

KentuckyWorks

Post Secondary Community Conversation—All Sites

Evaluation

May 21, 2018

Submitted on
June 2018

Submitted to
KentuckyWorks Team and

Prepared by
Evaluation Unit
Human Development Institute

KentuckyWorks, a project funded by the Administration for Community Living, and the capacity building project, Strengthening the Postsecondary Landscape in Kentucky, funded by Think College, held a statewide community conversation on May 21, 2018. Community conversations are way to identify key issues and connections within the community as well as enable the community to set realistic and attainable goals¹. The statewide community conversation was held simultaneously in Lexington, Murray, and Morehead, Kentucky via video conference. The conversation was held for self-advocates, families, and professionals to discuss strategies for increasing meaningful post-secondary opportunities for youth and young adults with intellectual disabilities (ID). In round table discussions, participants worked together to come up with ideas to address the issue and to consider how participants might work *together* to make those ideas happen. The event included a harvesting of best ideas and identification of next steps to improve post-secondary outcomes for students with ID. Participants were given a survey after the event to provide feedback on the community conversation process. This report highlights themes from the round table discussions and the survey findings. The report has four main sections—participant description, feedback on event, harvested best ideas, and specific strategies by region.

Participant Description – All Sites

Of the 76 survey participants, 22 reported they have multiple roles. Family members and disability service providers were the two highest roles in attendance with 26 family members making up 35% of attendees and 17 state representatives making up 23% of conversation attendees.

Table 1: Role Description – All Sites

Role	Number*	Percentage*
Family Member	26	35.6%
Disability Service Provider	17	23.3%
Public School Educator	12	17%
Other	11	15.1%
Community Organization Member	9	12.3%
College Faculty	7	9.6%
College Administrator	6	8.2%
Student	4	5.5%
Self-advocate	3	4.1%
Campus Disability Services	3	4.1%
Other Campus Services	2	2.7%

