized a hospitality industry job fair in April 2007 that hosted representatives from hotels, restaurants, airlines, retirement communities, and food service companies.

AACC also sponsors a "Career Awareness Week" in the fall of each year, during which a "Career Cart" is moved around campus, providing easy access to information on different careers. Throughout the week workshops are held on topics including résumé writing, maintaining a balance between school and work, interview techniques, networking, choosing a major, career exploration and decision-making, and transferring to a four-year college.

The college reaches out to students with disabilities to encourage their participation in career services programs. Fliers and announcements are placed around campus and students with disabilities are notified via email from the Office of Disability Support Services about upcoming career services events. Career counselors and disability support staff at the college have become accustomed to providing counseling to students with disabilities to help them overcome barriers to job attainment. For example, counselors coach students on how to deal with insensitive interviewers and how to become a self-advocate during hiring negotiations.

To track students' progress, the college's Student Information System (SIS) monitors the classes each student takes and calculates the classes remaining until completion of a degree or certificate. Advisors use this system to track their advisees and use e-mail to contact students who have low GPAs. Students who take developmental courses are tracked by the Coordinating Council for Developmental Education to determine the length of time it takes to enter college-level courses. An online referral database allows the school to track the number of referrals to CARS and to review what outcomes resulted from services provided. Students who complete programs are tracked by the Planning, Research and Institutional Assessment (PRIA) office. The PRIA office continues to track the GPA of students after they transfer to four-year institutions. The office also uses a survey methodology to measure the satisfaction of both AACC graduates who enter the workforce and the employers who hire them.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Learning Support Services, housed within CARS, includes the Office of Disability Support Services (DSS). A student with a disability must self-identify in order to receive the services offered by DSS, which include assistance with admissions, registration, orientation, class selection, transfer assistance, placement testing, and academic performance. The office employs one full-time staff member and several part-time staff to assist with counseling, technology use, and transportation, among other activities.

Based on the needs of individual students, DSS may provide application and registration assistance, in-class note-takers, sign-language interpreters, test modifications services (e.g., extended time, readers, or scribes), and/or special seating arrangements. AACC also has a variety of assistive technologies and software programs for students with disabilities, including CCTV large print display processors, computer monitor enlargers, computerized print enlargement for classroom use, free listening devices, hand-held magnifiers, personal reader software and screen readers, and voice recognition software.

Students are responsible for providing current documentation of their disabilities to the DSS office. Because the process for being certified to receive accommodations must be repeated each year, the assistant director for CARS sends reminders to students with disabilities during the summer to submit the necessary documentation.

DSS staff conducts a Disability Awareness Day in August of each year. The 2007 Disability Awareness Day was held at the Mall in Glen Burnie and included participants from all of the organizations on the Anne Arundel County Commission on Disability Issues. The college paid for publicity for the event and the DSS office operated a table to display information and respond to questions about programs and services.

AACC seeks to help students with disabilities make the transition into college life. DSS staff goes to local high schools to talk to students about the services available through the office. A summer day program called "Kids in College" enables high school students to attend classes on the college campus and learn about campus life. While the program is not exclusively for students with disabilities, many of the participants have disabilities. In addition, AACC partners with Anne Arundel Public Schools (AAPS) to engage students with disabilities in art projects, swimming programs, and credit-bearing courses throughout the school year.

The college is proud of its track record in providing resources for students with disabilities. According to DSS staff, there are no problems in securing funding to accommodate the needs of their constituents. For example, several years ago the college

had an increase of students who are deaf. DSS staff requested and received an additional $100,000 in their budget to accommodate these students.

Although staff at the CARS office are not certain whether information on student disabilities in the SIS tracking system is used, they did believe that the system is capable of producing reports on disability information. In order to evaluate the services they provide, DSS sends out an online survey in May of each year soliciting comments on the success of the services provided. The college also keeps a Balance Score Card that records requests to DSS for accommodations and when those accommodations were received by students. The benchmark is to provide 95 percent of accommodations within 48 hours of the request, a mark which staff report has historically been met. DSS also has a computer set up in the CARS main office where students can rate the efforts of their advisors. This information is reviewed as part of DSS performance evaluations.

In addition to the services that DSS provides for students with disabilities, Vocational Support Services provides academic advisers, career counselors, academic and student skills workshops, and advocacy and referral services to students that are economically disadvantaged, displaced homemakers, and/or enrolled in technical programs.

The college also has a reciprocal referral system set up with the Maryland Division of Rehabilitation Services (DORS) through which the Job Services Specialist in the CARS office receives referrals. A similar referral arrangement has been set up with the local One-Stop Career Center. Monthly meetings with DORS and the local One-Stop Career Center ensure that these mutual referrals are kept up and are meeting the needs of students with disabilities.

The DSS staff works closely with the Career Services staff to ensure that students with disabilities are aware of the job placement services, workforce development programs, and other opportunities available at the college.

HOWARD COMMUNITY COLLEGE

Howard Community College (HCC) is located in Columbia, Maryland, and enrolls more than 7,000 students annually in degree or certificate programs. HCC has a diverse student body, with 14 percent of students being non-citizens. Additionally, HCC serves a large number of local high school graduates, resulting in a relatively young student population with an average age of 22, an age much lower than the average community college student. Close to 20 percent of the students are studying nursing. Tuition is $114 per credit for Howard County residents and $193 per credit hour for at-large Maryland residents. HCC also serves 14,000 students in professional development and continuing

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education courses, both non-credit and credit bearing. These courses include GED preparation, English as a Second Language (ESL), and an array of ABE programs.

Howard County is located in a relatively prosperous region, between Washington, D.C., and Baltimore, Maryland. Small businesses are the primary employers, as there are few large organizations in the county aside from government agencies. HCC partners with Prince Georges County Community College in operating a smaller campus in Laurel, Maryland.

The school is organized around standard academic and administrative departments with the offices of Counseling and Career Services, Job Assistance, and Disability Support Services, all included under Academic Support Services. The office of Business and Workforce Development is located within the Department of Continuing Education.

WORKFORCE AND ECONOMIC DEVELOPMENT

The Office of Business and Workforce Development (BWD) includes the Charles I. Ecker Business Training Center (BTC), which provides training, consulting, and meeting facilities for businesses in Howard County. Each year the BTC trains more than 7,000 employees from over 60 businesses and organizations.

BWD's activities are well integrated into the local economy and workforce development efforts. The executive director for Workforce Development at the college sits on the local WIB and the college partners with a number of organizations within the county to meet economic development objectives and improve employment opportunities for students. For example, the nursing and medical-related programs work closely with the local hospital and health care providers in the county to address labor shortages and provide professional development opportunities.

Additionally, the college works closely with the local One-Stop Career Center to investigate labor market trends and emerging opportunities. For example, the executive director of Workforce Development and the WIB staff director co-chair a Base Realignment Committee, which seeks to accommodate the military's recent plans to increase employment at nearby Ft. Meade by 5,700 jobs in the next five years. In addition, local agencies are preparing for an expansion of the National Security Agency, also located at Ft. Meade, which is expected to increase employment by 4,000 over the next three years.

The executive director of Workforce Development sits on a number of advisory boards and is a member of the local Chamber of Commerce. Each year during business appreciation week she is part of a team that visits 100 businesses to ask how Howard

County can improve services and training. She also participates in a monthly "hot prospects" meeting with the county economic development agency, the One-Stop Career Center staff, and the state economic development agency.

Counseling and Career Services (CCS) is a comprehensive service center providing students, alumni, faculty, staff, and community members with access to a wide range of services and resources. Programs are designed to help people develop effective career planning and job search skills, achieve psychological well being, access experiential learning opportunities, and get jobs after the completion of college programs.

CCS holds career planning workshops that include the Career Information Series (CIS) and the Co-op & Internship Information Sessions (CIIS). CIS gives students the opportunity to meet working professionals in different fields. Sessions include panel discussions followed by question and answer periods. CIIS allows students to learn about internship and co-op opportunities and to discuss the available options with an internship coordinator. CCS also provides extensive job search services, enabling students and community members to work with career counselors to develop job search strategies, create résumés, and prepare for interviews. Additional services include job fairs and on-campus recruiting events.

CCS and the Disability Support Services Office are co-located within the Academic Support office, so students with disabilities have easy access to the full complement of career services at the college and career services staff are familiar with services provided for students' disabilities. Though the services of these two offices are well integrated, students with disabilities are encouraged to first make an appointment with a DSS counselor to begin taking advantage of the services the CCS office provides.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Support Services (DSS) office, with a full-time staff of three, provides services and assistance to approximately 500 students per year. The most typical services include sign language, Braille and large print, and assistive technology for testing. Additionally, the campus Learning Assistance Center provides tutoring services for students in need of extra classroom assistance.

The DSS office seeks to increase the accessibility of postsecondary education for high school students with disabilities. Project ACCESS is a highly acclaimed program that introduces high school students with disabilities to college life during a four-week summer program. During the program, students are exposed to adaptive technologies that are available at the college and taught courses on self-advocacy and other self-sufficiency

skills. The program, which began as a demonstration project, is currently funded through private donations and fundraising.

The STEP UP mentoring program pairs at-risk students with college staff for weekly support, encouragement, and assistance in accessing available services. This program is for all students, but has proven successful at steering students with disabilities towards helpful services. HCC also participates in WRP, which places students with disabilities into summer employment and permanent careers with federal agencies. Twenty students participated in the program last year.

