

December 16, 2010

ICI Working to Improve Postsecondary Retention

Community and technical colleges prepare millions of students – often non-traditional students, including many with disabilities – for careers. Unfortunately, too many students are unprepared for college, or struggle with finances or balancing work and school, and don't complete their programs. The Institute on Community Integration (ICI) is studying ways to help community and technical colleges improve retention and program completion rates. Two projects that aim to do that are (1) Check & Connect (C&C): A Model for Engaging and Retaining Students with Intellectual Disabilities in Higher Education, and (2) the Relative Impact of Interventions to Improve Achievement and Retention in Postsecondary Occupational Programs.

In October 2010, two Minnesota colleges – Central Lakes College and Ridgewater College – received a four-year, \$2.2 grant from the U.S. Department of Education, Office of Postsecondary Education, to establish an inclusive and comprehensive model for engaging and retaining students with intellectual disabilities in higher education programs. ICI, through a \$668,918 subcontract, is partnering with them in the model demonstration project titled Check & Connect (C&C): A Model for Engaging and Retaining Students with Intellectual Disabilities in Higher Education. The partnership will apply the C&C school engagement model developed and refined at ICI over the past 20 years to these two college settings. The ultimate goal of this project is to develop and test a set of approaches for supporting success of postsecondary students with intellectual disabilities, and create a model and set of practices that can be used elsewhere. Jean Ness, who along with David R. Johnson, is director of the project at ICI, observes, "This new project will give ICI the opportunity to advance the Check & Connect model into the postsecondary arena to support the successful transition, retention, and goal achievement of college students with intellectual disabilities in Minnesota." For further information about this project, contact Jean at nessx008@umn.edu or 612-625-5322.

The other postsecondary retention project at ICI is the Relative Impact of Interventions project. It began in 2008, funded by a four-year, \$800,000 subcontract from the University of Louisville, whose National Research Center for Career and Technical Education received a five-year, \$22.5 million grant from the U.S. Department of Education, Office of Vocational and Adult Education, for a number of ongoing projects. The ICI project is studying retention programs at community colleges in four states. Each college has strong programs for Career and Technical Education students who are studying for careers requiring a one- or two-year credential. The research sites were selected because they have several retention-related programs (such as cohorts, multicultural programs, learning communities, and special advising for at-risk students) that have been well implemented, their data collection systems are excellent, and they were enthusiastic about participating. "The project is studying which retention programs at each of the four sites are most effective, and which seem to work best for which students – for example, what is most helpful for students with disabilities, and what seems to work best for older students," explains ICI's Chris Bremer, who is the project director. For further information about this project, contact Chris at breme006@umn.edu or 612-625-7595.

Staff Update

- **Staff Hire: Gretchen Hatch**, Principal Office and Administrative Specialist, Transition. **Staff Departure: Emma Broderick**, Temporary Employee, School-Age.
- On December 9, **Angela Amado** presented at the national TASH conference in Denver on best practices for supporting relationships and friendships of people with disabilities in the community.
- **Kay Augustine** was recently selected to serve on the Advisory Board for the *Prevention Researcher*, a multidisciplinary journal focusing on successful adolescent development, at-risk youth successful adolescent development, and at-risk youth.
- **Derek Nord** was one of 10 young evaluators selected from 150 submissions to contribute to the 25th anniversary edition of the American Evaluation Association's (AEA) *New Directions for Evaluation* commemorative issue. Derek's submission will address the challenging future of, and strategies for, evaluating online training and education programs.
- The RTC's **Kurt Rutzen** has been named one of the new national board members of The Arc of the United States.
- **Joelle Tegwen** placed second in the savory category for her garlic bread at the first annual CEHD Staff Bake-Off in November. Twelve staff members competed in three categories. The event raised \$30 for the Second Harvest food bank.

Dates to Remember...

- December 24-January 2: University Closed
- January 11: ICI Council, 10-12, 118 Pattee
- January 17: University Closed

From the Front Office

News from ICI's Administrative Staff

- **Time Card Employees and Their Supervisors.** Time cards for 2011 will be distributed to hourly employees by December 15. This will include an updated time card for the pay period 12/20/10-1/2/11 (Winter Closure). Note that hourly employees will not be scheduled to work during the closure (12/24/10-1/2/11) and are not eligible for holiday pay. Questions? Contact Amy at 4-2380.
- **Academic Personal Holiday.** All Professional and Administrative (P&A) staff and Graduate Research Assistants (GRA) receive an Academic Personal Holiday between December 23, 2010 and January 17, 2011. P&A staff should record their holiday in Workgroup Calendar, and GRAs should e-mail their supervisors indicating their holiday use. Questions? Contact Beth at 6-8042.
- **Research Fellows and Their Supervisors.** Information regarding promotion to Senior Research Fellow was e-mailed December 10. Research Fellows interested in pursuing a promotion should notify Beth Nelson in writing by January 14.
- **University Closure and Furlough.** The University will be closed from December 24 through January 2. This closure includes two weekends and three University holidays (December 24, 27, and 31). In addition, this closure includes three furlough days, December 28-30. The