** Duplicated count. 22 people reported they have multiple roles.*

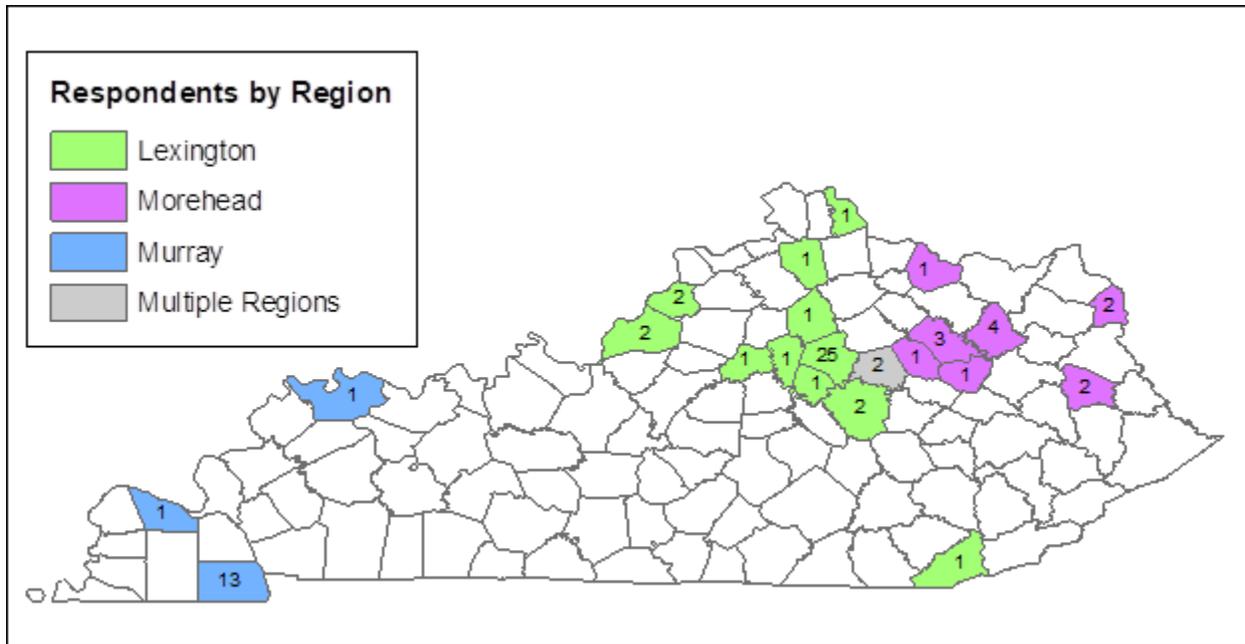
Participants by Region

Residents from 23 different counties across the state participate in the summit. Participants came from Anderson, Bath, Bell, Boyd, Calloway, Campbell, Clark, Fayette, Grant, Henderson,

¹ <http://connect.ala.org/node/241879>

Jefferson, Jessamine, Johnson, Madison, Mason, McCracken, Menifee, Montgomery, Oldham, Rowan, Scott, and Woodford Counties

Figure 1: Participants' residence counties - All



Feedback on the community conversation - All Sites

Participants were asked to rate their level of agreement with statements based on a four-point scale with 1 indicating "Strongly Disagree" and 4 indicating "Strongly Agree." The most highly rated mean statement was 'Follow up events or actions on this issue are needed in KY.' (mean= 3.74). The statement with the lowest rated mean, at 1.97, was, "Strong partnerships between post-secondary institutions, schools, and families currently exist in KY"

Table 2: Community Conversation Event Ratings – All Sites

Statements	Mean	N
Follow up events or actions on this issue are needed in KY.	3.74	70
Higher education institutions need help learning how to support students with IDD transition to post-secondary education	3.68	75
This conversation was a good investment of my time.	3.67	76
The conversation today improved my views of the capacity of KY to improve post-secondary opportunities for students with IDD.	3.45	71
I would invite someone I know to attend another event like this one in the future.	3.44	73
I was able to identify things I could do to enhance post-secondary educational outcomes for students with IDD from this conversation.	3.35	75

I learned about resources, opportunities, or connections for post-secondary education in KY that I previously did not know about.	3.35	75
This conversation will contribute to increased post-secondary opportunities for students with IDD in KY	3.34	76
I am leaving this conversation with specific steps I plan to do to increase post-secondary opportunities for students with IDD.	3.10	69
KY currently has the capacity to support students' with IDD transition to post-secondary education.	2.19	75
Higher Education institutions in KY are generally receptive to enrolling students with IDD.	2.11	71
Strong partnerships between post-secondary institutions, schools, and families currently exist in KY.	1.97	75

Qualitative Survey Items

The survey asked three questions where users could write their own responses. Question 4 asked for examples of previously unknown new resources, opportunities or connections for post-secondary education in KY. Question 13 asked why the respondent chose to attend the community conversation. Question 14 asked for the most significant barriers to enrolling students with IDD in post-secondary education. Question 15 asked what actions the respondent would take as a result of the community conversation. Responses were transcribed and coded into thematic categories.

Examples of new resources, opportunities or connections for post-secondary education I did not know about...

Respondents reported learning about a variety of new resources, opportunities and connections. The most common response was the knowledge of a specific CTP program. For example, one participant learned about “available programs. NKU? thought it wasn't active any longer.” The second most common response referenced learning the terminology and legislation surrounding the issue. For example, one respondent reported learning the “federal legislation addressing PS opportunities for IDD.”

Table 3: Responses to Question 3

Resource, opportunity, connection	Responses Coded
Specific CTP program	14
Post-Secondary Program Terminology/Legislation (CTP,TPSID, SHEP)	8
Programs at non-CTP or SHEP program	6
Scarcity of programs, funding	5
KEES money available	2
Transportation	2

I attended this conversation because...

Participants reported several different reasons for attending the community conversation. The most common reason for attendance was being a family member to a student with IDD. For example, one participant responded, “I am a parent advocate as well as a higher ed administrator who is interested in seeing more students with IDD attend higher ed”. The second most common response referenced needing information on post-secondary options for work and or clients. For example, one respondent reported learning the “I’m interested in opportunities for students. I often get questions from families”.