DSS also partners with the Center for Entrepreneurial Excellence, which seeks to assist students who are having difficulty entering the labor market to establish new businesses. Services provided by the center include assistance from a mentor/coach, business planning, and marketing assistance. The partnership has resulted in two businesses that have been started by individuals with cognitive disabilities – one is a document scanning business and the other is a bulk mailing business.

Another active partnership is with Arc of Howard County, a non-profit organization that provides services to people with developmental disabilities. HCC and Arc recently developed an entry-level child care program for students who could not complete the regular child care certificate program. The program includes an internship at a Head Start site and allows participants to become child care assistants after completing the program. Through this partnership, the college also operates a daily life skills program for adults with cognitive disabilities.

DSS partners with CCS to ensure that students with disabilities access the college's career services. This commonly takes place through referrals. In addition, HCC participates in ODEP's Workforce Recruitment program. Last year, invitations were sent out to over 250 students to apply for the program, and twenty students participated. The program includes workshops on interviewing skills and résumé writing and disclosure, although not all of the students get permanent job placements through this program. To further help students with disabilities find work, the DSS and the One-Stop Career Center partner to offer a job fair for students with disabilities. Last year 24 students attended the fair. Next year, an initiative to improve the career and employment opportunities for students with disabilities will be launched. As part of the initiative, staff are seeking to start an employment support group for students with disabilities.

DSS does not have a formal system for tracking academic progress and outcomes for the students they serve. Confidentiality constraints prevent the collection of data on rates of transfer to four-year schools for students with disabilities.

Montgomery College (MC) is a large community college located in the Maryland suburbs of Washington, D.C. In 2006, 22,890 students were enrolled in credit and certificate programs and another 25,000+ in noncredit programs. The college offers programs in over 30 study areas, including associate degree programs, certificate programs, and non-credit continuing education courses. In addition, it offers a number of special programs for children, seniors, refugees, and adults with developmental disabilities. Tuition is $93 per credit hour for Montgomery County residents and $191 per credit hour for at-large Maryland residents. About half of the students in credit programs plan to transfer to a four-year college or university.

The college has three main campuses in Germantown, Rockville, and Takoma Park/Silver Springs, as well as a number of satellite locations. The Rockville campus houses the Gudelsky Institute for Technical Education, which offers courses in automotive technology and the building trades; the Germantown campus houses the Biotechnology Institute; and Takoma Park/Silver Springs houses the Health Science Institute. The college is governed by an eleven member board of trustees and the board oversees several career area advisory committees that include representatives from the employer community.

The school is organized around standard academic and administrative departments with the offices of Career/Student Employment Services and the Disability Support Services falling within the Student Services Division. Workforce Development and Continuing Education is a separate division and offers credit and non-credit courses in eight different program areas and provides customized training on a contract basis to local employers.

WORKFORCE DEVELOPMENT AND ECONOMIC DEVELOPMENT

The Division of Workforce Development and Continuing Education (WDCE) operates on all three campuses and offers noncredit training and off-campus credit courses for students, community members, employers, and employees. Courses are offered in areas such as business information and technology, English language skills, technical education, health sciences, information technology, and art and design.

WDCE partners with more than 100 local businesses, associations, and government agencies to offer training and education. Among the government agencies partnering with WDCE are Walter Reed Army Medical Center, the National Cancer Institute, the Federal Bureau of Investigation (FBI), and the Food and Drug Administration. Recently, the FBI partnered with WDCE to develop a six-month training program on computer software.

Another partnership with Comcast, the local cable provider, led to the development of a new program for cable installers.

WDCE provides services for students with disabilities. The division has relationships with community-based service providers that offer specialized classes for students with learning disabilities in areas such as reading, writing, health, anatomy, world history, and computer basics. Through these relationships students can spend part of the day on campus and part with a provider receiving work readiness training, placement assistance, and job support.

WDCE also offers Developmental Education and Workforce Access programs. For example, the Challenge Program helps adults with developmental disabilities learn the social and educational skills necessary to function with greater independence. Classes teach writing, math, life skills, art, music, and a variety of other subjects. The program offers courses such as introduction to the Internet, phonemic awareness for reading, spelling and scripting, and math and science basics. Other courses provide life skills, such as understanding personal finance.

CAREER SERVICES

Each of the three Montgomery College campuses houses a Career Center that is open to students, alumni, and members of the community, and offers career and educational planning and job-search assistance. Additionally, each center provides workshops, job fairs, and access to computers. Along with the Career Centers, each campus has an Office of Student Employment Services (OSES) that helps place students in jobs, including co-ops and internships. OSES maintains a database with 500 employers and actively works with companies to develop employment opportunities and provide education/training to current employees.

The College-wide Cooperative Education & Internship Program (CO-OP) at Montgomery College is a three-credit academic course delivered by OSES that places eligible students in full- or part-time jobs relating to their major. CO-OP students can be paid by their employer or work as unpaid interns. This program, administered out of the Takoma campus, allows students to blend classroom learning with work experience. Approximately 300 students per year participate in CO-OP. Additionally, each college operates a service-learning program which places students in public and non-profit positions in order to gain work experience and foster a sense of civic responsibility.

The college emphasizes inclusiveness and accessibility for all students, but aside from the programs offered by the Office of Disability Support Services, there are no career

services specifically for students with disabilities. Additionally, there are no statistics available on how many students with disabilities receive career services.

The majority of services and programs for students with disabilities are operated by the Office of Disability Support Services (DSS) and WDCE. DSS, with a full-time staff of four, provides accommodation assistance to students with disabilities to help them achieve their personal, scholastic, and career goals. Counselors meet individually with students requesting assistance and provide direct services and referrals to other resources, both within the college and the local community. In the fall 2006 semester, Montgomery College had 1,062 students with disabilities, which is nearly 5 percent of the student body.

One of the primary objectives of DSS is to increase awareness about the services available for students with disabilities. Information regarding services is featured in nearly all college publications and on the website. For example, the homepage for WDCE has a link to DSS. Faculty is also asked to make a general announcement on the first day of class regarding the disability support services that are available. Additionally, each of the campuses has a training institute for staff that enlists the assistance of community organizations to provide instruction on the issues facing students with disabilities and the services provided by the college. All new faculty members receive disability awareness training as part of their orientation and additional training is provided for both new and returning adjunct professors each year. Last year the training institute hosted an expert who talked about the requirements of the Americans with Disabilities Act of 1990. DSS staff notes that this program is extremely important in helping faculty to understand their role in serving students with disabilities.

Providing an accessible learning environment for students with disabilities is another prominent objective at the college. There are centers on each campus that provide learning assistance, including tutoring services and a technology lab. To physically make the college more accessible, DSS works with the architects during the planning stages of any construction project to ensure that new facilities meet their accessibility objectives.

Chief among the special programs for students with disabilities is WRP, a program of the U.S. Department of Labor that places students into summer employment and permanent careers. Last year WRP served 30 students. Another special program, the College Access Program (CAP), works with students who have language-based learning disabilities to help them improve reading, writing, and study skills. Last year the CAP served 30 students.

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DSS works with external partners to provide services for students with disabilities. For example, the Montgomery County Department of Health and Human Services provides resources and other services for eligible recipients including academic scholarships for students at the college. DSS also refers students to the State's Division of Rehabilitation Services, the VR agency, with whom it has a reciprocal relationship.

To measure performance, DSS maintains a student database that captures student information and services rendered. Additionally, staff can access college records and monitor the academic performance of students with disabilities. However, student outcomes after they leave the college are not tracked.

PROMISING PRACTICES
- *Faculty and staff training* – Preparing staff to assist students with disabilities enhances the likelihood of student success. Staff training at the beginning of each academic year at MC clarifies the roles and responsibilities of faculty in accommodating students with disabilities and helps them access services when needed.
- *Integrated services* – Strategies to integrate services among offices promote better opportunities for students with disabilities. Similar to Anne Arundel Community College and Howard Community College, co-locating career services and disability services leads to coordinated service provision. The coordinated efforts of the Disability Support Services and the Center for Entrepreneurial Excellence at Howard Community College are an example of how coordinated programs can support mutual ends.
- *External partnerships* – There are many examples of partnerships between college service providers and community partners that serve to enhance opportunities for students with disabilities to get jobs. Examples include partnerships with One-Stop Career Centers, government service providers, community-based organizations, and employers including government agencies and private businesses. These partnerships extend the resources of college service providers.
- *Programs to enhance postsecondary access* – Programs enabling high school students with disabilities to attend courses on the college campus increase the likelihood of successful transitions from high school to college. Project Access at Howard Community College and Kids in College at Anne Arundel Community College are two such programs.
- *Employer engagement* – The three Maryland colleges surveyed in this study work extensively with employers to enhance job opportunities for students with disabilities. Programs such as WRP, service-learning, and relationships with major local employers, lead to better job outcomes for students with disabilities.

NORTH CAROLINA

The North Carolina Community College System (NCCCS) is centrally governed by the State Board for Community Colleges and consists of 58 separate institutions. Collectively, North Carolina's community colleges serve 800,000 students annually. Each college is governed by a local board of trustees and enjoys significant autonomy. An important part of the NCCCS mission is the development of a globally and multi-culturally competent workforce.