furlough affects each employee group differently. Time card, hourly employees and undergraduate students are not scheduled to work, and thus will not receive pay during 12/24-1/2. Civil Service and Bargaining Unit Staff will be on *unpaid*, three-day furlough (12/28-30), and will *not* work, nor use any vacation/sick leave during this time. Graduate Research Assistants (on fixed percentage appointments) are expected to work (12/28-30). They can either work off-campus or flexing their schedule in a way to accomplish the required number of hours (i.e., making up hours); they can also use their personal holiday. P&A Staff are expected to work (12/28-30) off-campus; *or* take vacation, if eligible; use the personal holiday; or choose voluntary furlough (unpaid). Further information can be found on the U's OHR Web site at www1.umn.edu/ohr/economyandu/qanda/index.html or via the College at <http://intranet.cehd.umn.edu/hr/policies-procedures/Winter-Closure/>. Questions? Contact Beth at 6-8042.

- **Payday and Winter Closure.** The December 29 payday falls during the winter closure. For staff who receive a physical, hard check and/or printed statement, the University will mail these documents to employees at their home addresses. Staff who use direct deposit will have their money deposited as usual.

Miscellaneous

- **Course on Development and Social Change.** Beginning January 24 and ending March 7, 2011, ICI's Christopher Johnstone will teach DSSC 8310, a one-credit graduate course titled, "Topics in Development Studies and Social Change: Inclusive Development as a Mechanism for Poverty Reduction and Empowerment of Persons with Disabilities." It will meet on Mondays, 2-3:40 p.m. FFI, contact Christopher at john4810@umn.edu.
- **AAIDD Conference.** The American Association on Intellectual and Developmental Disabilities (AAIDD) will hold its 135th Annual Meeting, "Inclusive Communities: Pathways to Realizing the Vision," in the Twin Cities on June 6-9, 2011. ICI is co-sponsoring the conference. FFI, visit <http://aaid.org/>.
- **Engaged Education Now.** In November, the University of Minnesota and other organizations launched Engaged Education Now, a campaign to improve academic achievement and school success by ensuring that all students can participate in Service Learning. FFI, visit www.nylc.org/pages-newsevents-news-Support_Engaged_Education_Now?oid=9735.
- **Birthdays.** Jason Altman (12/18), Margaret Sullivan (12/18), Mary McEathron (12/24), Jane Krentz (12/24), Xueqin ("Shirley") Qian (12/31), Jon Goldman (1/6), John Westerman (1/7), Pam Stenhjem (1/10), Matthew Fricke (1/12), Debbie Hansen (1/14), Annie Johnson (1/17), and Amanda Morse (1/17). Did we miss your birthday? Let us know! Call 4-2380 or e-mail kuro0008@umn.edu.

Bits & Pieces

Information on New Publications and Web Sites

- **New Publications.** The following new ICI publications are available:
 - *Studying Less-Accurately Measured Students* (October 2010). Published by the Institute's Partnership for Accessible Reading Assessment and available on the Web at www.readingassessment.info/resources/publications/studentcharacteristicsreport/PARAsstudentcharacteristics.htm.
 - *The "R&R Arcade": Direct Support Professionalism: Health Insurance Portability and Accountability Act of 1996 (HIPAA)* (November 2010). A course published by the College of Direct Support, an Internet-based curriculum for Direct Support Professionals managed in partnership by MC Strategies/Elsevier and the Institute's Research and Training Center on Community Living. Available on the Web at <http://info.collegeofdirectsupport.com> (click on the link for "New CDS Course: The 'R&R Arcade'").
 - *Diabetes* (December 2010). A Disability Intensive Course published by the College of Direct Support. Available on the Web at <http://info.collegeofdirectsupport.com> (click on the link for "Curriculum" and then choose "Disability Intensive Courses").
- **Journal Article on the College of Direct Support.** Charlie Lakin and Susan O'Neil have published "The College of Direct Support: An Update on Growth and Expansion" in the September/October 2010 issue of *The NADD Bulletin*, 13(5), 91-92. The article is online at http://info.collegeofdirectsupport.com/enews/dec_10/images/naddarticle.pdf.
- **Journal Article on Brain Injury.** Tim Moore of ICI is among the authors of the article, "Functional Analysis and Treatment of Self-injurious Behavior in a Young Child with Traumatic Brain Injury," in the November 2010 issue of *Brain Injury*, 24(12), 1511-1518. The article is online at <http://informahealthcare.com/doi/abs/10.3109/02699052.2010.523043>.
- **FYI Deadline.** Items for the next *FYI* should be submitted to Tom (donag003@umn.edu) by January 10.