Training Inclusive Higher Education Staff: A Study

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Virginia Commonwealth University
RRTC on Employment of Transition-Age Youth with Disabilities

- Established 2019 through a Federal Grant for 5 years

- Conducting 6 studies

- VCU conducting three of the studies

- Goal: To develop evidenced-based interventions that assist youth to enter competitive employment
Effects of Trained Personnel Providing Employment Supports in Higher Education Programs on the Employment Experiences of College Students with Intellectual and/or Developmental Disability: A Quasi-Experimental Study
Brief Overview

- Online course
- Year of technical assistance
- Higher education and post-graduation programs serving students with IDD
- Outcomes based on increased paid work while in college employment
Online Course

Supported Employment in College: 6-week facilitated course

Topics Covered

- Quality indicators and values
- Getting to know your students
- Job development
- Customized employment
- Job site training
- Transition and follow-up
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<th>Service</th>
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<tr>
<td>1 year of free TA</td>
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<td>Needs assessment, action plans, &amp; goal setting</td>
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<td>Monthly meetings</td>
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<td>Professional development &amp; resources</td>
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<td>Data collection</td>
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Demographics of Cohorts 1 and 2

- 50 colleges and universities have taken the course
- 27 states represented
- 33 4-year colleges/universities
- 17 2-year colleges
Adjustments for COVID

- Case Study
- Changed research questions and hypotheses
- Changed type of data reviewed
- Resumed original study for Cohort 2
Case Study
Overview
RQ1- Which aspects of the online training and technical assistance were most instrumental in providing paid employment and/or paid internship opportunities for students with IDD while in college?
RQ2- What are the employment outcomes for students with IDD post-graduation who participated in paid employment and/or paid internship opportunities?
RQ3: Have the training and TA been implemented with fidelity?
Research Methods

**Observation**
- Reviewed case notes
- Observed a monthly meeting

**Document Review**
- Read local news articles about University
- Reviewed University website
- Assessed needs assessment and action plan
## Overview of University

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<th>2-year program</th>
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<td>Metropolitan university</td>
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<td>Comprehensive Transition Program (CTP)</td>
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<td>100% of students in unpaid work experiences</td>
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Online Course

- Week 1: hopes to target “personalized job development and relationship marketing”
- Week 2: wants to increase work opportunities and exposure
- Week 3: communicates pitch and how it is customizable
Online Course

- Week 4: struggles with negotiating paid employment
- Week 5: expresses desire to formalize jobsite training practices
- Week 6: shares follow up survey
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<td>Goals</td>
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<td>Monthly meetings</td>
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<td>Resources</td>
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Findings

Research Questions

- RQ1: job development and customized employment
- RQ2: 100% employment, but, funding fell through
- RQ3: TA implemented with fidelity

Result of TA

- Process for job development
- Strategy for converting an unpaid job to a paid job
The Studies

Next Steps

- Finish TA for Cohort 2
- Finish course and begin TA for Cohort 3
- Analyze data
- Report out
Want to Learn More?

Website: Transition.vcurrtc.org
Twitter: @RRTCyouth
Facebook: facebook.com/RRTCyouth

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