Cooperation among North Carolina's public postsecondary schools is facilitated by the Education Cabinet, which is chaired by the governor and includes the state superintendent of public instruction and the leadership of major public and private colleges and universities. The cabinet meets to establish statewide goals and policies, including the transition of students among institutions.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Central Piedmont Community College (CPCC) is located in Mecklenburg County, which includes the city of Charlotte. CPCC serves 70,000 students annually on six campuses and through its distance learning programs. Four of the six campuses are located in Charlotte; the oldest, Central, is located in downtown Charlotte, and the West, Harper, and Cato campuses serve less central areas of the city. The other two campuses are the Levine campus in Matthews and North Campus in Huntersville.

Each of the six campuses is headed by a dean. Additionally, there is a dean who oversees Business & Industry Training and Continuing Education for the entire CPCC system. System-wide vice presidents provide leadership for the Departments of Learning, Finance and Administration, and Student and Enrollment Services. Disability Support Services and Career Services fall within the Office of Student and Enrollment Services.

WORKFORCE AND ECONOMIC DEVELOPMENT

CPCC states that workforce development is central to its mission and a core service that it provides to the community. It offers more than 100 degree, diploma, and certificate programs. Each campus offers general education courses, but also specializes in designated career areas. For example, the Joe Hendrix Automotive Center, located on the Levine Campus, provides automotive technician training – a program developed in conjunction with area automotive dealerships. The Corporate Training and Continuing Education Division (CTCE) provides a variety of credit and non-credit courses for individuals seeking personal enrichment and programs that serve local businesses including contract training, corporate training consultation services and other services.

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CPCC offers a 15-week program, Pathways to Success, which combines intensive basic education and work-readiness preparation. The program is open to recipients of Temporary Assistance for Needy Families (TANF) and prepares individuals for entry-level employment. The 2006 performance report stated that 75 percent of the Pathways graduates no longer receive TANF and 76 percent were employed with an average wage of $10 per hour. A related program, ESL Pathways, serves people who do not speak fluent English.

CAREER SERVICES

The Career Services Office (CSO) has counselors on four of the six campuses and has plans to locate counselors on the remaining two campuses in the near future. Counselors assist students in identifying career options, writing résumés, preparing for interviews, and developing work-readiness skills.

The office maintains an online job bank in which employers post jobs and students post résumés – there are approximately 400 listings available online. Counselors also participate in monthly meetings with the One-Stop Career Center and work closely with employers including UPS and FedEx, who recruit on campus. CSO also sponsors a Career Fair each spring at Central Campus that attracts close to 100 businesses and 2,000 students.

Services are provided to students and alumni for free, but workshops and seminars are offered to city agencies on a fee basis. Charlotte recently received a grant from MetLife, the insurance company, to host a series of workshops for workers who are interested in the education, health, and not-for-profit sectors.

Faculty members, most notably those in medical fields, work directly with employers to develop student internships and service-learning opportunities. The college sees service-learning as an essential activity and faculty members are encouraged to integrate this opportunity into their curriculum.

SERVICES FOR STUDENTS WITH DISABILITIES

Disability Support Services (DSS) is headed by an associate dean and is active on all six campuses. The office currently serves 400 students with 38 types of diagnosed disabilities. CPCC employs five sign language interpreters who work with students in the classroom and accompany them to co-op and service-learning jobs.

Students must self-identify and provide current documentation of their disability in order to be eligible for DSS services. The most common services provided to students include American Sign Language interpreting, note taking and scribing, extended time on tests,

adaptive computer equipment, and the provision of a distraction-free environment for study and testing. Students may also receive assistance for events that take place outside the classroom. For example, students may be given the use of an assistive listening device or the services of a sign language interpreter for a Career Fair or Literary Festival. There is a full complement of assistive technology in the academic learning lab at Central Campus, and lesser amounts of technology at the outlying campuses.

CPCC is a member of the Southeastern Postsecondary Education Consortium (SPEC), a group that provides federally funded programs for deaf students. The consortium provides technical assistance and funds outreach and professional development programs. SPEC also supports a summer program that helps deaf students develop the skills necessary to succeed in college. The three-day program includes team building exercises, self-advocacy training, financial aid information, and career exploration.

The Compensatory Education program provides services for students with significant developmental disabilities. The program is supported by state and federal funding and works with 150 – 200 students at any given time. DSS partners with local service providers, including Goodwill and Nevins, to provide instruction in basic academic, work, and life skills.

The college adheres to the principles of Universal Design and the associate dean for DSS participates in the planning of all new facilities to ensure that these principles are followed.

PROMISING PRACTICES
- *Workplace learning* – The college offers internships, co-op employment, and service-learning employment, which enable students to gain workplace skills. Workplace learning experiences are especially valuable in helping students get jobs after college.
- *Services for students who are deaf* – Central Piedmont Community College serves a large population of students who are deaf. The college employs five full-time interpreters to help these students in their studies and in co-op and service-learning employment. The availability of interpreters to assist students in their work experience positions is especially helpful in developing workplace skills among students with disabilities.
- *Programs to promote upward mobility* – Central Piedmont Community College has several programs that specifically seek to promote upward occupational mobility for disadvantaged populations. The Pathways to Success and ESL

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Pathways programs have a successful track record in facilitating upward advancement for welfare recipients and non-English speakers.

- *Employer engagement* – Close relationships with numerous employers, including prominent national businesses, assist students to attain jobs. Both the Career Services Office and the Corporate Training and Continuing Education Division have close employer relationships, which helps students find employment after completing their studies.

TEXAS

The Texas Higher Education Coordinating Board has legal authority for all public postsecondary education in the state and approves all of the degree programs within the state's 50 public community college districts. There are 70 community colleges within those districts. Additionally, there is a separate technical college system comprised of four main campuses. Each college is governed by a locally elected board of trustees that has the power to levy local property taxes to support college operations.

Since 2004, the governor's office has supported the Industry Cluster Initiative, which seeks to build a competitive business advantage in six target industries: aerospace and defense, petroleum refinement and chemical production, energy, advanced manufacturing, biotechnology and life sciences, and information and computer technology. Public and private organizations such as businesses, government agencies, workforce development organizations, and education providers in regions across the state have come together to develop strategies to support these industries. Community colleges provide academic and workforce development programs in support of these industry clusters. Additionally, in support of this initiative the Higher Education Coordinating Board has set goals to: increase higher education attendance by 500,000 by the year 2015; improve the performance of the existing educational system; and maximize the research potential within the State's universities.

NORTH HARRIS COLLEGE

North Harris College (NHC) is located on a 200-acre campus just north of Houston, as well as at two satellite centers that serve residents in the outlying regions of Harris and Montgomery Counties. NHC itself has an enrollment of over 11,000 students and is a part of the North Harris Montgomery Community College District (NHMCCD). NHMCCD is composed of five distinct colleges, and serves 50,000 students in credit classes and 14,000 students in continuing education. Students in the NHMCCD system can earn Associate Degrees, Certificates, Enhanced Skill Certificates, and Bachelor's and Master's Degrees through The University Center.

NHC serves as the center for the arts for North Houston and has an extensive fine arts curriculum, an on-campus art gallery, and a theater for the performing arts. The Disability Services Office and the Office of Career Services are both located within Student Services. Economic development, contract training, and workforce development are within the Department of Continuing Education.

WORKFORCE AND ECONOMIC DEVELOPMENT

NHC's Business Training Division provides a full complement of contract training and continuing education courses for local businesses and industry associations. The 13,000 square foot Training Development Center is equipped with technology to provide conference and meeting facilities and comprehensive training packages. The Small Business Development Center provides direct assistance to businesses with fewer than 500 employees. As a member of NHMCCD, the college is connected to every regional business and industry association and many community associations, including the North Houston Economic Alliance and the Community Development Institute.

CAREER SERVICES

The Office of Career Services (OCS) is located in the student services building and has a director and eight full-time staff. OCS provides a wide range of career exploration and counseling services, many of which are available online. Students are able to receive assistance and participate in workshops on résumé writing and interviewing, but OCS is primarily focused on providing information about careers and career pathways. Job placement is not a part of the mission of OCS.

While there are no specific programs for students with disabilities, OCS staff often serve students with disabilities. To adequately serve these students, OCS at times refers students to the Disability Services Office and to the Department of Assistive and Rehabilitative Services (DARS), the local office that provides VR services. VR services include career assessments and counseling, job-seeking skill training, résumé development, and other work readiness assistance.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Services Office (DSO) assists students with classroom accommodations and assistive technologies, provides individual counseling for students, and helps the testing center provide the necessary accommodations. DSO has made a special effort to incorporate assistive technology and has recently implemented a system that brought closed captioning to every classroom in the college.

The number of students requesting DSO services has been increasing; close to 500 students register for services each semester. In addition to providing direct services, DSO refers students to the Vocational Rehabilitation Office and connects them to other campus-based services, including the Financial Aid Office and the OCS.

DSO recently hosted the Land Mark Conference, a district-wide event focusing on how best to support students with disabilities. Representatives from all the NHMCCD schools participated in sessions on the theory and practice of working with students with

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disabilities, the use of adaptive technologies, and how to incorporate UDL. NHMCCD intends to make Land Mark an annual event and to use this conference to promote promising practices.

The NHMCCD Disability Services Coordinator is developing a Center of Excellence for assistive technologies for students with disabilities. If funding is approved, the center will receive federal research and development dollars to create ways to enhance adaptive technologies. The overarching goal of the center is to establish systems of technological and social support for students with disabilities that begin in pre-school and continue until students enter the labor market.