Table 4: Responses to Question 13

I attended this conversation because...	Responses Coded
I am a family member of a student who would benefit from a post-secondary program	22
I require up to date information for my work, clients	18
I want to better help/serve/teach students with disabilities	17
I believe students with intellectual disabilities should be given (improved, more accessible, more) opportunities to attend post-secondary institutions.	16
I want to learn more, I am curious about this issue	8
Professional Development or Training	8
I am a student who wants to attend a post-secondary program	2

I believe the following are the most significant barriers to KY students with IDD enrolling in post-secondary education...

Participants listed numerous significant barriers for question 14. The most common barrier cited was a lack of funding or money. For example, one participant highlighted the lack of, “money and open minds. While I commend the ideas generated here, I do not see KY providing the types of services needed with financial constraints of today’s state budget”. Another common response referenced a lack of opportunities and post-secondary programs. For example, one participant noted the, “lack of programs, [and the] lack of supports”.

Table 5: Responses to Question 14

Significant Barriers	Responses Coded
Lack of funding, money	24
Lack of knowledge, information, communication	20
Lack of opportunities, programs	20
Transportation	12
Low expectations from faculty, colleges, resource centers	12
Lack of on-campus supports	9
Transition Services, Resources	6
Housing	4
Proximity	3
Family, parental support	3
Lack of access for students with certificates, alternate diplomas	3

As a result of today's conversation, I plan to address the barriers listed above by...

Responses to question 15 outlined several different plans of action resulting from the community conversation. The most common plan cited was communicating information learned. For example, one participant's plan was to "spreading the word to folks I know, sharing KYWORKS, SIP schools, KEES reboot, etc.". Another plan was to research and learn more about post-secondary programs. For example, one participant noted the, "Make more of an effort to expand my knowledge".

Table 6: Responses to Question 15

Plan	Responses Coded
Communicate, network, spread the word	25
Research, learning more	9
Address solutions directly with colleges, universities	8
Informing students, parents and teachers of post-secondary program options	6
Create partnerships	6
Applying for specific programs, resources	3
Contact legislators	3
Helping family member	1

Harvested ideas – Major themes

The harvested ideas across all three sites (Murray, Lexington, and Morehead) fell into six major themes—academic, expectations, legislative, marketing, support, university and work. The following table highlights the ideas harvested under each major theme. The harvested ideas include raising awareness among students and parents of post-secondary options, contacting representatives to secure legislation and funding for programs, creating marketing materials that highlight post-secondary success stories, developing additional on-campus social supports, beginning Comprehensive Transition Program accreditation process at other universities, and providing training to employers to support inclusion and awareness

Academic

- Advise students on courses that will aid their work goals
- Dual Credit classes for students with intellectual disabilities
- Advise students on community and technical colleges and job corps options
- Incorporate transition resource training into Community Rehabilitation Program (CRP)

Expectations

- Inform parents of “what’s next”, setting early timelines for long term goals.
- Raise awareness of post-secondary options and opportunities
- Transition “boot camp” for students considering post-secondary options

Legislative

- Contact representatives let them know what legislation is needed.

- Advocate for additional funding for CTP programs.

Marketing

- Create strategic marketing plan
- Showcase success stories (Infographic? Video?)
- Link higher education opportunities from school and disability websites

Support

- Develop additional human resources to provide support on campus support to students and program.
- Create on campus partnerships (like best buddies in HS) to raise awareness of program and provide social supports.
- Build campus transportation support network, training for drivers.
- Investigate the use of waiver funds to support post-secondary education

University

- Start accreditation process to become active CTP
- Talk to administration about cost-benefit.
- Make sure IDD is part of diversity.
- Present plans to University Council on Post-Secondary Education and Faculty Senate

Work

- Develop partnerships with businesses, provide training and education to debunk myths about IDD.