DSO staff state that NHC's job placement services could be strengthened with more services that support students with disabilities to get jobs. Additionally, DSO and OCS have few relationships with employers, and staff feel that if these relationships were strengthened, these offices could further assist students to find work. Unfortunately, resource constraints make developing employer relationships difficult.

VICTORIA COLLEGE

The main campus of Victoria College (VC) is located in Victoria, a small town of 60,000 located about 125 miles south of Houston. VC shares its main campus with the University of Houston at Victoria and the two colleges appear to have a strong relationship, as indicated by the high rate of student transfer. VC has two other campuses, the Calhoun County Center in Port Lavaca, about 25 miles southeast, and the Gonzales Center in Gonzales, about 60 miles to the northwest.

VC has an enrollment of approximately 4,000 full-time and 2,000 part-time students in credit, non-credit, continuing education, and ABE programs. The college aggressively seeks out grants and external funding and many of the initiatives described in this case study are grant funded.

The Career Center and Disability Support Services are both located within the Counseling Center. Workforce and Economic Development is its own division.

WORKFORCE AND ECONOMIC DEVELOPMENT

VC is involved with local business and government sponsored initiatives intended to strengthen the local economy and develop the workforce. However, the regional economy is in a period of very slow growth and many students move out of the area once they have completed their studies. VC does offer designated programs in business management, healthcare, emergency medical service, and firefighting.

The Career Center is located in the Administration Building, within the Counseling Center. There are five full-time staff members, all of whom are available to provide students with individual assistance. The Career Center accommodates working students by offering flexible classes and workshops, including night and weekend classes and distance-learning opportunities.

Utilizing job market information, interest inventories, and other career-related resources, The Career Center offers information, assistance, and guidance to students, alumni, and community members. The services provided include the development of pre-employment job search skills, résumé writing, and interviewing techniques. The Center's counselors work with individuals who are entering the labor market for the first time or exploring new careers.

The Career Center serves as a nexus between employers and people looking for jobs by posting job opportunities, teaching students how to search on-line job listings, and organizing an annual job fair that brings employers onto the campus. Students with disabilities have access to all of the services of the Career Center, but there are no dedicated programs or special services for them. The Center staff does make referrals to outside entities including the DARS, the agency responsible for VR services.

SERVICES FOR STUDENTS WITH DISABILITIES
Disability Support Services (DSS) is part of the Counseling Center and is staffed by two counselors. DSS staff believes that serving students with disabilities is a vital part of VC's mission and noted that their office is involved with college-wide strategic planning, including the review of all new construction and major alteration projects to ensure accessibility.

New students who wish to receive services from DSS are encouraged to contact the office one month prior to registration to ensure that services are approved and in place when the semester begins. Eligible students may receive priority registration, adapted testing, special classroom equipment, reading and note-taking services, and referrals to additional services available through DARS.

DSS reports an increase in the number of students requesting assistance and notes that tight budgets have made it difficult to provide services beyond compliance levels. All of DSS's funding comes from the college budget, and with only two counselors and a growing case load, DSS has neither the time nor expertise to apply for grants or look for additional resources.

DSS has a good working relationship with the ABE office and notes that many students receive services from both offices. The Adult Basic Education Transition Program provides services intended to increase the number of GED students who enter college. The Transition Program requires that participants develop an Individual Success Plan (ISP) to ensure that adult students are placed in the right classes. Through the process of ISP development, the program staff often identifies students with potential learning disabilities and those who might need DSS services. Despite a strong commitment to serving students with disabilities, staff from both offices believe that large numbers of students have undiagnosed learning disabilities due to the lack of affordable testing and assessment, and social stigma.

DSS has also taken steps to encourage high school students with disabilities to enroll at the college. Counselors visit local high schools, actively recruit students with disabilities, and follow up with students' parents to explain the admissions process, financial aid, and the services their children will receive at VC.

PROMISING PRACTICES
- *Learning community among colleges* – The Land Mark conference held by the North Harris Montgomery Community College District is an excellent example of a learning community among disability services offices in the district. This conference focuses on sharing best practices for serving students with disabilities.
- *Individual Success Plans* – Students in the Adult Basic Education Transition Program at Victoria College are required to develop Individual Success Plans. These plans are used to provide a roadmap for students to advance along an educational path.

WASHINGTON

The State Board for Community and Technical Colleges (SBCTC) bears responsibility for all 34 community and technical colleges in Washington State. With a combined enrollment of more than 150,000 students, including over 80,000 enrolled in workforce development and basic education courses, community and technical colleges are considered the lead entities in statewide workforce development. These institutions are highly attuned to the needs of employers, and in recent years have retrained more than 90,000 people who had lost their jobs.

An integrated network of councils and commissions, attended by college presidents and senior staff, provides guidance to SBCTC. Examples of councils and commissions include the business affairs commission, the instruction commission, and the disability support services council. A state director of Student Services oversees the activities of the campus-based Disability Services coordinators. Total funding to accommodate students with disabilities is approximately four million dollars per year.

COLUMBIA BASIN COLLEGE

Columbia Basin College (CBC) is located in Pasco, WA, in the southeastern part of the state, and serves Benton and Franklin counties. Pasco, along with the cities of Kennewick and Richland, is part of what is known as the tri-cities region, a metropolitan area of approximately 200,000 people. The college has a total enrollment of approximately 7,000 students and offers Associate Degrees in Applied Science, Arts, and Science. CBC also has one-year certificate programs and awards GED diplomas.

The Student Service Division includes the Resource Center, the Career/Transfer Center, and the Counseling and Student Development Department, all of which assist students with career choices. Services for students with disabilities are part of the Resource Center. The college has a separate Small Business Development Center that assists small businesses and entrepreneurs in growing their businesses.

WORKFORCE AND ECONOMIC DEVELOPMENT

The college seeks to serve the regional economy in a number of ways. Representatives of business and industry serve on advisory groups and consult on the development and adjustment of curricula. Examples of this include recent investments in expanded science instruction with emphasis on the healthcare industry, and a shift in agriculture curricula to include more business courses. Additionally, the Small Business Development Center serves many needs of area small businesses. Counseling is available in business planning, workforce hiring and training, and implementing technology in the workplace.

The college is building programs under the Washington I-BEST program (Integrated Basic Education and Skills Training), which integrates workplace skills into ESL and ABE courses. The initial program combines basic skills instruction with training for certified nursing assistants.

CAREER SERVICES

The Career/Transfer Center CTC works with students and community members who are undecided about a career path or course of study and with people who are looking for information about transferring to other colleges. The Counseling and Student Development Department provides an atmosphere of encouragement and support where students can plan careers and work toward resolving personal problems. CTC is co-located with the Worker Retraining Program, which serves dislocated workers, and the WorkFirst Program, for students receiving public assistance. Co-locating these programs facilitates the coordination of services and the provision of student support.

The college also offers work-study programs and maintains a database of 500 local employers who come together for an annual career fair, Career Expo. Interaction with employers is decentralized as each career and technical program has an employer advisory group that assists in curriculum development. CBC's president serves on the board of the local economic development agency and the vice president of instruction is a member of the local WIB.

During the annual Career Expo, RC staff gives a presentation to employers about hiring students, including those with disabilities. There are plans to integrate career services into RC, which may lead to improved career services for students with disabilities.

SERVICES FOR STUDENTS WITH DISABILITIES

Resource Center (RC) provides student services, including assistance to students with disabilities, and works to ensure that the college's programs and facilities are accessible. RC provides mobility training, testing and classroom accommodations, specialized equipment and software, and adaptive furniture. Additionally, the center seeks to integrate its services with other departments to facilitate student access to additional resources. Four counselors staff the student services office and all are trained to serve students with disabilities.

During the application process for admission into the college, students are asked if they will require any assistive services, including services for students with disabilities. Students who indicate that they will require services are contacted by RC before starting classes.

RC is currently seeking to improve the learning environment for students with disabilities by adding more contextualized learning and by working with faculty to improve instructional methods. The center is introducing additional visual-assistance technology into classrooms, though progress toward achieving this goal is slow. RC's director has expressed an interest in UDL to improve services by making classrooms more accessible and incorporating adaptive technology.

In an effort to ensure that available services are accessed, the college asks students with disabilities to identify themselves during the admissions process – a practice that has been approved by the college legal team. Requests for assistance are forwarded to RC, which reaches out to students when they enroll in classes. The college also relies on instructors in basic skills programs to identify students and refer them for assistance. Additionally, RC makes a presentation during the First Year Introduction workshop, a session that introduces new students to campus resources. For the past three years, the Student Activity Office has provided RC with a $15,000 grant to hire psychologists who help identity students with learning disabilities and make accommodations.

CBC collects state-required data to assist in making decisions about course offerings and services for students with disabilities. This data is fully accessible to faculty and staff. This data reveals that ten to fifteen percent of full-time students have a disability, and that students with disabilities who graduate are more likely to transfer to a four-year college than enter the labor market.

RENTON TECHNICAL COLLEGE

Renton Technical College (RTC), with an enrollment of nearly 20,000 students, is located about 12 miles southeast of Seattle in Renton, WA. RTC awards degrees in 36 programs and offers 80 certificate programs available to full and part-time students.

RTC provides training, retraining, and skills upgrading for people seeking to attain marketable skills or improve their current skills. The college seeks to develop numerous entry and exit points in programs leading to work, allowing students to make progress in accordance with their individual needs and circumstances.

As a provider of technical education, RTC has strong relationships with area employers and is a provider of contract and customized training. The college is governed by a four-member board of trustees comprised of community members and industry representatives, and coordinates an active advisory council that relies on volunteers from local industry. The Career Services Office and Office of Special Needs, which serves students with disabilities, are located within the Student Success Center.

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WORKFORCE AND ECONOMIC DEVELOPMENT
RTC has a myriad of programs and services for mid-career workers seeking to stay current with the latest technology or to upgrade their skills and improve their employment options. More than 70 professional-technical programs are offered in fields including automotive, construction, and business technology, cosmetology, culinary arts, and advanced manufacturing. Each field of study is supported by a group of business and industry advisors who ensure that the curriculum is current and that students develop relevant skills.

Additionally, RTC offers a Worker Retraining Program for people who are unemployed or have received a layoff notice. The program was developed by the state to respond to structural economic changes and help workers who have been laid off re-tool their skills. Students in this program are eligible to receive assistance with tuition, supplies, books, and child care. Special assessment and counseling services are also available to participants to assist with career decisions.

CAREER SERVICES
The Student Success Center (SSC) offers counseling services including career planning, résumé assistance, and interview preparation. The office also assists students in finding co-op employment, internships, and apprenticeships and offers a widely used email registry through which employers can advertise employment opportunities directly to students.

One major effort at the college, the Ford ASSET program, trains students as automotive technicians and is jointly administered by the Ford Motor Company, the college, and a local Ford dealership. The program alternates classroom and laboratory instruction with full-time work at the dealership. Technical training on Ford automotive products is provided and Ford Motor Company Service Technician Specialty Training Certification is awarded through the program.

SERVICES FOR STUDENTS WITH DISABILITIES
The Office of Special Needs (OSN) provides accommodation and advocacy services for students with disabilities. Located within the SSC, OSN staff believe that students with disabilities benefit from a coordinated approach to providing services. For example, staff from both OSN and SSC work together to provide counseling on life skills and long-term career development. Additionally, OSN has partnered with the Office of Basic Studies to ensure that students with disabilities receive assistance with study techniques such as note and test taking.

In 2002, RTC received a three-year grant from the U.S. Department of Education to incorporate UDL into programs and activities for students with disabilities. UDL is a design philosophy intended to accommodate students with diverse learning styles, including those with undiagnosed learning disabilities. It seeks to make learning user friendly by incorporating technology-based tools and a learning-conducive built environment into classes and campus activities. Assistive technologies play a major role in UDL, but are built in to the curricula rather than added on as needed. Examples include technology to enable computers to read text aloud, to enlarge written text and graphic materials, to recognize verbal commands, and to capture dictation.

Currently, 25 instructional programs in four departments, including three off-campus sites, have incorporated UDL into their instructional delivery. In 2005, the grant was extended and the college was asked to expand their efforts to include other community and technical colleges in Washington State. The UDL effort has allowed OSN staff to expand student services beyond accessibility and classroom accommodation services.

The development of the Student Learning Assessment System (SLAS) has enabled students to evaluate and take charge of their own learning. SLAS is an online compilation of multiple learning assessments that allows users to understand their own learning styles. SLAS also allows instructors to view individual student learning styles or to analyze the best strategies to maximize learning for a classroom cohort.

The staff at OSN and SSC collect data on their students, but struggle to make good use of it. Data on employment outcomes is often missing and most of what staff knows about post-training outcomes is anecdotal. However, the college has been chosen to participate in the Achieving The Dream project, funded by the Lumina Foundation. This project helps colleges build their data management capacities and use data more efficiently, so data use at RTC is expected to improve.

SHORELINE COMMUNITY COLLEGE

Shoreline Community College (SCC) is located on an 83 acre campus in Shoreline, WA, about 10 miles north of downtown Seattle. SCC has an enrollment of approximately 10,000 students in credit-bearing courses and an additional 3,000 in contract or continuing education. Tuition fees vary depending upon the number of credits per semester, but average roughly $73 per credit hour for in-state residents.

SCC offers Associate Degree programs along with a wide array of certificate and on-line programs. One program of note is an automotive training center that SCC operates in partnership with the Puget Sound Automotive Dealers Association. The Job Connections

Center, which houses both career services and workforce development activities, and the Office for Students with Disabilities are located within Campus Resources/Student Services.

WORKFORCE AND ECONOMIC DEVELOPMENT

SCC is one of ten community colleges in the state to receive funding from SBCTC for a new program to provide workforce education for low-income students, especially those with limited English proficiency. This program, which is funded through Opportunity Grants, will support an automotive services program designed to help students gain employment in the automotive industry. The Opportunity Grants program is a state-administered program that provides low-income students with funds to cover tuition and fees up to $1,000 for books, supplies, and support services such as tutoring, career advising, college success classes, emergency child care, and emergency transportation. While this program is heralded as an excellent opportunity for low-income students, it does not have specific provisions for students with disabilities.

The services provided by the Job Connections Center for employers are primarily limited to providing links to job listings and resources for recruiting and hiring. Additionally, JCC offers to assist employers who want to implement a co-op or internship program.

CAREER SERVICES

The Job Connections Center (JCC) provides students, the community, and employers with a career development and placement program. The intent of the JCC is to be a single point of contact for job-seekers and employers. Career counselors within the Advising and Counseling Center help students explore career options and the associated courses of study.

JCC maintains an online database of local jobs and internships and sponsors a career fair for students and the community at-large. Students with disabilities have access to all of the services and programs at JCC, but there are no special programs to serve them. JCC staff report that they serve many students with disabilities, but would like better communication with the Office for Students with Disabilities.

The college operates a number of programs that seek to assist special groups to attain work. One of these is the Worker Retraining Program, which is a state-funded program that provides services to unemployed and dislocated workers. The program was developed by the state to respond to structural economic changes and help workers who have been laid off re-tool their skills. Students in this program are eligible to receive assistance with tuition, supplies, books, and child care. Special assessment and counseling services are also available to participants to assist with career decisions.

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Another program, the WorkFirst Program, provides free job training as well as free tuition and books for parents who are receiving welfare assistance or are otherwise considered low-income. This program delivers short-term, skill-oriented training programs through partnerships with local industries. Another program, the Career Education Options (CEO) Program provides out-of-school youth with an opportunity to return to school to receive job training, job search assistance, and comprehensive wrap-around services. CEO also provides assistance with placement into internships and employment. Many students in the program also simultaneously work toward a GED certificate.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office for Students with Disabilities (OSD) provides advocacy and learning assistance services. The office is experiencing a growth in the number of students who have mental health needs, especially Alzheimer's disease among older students. Furthermore, tight budgets have forced the staff to make decisions about how to ration services. All of the funding for OSD comes from the college budget and there has been no effort to secure additional funding from outside sources. Currently OSD serves over 500 students per year, but with only two staff members the office is challenged to provide programs above and beyond Federal requirements. As a result, there are not many career-oriented programs for students with disabilities. The office does, however, sponsor a disability awareness campaign each October.

OSD has a strong partnership with the Community Integration Program (CIP), a community program that serves students with disabilities. Funded by state dollars through the county office for developmental disabilities, CIP provides comprehensive services for individuals with disabilities including personal care and feeding services and training in basic life and employability skills. OSD's partnership with CIP enables some participants to take non-credit courses at the college. Originally this program primarily served students with cerebral palsy, although recently it has experienced an increase in the number of students with autism.

OSD staff also report strong working relationships with the ABE office, as many students receive services from both offices. On the whole, however, staff believe that more could be done to better integrate students with disabilities into campus life.

An influx of immigrants into the Shoreline community has lead to an increase of immigrant students with disabilities. Cultural stereotypes around disabilities have created barriers to serving these students. Staff believe that students would benefit if OSD forged new working relationships with programs that serve immigrants. Additionally, staff

believe that stronger relationships are needed with the Vocational Rehabilitation Office and the local Department of Services for the Blind.

The Worker Retraining Program and other employment programs are able to track student outcomes, but students with disabilities are not tracked and there is little information on job placements or post-completion outcomes.

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SPOKANE COMMUNITY COLLEGE

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Spokane Community College (SCC), located in eastern Washington state, serves a metropolitan area of more than 500,000 people. SCC prides itself on its professional-technical programs, including specialties in health sciences, information technology, manufacturing and automotive technology, culinary arts, hospitality, and natural resource management. SCC's facilities include a recently opened, 65,000 square foot Science Building and a state-of-the-art Health Science Building.

The college is part of the Community Colleges of Spokane, a district comprising Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning (IEL). The schools have a combined enrollment of approximately 12,000 students. The college's Division of Student and Instructional Services houses the Disability Support Services Office as well as the Office of Community Career and Employment Services (OCCES). The college has a Division of Continuing Education and Distance Learning that seeks to assist students to pursue lifelong learning for personal enrichment and/or career development both in a classroom setting and online. Students can easily take classes at any of the three institutions.

WORKFORCE AND ECONOMIC DEVELOPMENT

Businesses receive services from a number of different offices. IEL provides customized business training in addition to business-oriented training such as computer classes. It also offers ABE. The OCCES maintains Bigfoot, a database of employment information that is accessible by students and community members. Students may upload their résumés and search for jobs, and employers may post jobs and scan résumés. Bigfoot automatically sends emails to students when a position of interest is posted. The local One-Stop Career Center, known as WorkSource, is located on the grounds of SCC. The staff at both OCCES and the One-Stop Career Center share resources and employer connections to the benefit of SCC's students. SCC also partners with the Washington Department of Labor and Industry to offer apprenticeship programs in 19 fields. The college provides degree programs in a number of fields, many of which require students to have internships or practica.

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OCCES provides career counseling, job search workshops, and conducts an annual job fair. It also conducts free workshops for students and community members including a bi-weekly résumé and cover letter workshop and a weekly labor market workshop. OCCES provides a variety of computerized career assessments including Discover, a comprehensive assessment facilitated by a staff member, and WOIS (Washington Occupational Information Service) which is completely self-directed.

OCCES and the Division of Vocational Rehabilitation (DVR) of Washington state Department of Social and Health Services collaborate on providing services to students who have either a physical or mental impairment or can benefit from VR services. Through DVR, students can connect to a variety of state-offered services including vocational assessment, counseling and guidance, job preparation, support services, placement, and follow up services.

OCCES staff indicate that they would like to have a closer relationship with Disability Support Services Office (DSS), but understand that resource constraints necessitate that DSS focus primarily on helping students succeed academically instead of entering the labor market.

SERVICES FOR STUDENTS WITH DISABILITIES

DSS ensures compliance with state and federal laws regarding services to students with disabilities. To receive these services, it is the student's responsibility to self-identify and request accommodations. Services include assistance completing financial aid and admissions forms, referral to counseling or academic advising, classroom accommodations (sign language/oral interpreters, note takers, readers, etc.), the use of assistive technology (adaptive software and computers, assistive listening equipment, scanners, tape recorders, etc.), and referral to off-campus resources.

To track performance, SCC submits data to the state, but it is unclear how this data is used to improve opportunities for students with disabilities. The college is not able to track students following graduation and does not have access to data on students' labor market outcomes. Students are surveyed after they complete programs and employers are surveyed after students complete experiential learning programs. Feedback from these surveys is used to improve program performance.

PROMISING PRACTICES
- *Co-located services* – The co-location of services for students with disabilities with other student services promotes service integration. The Resource Center at

Columbia Basin College is an excellent example. The co-location of career services within the Workforce Education and Development Department at Spokane Community College promotes the consolidation of employer engagement and job development functions into one location, which may help student job attainment.

- *Contextualized learning* – The Washington Integrated Basic Education Skills Training (I-BEST) program integrates occupational skills training into ABE and ESL courses. This strategy enables students to learn workplace skills and improve academic readiness at the same time.

- *Employer engagement* – The Ford ASSET program at Renton Technical College and the Puget Sound Automotive Dealers Association/Shoreline Community College partnership are excellent examples of relationships with employers that benefit students, colleges, and employers. Students gain high-quality training and experience leading to high rates of job attainment while area employers gain skilled technicians. At the same time, the college attracts students seeking to become automotive technicians.

- *Universal Design for Learning* – The efforts at Renton Technical College to incorporate UDL into their classroom environments has helped students with disabilities gain a learning advantage. The innovative use of technology and physical design techniques are an example for other community colleges to follow.

- *Early identification of student needs* – At Columbia Basin College, students who will need services are identified during the application process. This early identification ensures that students are immediately provided with the resources they need to succeed.

USE OF DISCUSSION GUIDE

This tool is intended to guide discussions and generate discourse with state officials and key informants. The depth and length of the guide makes it unlikely that all topics will be covered in a single conversation. As such, conversations will flow naturally with key themes from the below list guiding the discussion.

INTRODUCTORY QUESTIONS
1. How would you characterize workforce development at community colleges in the state?
2. Are there any policies or initiatives that integrate community college, workforce, and economic development policies? If yes, describe.
3. Are there any specific initiatives in the state and/or community colleges around employment and people with disabilities? If yes, describe.

STATE GOALS AND MEASURING PROGRESS
1. Does the state set goals for awarding postsecondary credentials in fields of economic importance to the state? If yes, describe.
2. How does the state address reducing skill shortages in targeted economic areas? Are there clearly articulated public policy goals and directives?
3. Is the state participating in any DOL-sponsored demonstration projects to improve the workforce development system? If so, how are community colleges connected to those efforts?
4. Does the state have any initiatives to organize workforce development opportunities by regions and sectors (e.g. through skill panels, career pathways, regional skill alliances, sector initiatives). If so, how many? Do these cover the spectrum of adult skill levels from adult education and ESOL to Bachelor's degrees? Are employers actively involved in these initiatives?
5. What data are collected to track progress? Does the state track students into the labor market to ascertain educational and economic outcomes? If so, how far out into the labor market are students tracked and does the data include people with disabilities? How does the state know if employers are benefiting from the policies?
6. What are the rewards/consequences for agencies and institutions for achievement of progress or lack of progress toward meeting these goals?

PROMOTING STUDENT TRANSITIONS TO EMPLOYMENT
1. How does the state guide colleges in their efforts to promote student access and success in programs related to areas of economic importance? Are any of the

following student support services and funding streams specifically targeted by the state in efforts to steer students and adult learners into careers in key economic areas (i.e. healthcare, advanced technical skills)?

- Career, academic; and financial aid counseling
- Work readiness programs
- Income support to offset reduced work hours (UI, TAA, WIA)
- Child Care for Adult Students (TANF, CCDBG, others?)
- Vocational Rehabilitation services
- Veterans Services
- Other indirect educational expenses (transportation, tools, supplies)
- Does the state allow WIA funds to be spent on aid for other indirect expenses of education and training?

2. Do any of these include students with disabilities? If so, how?
3. Are there other policy directives that the state uses to promote student completion and transitions into employment in targeted industry sectors?
4. Are there state-provided incentives for employers to participate in employment programs? Are any targeted toward hiring people with disabilities?
5. How does the state agency responsible for economic development align with the state's workforce development and community college systems?

TARGETING FUNDING STREAMS AT GROWTH INDUSTRIES

1. Are there efforts that involve integrated policy or funding areas that support growth in key economic sectors? If so, please describe?
2. Are any of the following funding streams integrated into efforts to promote student job attainment in key economic sectors?
   - State postsecondary education funds
   - Leveraging investment by businesses and individuals
   - State incumbent worker/customized training funds
   - State economic development funds
   - Adult education/ESOL
   - Vocational/technical education
   - WIA (Adult and Dislocated Worker Funds)
   - Vocational Rehabilitation
   - Veterans Services

PROMISING PRACTICES

1. Can you recommend colleges that exemplify good local practices in any of the aforementioned areas?
2. Are there colleges with disability services that incorporate an employer-driven viewpoint and align their services with economic development goals?

APPENDIX B: LIST OF TELEPHONE CONVERSATIONS WITH STATE-LEVEL ADMINISTRATORS

ILLINOIS
- Charles Ramos, Director of Postsecondary Services, ACT Midwest Office
- Dr. Elaine Johnson, Vice President for Instruction and Policy Studies, Illinois Community College Board
- Jim Palmer, Retired Professor, Illinois State University, AACC Fellow
- Dr. Karen Anderson, Senior Director for Student/Instructional Development, Illinois Community College Board
- Lavon Nelson, Director for Workforce Systems, Illinois Community College Board

KENTUCKY
- Donna Davis, System Director, Workforce and Economic Development, Kentucky Community and Technical College System
- Gloria McCall, Vice Chancellor, Kentucky Community and Technical College System
- JoLynn Norfleet, Coordinator of Disability Services, Kentucky Community and Technical College System
- Pete Stevens, Director of the Chancellor's Office for Sponsored Projects and Contracts, Kentucky Community and Technical College System
- Shauna King-Simms, Director of Adult Education Partnerships and Transitions, Kentucky Community and Technical College System

MARYLAND
- Christine McPhail, Graduate Coordinator of the Community College Leadership Doctoral Program, Morgan State University (Baltimore)

NORTH CAROLINA
- Karen Yerby, Associate Director of Student Developmental Services, North Carolina Community College System
- Vonna Viglione, Director of Training Initiatives, North Carolina Community College System

TEXAS
- George Grainger, Houston Endowments
- Sue Wheeler, Director of Postsecondary Services, ACT Southwest Office

WASHINGTON

- Carolyn Cummins, Policy Associate for Economic Development, Washington State Board for Community and Technical Colleges
- Jan Yoshiwara, Director of Education Services Division, Washington State Board for Community and Technical Colleges
- Jim Crabbe, Director of Workforce Education, Washington State Board for Community and Technical Colleges
- Karen Fusco, President of the Washington Association of Postsecondary Education and Disability Coordinators
- Lynnae Ruttledge, Director of Vocational Rehabilitation, Department of Social and Health Services
- Nani Jackins Park, Director of Student Services, Washington State Board for Community and Technical Colleges
- Tina Bloomer, Director of the Student Achievement Project, Washington State Board for Community and Technical Colleges

APPENDIX C: LIST OF INTERVIEWEES AT COMMUNITY AND TECHNICAL COLLEGES

ANNE ARUNDEL COMMUNITY COLLEGE
- Bonnie Garrett, Director of Counseling, Advising and Retention Services
- Joyce Murphy, Assistant Director for Special Populations Counseling, Advising and Retention Services
- Veronica Boreland, M.A., C.R.C., Job Services Specialist, Career and Transfer Resource Center
- Joan Sturtevant, Ed.D., LPC, Coordinator of Career Services, Career and Transfer Resource Center
- Terry Clay, Assistant Dean of Student Development and Success
- Janet M. Paulovich, Director of English Language Learning and Adult Education, School of Continuing and Professional Studies
- Michael Yeakey, Director of Occupational Skills Programs, School of Continuing and Professional Studies
- Sam Weiner, Program Coordinator, Sarbanes Center for Public and Community Service
- Tony Teano, Program Coordinator, Internships, Sarbanes Center for Public and Community Service

CENTRAL PIEDMONT COMMUNITY COLLEGE
- Donald Taylor, Associate Dean for Disability Services and Career Services
- Mary Vickers-Koch, Dean of Harris Campus and Business and Industry Training Services
- Richard Zollinger, Associate Vice President for Learning
- Marcia Conston, Vice President for Enrollment and Student Services
- Majorie Wilson, Assistant to the Vice President for Learning
- Pat Nash, Director of Career Services
- Elaine Thomas Olenik, Director of Cooperative Education/Work-Based Learning
- Norma-Jean Arey, Compensatory Education Coordinator, Disability Support Services Staff

COLUMBIA BASIN COLLEGE
- Theo Dobie, Assistant Dean for Career Employment & Financial Services
- Peggy Buchmiller, Assistant Dean and Resource Center Director, Student Programs & Support Services
- Maddy Jeffs, Vice President for Student Services
- Meg Molton, Dean of Basic Skills
- Curt Freed, Dean of Health Sciences
- Deborah Meadows, Acting Vice President of Instruction

- Donna Campbell, Dean of Institute for Professional Development

GATEWAY COMMUNITY AND TECHNICAL COLLEGE
- Dr. Angie Taylor, Vice President of Business and Industry Services
- Colleen Kane, Disability Resource Coordinator
- Amy Monson, Director of Career Counseling and Placement
- Amber Decker, Adult Education Coordinator
- Peg Russell, Chair of the Division of Foundational Studies and Learning Resources/Coordinator of Adult Education
- Ingrid Washington, Dean of Student Affairs

HENDERSON COMMUNITY COLLEGE
- Dr. Patrick Lake, President
- Angela Watson, Career Services Coordinator
- Larry Tutt, Disability Services Coordinator
- Pamela Wilson, Dean of Workforce Services
- Megan Burnly, Assistant Dean of Special Projects and Project Reach Coordinator

HOWARD COMMUNITY COLLEGE
- Barbara Greenfeld, Associate Vice President for Enrollment Services
- Zoe Irvin, Executive Director of Planning, Research and Organizational Development
- Tonya Osmond, Assistance Director of Career and Employment Counseling
- Kathleen McSweeney, Assistant Director of Disability Student Services
- Ann Kukulies, Career Assistant, Counseling and Career Services
- Becky Lessey, Director of Basic Skills and Foreign-Born Programs, Division of Continuing Education and Workforce Development
- Patricia Keeton, Executive Director of Workforce Development
- Elizabeth Noble, Director Center for Entrepreneurial and Business Excellence
- Two parents and one youth with a disability

MONTGOMERY COLLEGE
- Ron Liss, Director of Academic and Students Services
- George Payne, Vice President of Workforce Development and Continuing Education
- Rose Sachs, Department Chair of Disability Support Services
- Karla Nabors, Workforce Access Programs Director, Department of Workforce Development and Continuing Education
- Brenda Williams, Director of Employment Services

NORTH HARRIS COLLEGE
- Dr. Stephen Head, Executive Vice Chancellor, North Harris Montgomery Community College District, and acting Interim President of North Harris College
- Harry Morris, M.A., Disability Services Counselor/ Professor
- Sandra Patton, Director District Disability Services/ Professor
- Connie McMahan, Counselor, Career Services / Professor
- Rhonda Cannon, Assistant Dean, Career Services
- Linda Gooding, Counselor, Career Services/ Professor
- Vicki Stanfield, Dean for College Connections

RENTON TECHNICAL COLLEGE
- Jon Pozega, Vice President of Student Services and Plant Operations
- Karma Forbes, Counselor in the Office of Special Needs
- Jimmie Smith, Student Services Counselor
- Cathy Jenner, Disabilities Services Project Coordinator
- Joy Barker, Associate Dean for Basic Studies
- Cheryl Culwell, Universal Design for Learning Grant Project Specialist

SHORELINE COMMUNITY COLLEGE
- David McIntosh, Program Coordinator, WorkFirst Program
- Kimberly Cambern, Program Manager, Worker Retraining
- Matt Houghton, Manager of I-BEST Program, Automotive Pathway
- Victoria Lauber, Program Coordinator, WorkFirst Program
- Kim Thompson, Director of the Office of Special Services
- Mariko Kakiuchi, Director of Career Education Options Program
- Rosemary Dunne, Program Manager, Community Integration Program

SPOKANE COMMUNITY COLLEGE
- Steve Hanson, President
- Christy Doyle, Director, Office of Career Services and Workforce Development
- Tracy Struble, Career Services Supervisor, Office of Career Services and Workforce Development
- Douglas Jones, Ph.D., Dean, Student and Instructional Services
- Dennis J. Johnson, Manager of Disability Support Services
- One Student with a Learning Disability
- One Dislocated Worker
- One Student with a Physical Disability

VICTORIA COLLEGE
- Dr. Craig Follins, Vice President of Workforce and Economic Development

- Elma Saenz, Counselor, Office of Students with Disabilities
- Jose Sanchez, Counselor, Office of Students with Disabilities
- Alvinette "Ricky" Jefferson, Counselor in the Office of Career Services
- Stacey Weaver, Director of Adult Education

APPENDIX D: COMMUNITY AND TECHNICAL COLLEGE DISCUSSION GUIDE

USE OF DISCUSSION GUIDE
This tool is intended to guide conversations with multiple college staff and other key informants to identify exemplary policies and practices which link community college students with disabilities to employment. The depth and length of the discussion guide makes it unlikely that all topics will be covered in a single conversation. As such, conversations will flow naturally with key themes from the below list guiding the questions.

INTRODUCTORY QUESTIONS
1. How does the college operationalize its interactions with employers? Who at the institution leads and how is information shared throughout the college environment?
2. Are there initiatives at the college or in the region focused around sector-based economic development? Through your foundation?
3. Are there efforts, initiatives, or emphases around students with disabilities and career services? Through your foundation?

GAP ANALYSIS
1. What resources has the college used to research and understand the current and projected state of the regional labor market?
2. Has the college mapped career pathways in demand sectors or occupations?
   a. Have employers supplied feedback such as the job titles, job descriptions, salaries, and training and educational requirements that represents their current or anticipated staffing needs?
   b. Have faculty representatives at the community college been consulted and are they engaged in developing curricula and offering input regarding instruction along the pathway?
   c. How has the college taken the student services infrastructure (e.g. career center, Veteran Services, financial aid, services for students with disabilities, etc.) into account in determining how to close the gap between the regional employer demand for a trained workforce and the needs of students who could fill those positions?

PARTNERSHIP BUILDING, SUSTAINABILITY, AND DATA COLLECTION
1. What kinds of partnerships exist internally and externally at the college to promote and build regional economic development efforts and employment opportunities for students? Who is responsible for managing them?

2. The office of career services:
    a. Describe career counseling and placement efforts for students, including for students with disabilities. How do they advise students on employment related training, benefits, and programs that could lead to employment, such as internships, practica, and apprenticeships?
    b. Does the office regularly connect with employers to assist with career or job placement for students? Are these efforts inclusive of students with disabilities?
    c. What are the employer outreach and recruitment strategies at the college (e.g., job fairs, employer interviews)? Are these efforts inclusive of students with disabilities?
    d. Describe any linkages between the career services office and the office for students with disabilities.
    e. What works well about this linkage and what could be enhanced?
3. The office for students with disabilities:
    a. What programs and services does the office offer to students with disabilities?
    b. Is the office viewed as a vital part of the college's mission? How does it relate to the role of the college in the region's economic development efforts?
    c. Does the college set goals for increasing educational attainment of students with disabilities, including awarding of credentials with a specific focus on demand industries or jobs in the region?
    d. What specific activities of the office focus on employment or career advancement?
    e. Within the college, does the office for students with disabilities partner with other services or departments to help students gain entry into careers in demand industries or sectors?
    f. Does the office partner with the career services office on any recruiting efforts or job fairs?
    g. Does the office participate in DOL's Workforce Recruiting Program or any other internship or mentoring programs that target students with disabilities?
    h. What specific programs/efforts does the office have that target older students who have acquired disabilities?
    i. Does the office for students with disabilities have partnerships with other institutions or organizations in the community outside of the college such as education, business and industry, economic development, workforce development, and vocational rehabilitation?

    j. How extensively are employers engaged? Is the college maintaining an ongoing relationship or dialogue with business and employers? What roles have employers taken (i.e. internships, instructors, integrated employment, equipment, guaranteed interviews for graduates, etc.)?

    k. What partnerships or initiatives have been the most successful? Why? What could be done to enhance them?

    l. What is the role of the office in addressing disability awareness on and off campus (e.g., faculty, other program offices, employers)?

4. Sustaining the system:
   a. Has the college aligned its strategies with those of the state and region for economic and workforce development?
   b. Is the office that serves students with disabilities adequately resourced relative to its needs?
   c. Is the college leveraging funding from multiple sources such as:
      - Workforce investment and training resources
      - Temporary Assistance to Needy Families (TANF)
      - Adult education
      - Education resources
      - Vocational Rehabilitation
      - Veterans Services
      - Private resources (employer, foundations, individual donors)
      - Other resources
   d. What efforts have been successful (unsuccessful) with regards to sustainability?

5. Data Collection and Evaluation:
   a. How does the college track student progress toward completion? What are the specific factors used?
   b. What outcomes are used to measure the success of programs?
   c. Does the college track students into the labor market to ascertain educational and economic outcomes? If so, for how long?
   d. Does any of this data include disabilities?
   e. Does the college have a customer feedback system(s) in place to understand how/if they are meeting student needs?

CREATING CAREER PATHWAYS FOR EDUCATIONAL AND CAREER MOBILITY

1. Does the college promote articulation and transfer of credit between adult education, college remedial education, and workforce development, noncredit and credit-bearing occupational programs?
2. How is the student services infrastructure at the college (e.g. career services, financial aid, Veterans Services, services for students with disabilities, etc.)

organized and leveraged to support educational and career advancement of students?

3. How well are students with disabilities integrated with adult education, college remedial education, and workforce development, noncredit and credit-bearing occupational programs?

4. Does the college have systems that serve the needs of incumbent workers and their employers for career progression and skills upgrade (such as work-based instruction, evening and weekend classes, evening counseling)? Are they inclusive of workers with disabilities?

5. Does the college address the needs of working students to ensure maximum participation (flexible scheduling, chunking of curriculum, credentialing, providing credit, etc.)?

6. What strategies have been successful (unsuccessful) in promoting the educational and career advancement of students with disabilities? Why?

PROMISING PRACTICES

1. What are the college's most promising practices as it relates to successfully aligning resources to meet economic development goals?

2. What tools or models have been used successfully in the college's efforts to support program development?

3. What are the most prominent "lessons learned" that the college might offer to others seeking to build similar initiatives?

4. What other factors have impacted the success and/or challenges in the college's efforts?

5. What are the most promising policies and practices on the college campus that promote employment of students with disabilities?

6. What are the most promising policies and practices that encourage partnerships between career services for students with disabilities?

7. If you were preparing a toolkit for colleges, what would you find helpful to include? Are there materials that you have that you could lend to such a toolkit?

ANNE ARUNDEL COMMUNITY COLLEGE (ARNOLD, MD)
- Performance Report, 2006
- College Organizational Chart
- College Catalog, 2007-2008
- Disability Support Services Administrative Procedures
- Working Together, a brochure for Students with Disabilities
- Career Opportunities for Students with Disabilities booklet, Career and Transfer Resource Center
- Power Point Presentation on Disability Support Services at AACC, used in training about disability issues and DSS services
- A Guide to Your Career Survival, Career and Transfer Resource Center
- Fall Campus Recruiting Booklet
- Booklet on March 2007 Graduate Job Fair, included fact sheets on careers in key regional industries
- Booklet for April 2007 Hospitality/Food Service Job Fair
- Booklet for October 2006 Anne Arundel County Job Fair
- Flyer for Resumania Résumé Writing Workshops
- Flyer for the Fall Employer Recruiting Event
- Flyer for Career Services Workshops
- Flyer for Career Awareness Week
- Flyer for the Adult Basic Skills and GED Programs
- Flyer for Center for Learning through Service
- Internship Application Package
- Application Forms for Step Up to Success Program
- Service-Learning Student Handbook
- Job descriptions, career services, and disability services staff

CENTRAL PIEDMONT COMMUNITY COLLEGE (CHARLOTTE, NC)
- Setting a Strategic Direction, 2004 – 2009
- College Performance Report, 2006
- College Operating Plan, 2006 – 2007
- College Catalogue, 2006 – 2007
- Faculty Handbook on College Students with Disabilities
- Student Handbook for Students with Disabilities
- Deafness 101 (Handbook for deaf and hearing impaired students)
- Cooperative education forms and materials
- Materials on corporate training
- Materials on program for individuals with significant cognitive disabilities

- Disability Support Program Services website

- Rights and Responsibilities of Faculty and Staff Concerning Students with Disabilities
- Rights and Responsibilities of Students with Disabilities
- Career and Technical Education Division Handbook
- Brochure on services of the Student Employment Office
- Postcards used by the student employment office to contact students about services
- Brochure on Washington State Work Study Program
- Brochure for employers on hiring a Columbia Basin State Work Study Student
- Brochure for students on Columbia Basin College State Work Study Placement
- Flyer on fishery industry internships
- Brochure for Students on Resource Center
- Brochure on services for students with disabilities
- Authorization to Release/Share Information, form for students with disabilities
- Learning Needs Inventory, academic counseling tool
- Positions Papers on Learning Disabilities, Attention-Related Disabilities, Health and Physical Disabilities, Vision Disabilities, Psychiatric/Psychological Disabilities
- Accommodation Procedures
- Flyer on Career Planning Strategies, an introductory 2 credit class
- Course Catalogue for Professional and Technical Programs, 2006 – 2007
- Brochure on Career Access Program
- Career Access Program Update, Issue number 3 and 4
- Disability Resource Manual

GATEWAY COMMUNITY AND TECHNICAL COLLEGE (PARK HILLS, KY)
- Fall 2007 Course Catalogue
- Advanced manufacturing career pathways overview – PowerPoint presentation
- Cooperative Education, brochure for employers
- Cooperative education application and overview for students
- Cooperative/Practicum/Internship Employer Performance Review, Midterm Report
- Cooperative/Practicum/Internship Employer Performance Review, Final Report
- Cooperative/Practicum/Internship Student Performance Review – Monthly Report
- Syllabus, Employment Seminar for Co-op
- List of area cooperative/practicum/internship openings
- Flyer for Career Services Résumé Building Assistance
- Cooperative Education Training Plan, to be signed by employers

- Flyer, Résumé Posting and Job Posting Database
- Flyer, Disability Services Overview
- Universal Design of Student Services Survey

HENDERSON COMMUNITY COLLEGE (HENDERSON, KY)
- Smart Start Success Kit, student guide
- Flyer, New Student Orientation
- Flyer, Overview of Services for Students with Disabilities
- Project Reach Overview
- Fast Facts, Coaching for Student Success

HOWARD COMMUNITY COLLEGE (COLUMBIA, MD)
- Students with Disabilities Handbook
- Faculty Handbook for Working with Students with Disabilities
- Career counseling student materials including brochures about services and programs
- College Catalogue, 2006-2007
- Commission of the Future Year-End Reports for 1999 and 2003
- Strategic plan

MONTGOMERY COLLEGE (ROCKVILLE, MD)
- Disability Services Faculty Handbook
- Disability Services website
- College Catalogue, 2007-2008
- Academic Master Plan, January 2006
- Annual Reports, 2006 for Rockville, Germantown, and Takoma Park Campuses
- Annual Report for Continuing Education and Workforce Development, 2006
- Co-operative education forms and information on web site
- Program information on Workforce Recruitment Program
- Program materials on special programs for adults with developmental disabilities
- Foundation Focus newsletter, Fall 2006
- Montgomery College Today newsletter, Spring 2007

NORTH HARRIS COLLEGE (SPRING, TX)
- Career Decisions, packet for students
- Red Hot Résumés, guide for students
- Interview Skills Guide, for students
- Job Search Guide, for students
- Flyer, announcing Land Mark conference for students with disabilities

- Newsletter from the Texas Center for the Advancement of Literacy and Learning – Adult Learner Transitions
- Flyer, Expanding Horizons Conference

RENTON TECHNICAL COLLEGE (RENTON, WA)
- College mission, vision, and core value statements from strategic plan
- Washington State Learning Disability Quality Initiative Online resources
- Online Learning Styles Assessment

SHORELINE COMMUNITY COLLEGE (SHORELINE, WA)
- Disability Services website
- Disability Services Documentation Guidelines
- Shoreline Community College Fall Schedule 2007

SPOKANE COMMUNITY COLLEGE (SPOKANE, WA)
- 2007 Summer Quarter Course offering
- Spokane Vitals, a regional economic publication from Greater Spokane, Inc.
- Fall 2006 Statistics from the Disability Support Services
- Forms used by Disability Support Services
- Students with Disabilities Handbook, Center for Students with Disabilities
- Guidelines for Documentation of a Disability at Spokane Community College
- Position descriptions for Deaf Interpreter III, Program Assistant, Testing Administrator/Disability Service Coordinator, Manager of Testing and Disability Support Services, Disability Support Supervisor

VICTORIA COLLEGE (VICTORIA, TX)
- Faculty Disability Services Handbook
- Handbook for Students with Disabilities
- Flyer, Adult Basic Education Overview
- Texas Workforce Solutions of the Golden Crescent Regional Summary, economic and workforce development vision and objectives
- Flyer, Adult Basic Education to Victoria College Transition
- Adult Education Fact Sheet
- Adult Education Performance Report, 2001- 2005
- Office of Students with Disabilities Performance Survey
- Adult Education Program Application Packet
- Continuing Education Course Catalogue, 2007
- Customized training packet, for employers
- Workforce Connections newsletter, from local Workforce Investment Board

For More Information, Please Contact:

NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY FOR YOUTH

c/o Institute for Educational Leadership

4455 Connecticut Ave., N.W., Suite 310

Washington, D.C. 20008

1-877-871-0744 (toll free)

1-877-871-0665 (TTY toll free)

contact@ncwd-youth.info

www.ncwd-youth.info