

Transition Options in Postsecondary Settings (TOPS) Program for Individuals with ID
Comprehensive Model for Postsecondary Education and Transition Enrichment (COMPETE)
Project Summary

Total: \$119,026

Project Period: 4/1/2017 to 3/30/2020

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THE OHIO STATE UNIVERSITY
NISONGER CENTER

Columbus State Community College (CSCC) will build local capacity to provide, improve, and expand transition services that meet the intent of Governor John Kasich's Employment First Executive Order, for students with intellectual disabilities (ID) who have exited high school and are no longer eligible for special education services. The Comprehensive Model for Postsecondary Education and Transition Enrichment (COMPETE) Program's mission is to support adults with ID to become productive, self-determined individuals. The project will unite transition services and access, inclusive college experiences, and internships for an average of 10 students per year to gain experience in their chosen career fields. The students will work for an average of 15 hours per week on and off campus, depending upon the career field.

The program will serve students with ID who may choose from the following tracks/plans of study:

- (1) Early Childhood Aide (ECA) certificate;
- (2) Human Services Assistant (HSA) certificate;
- (3) Selected course work and work experiences through career-technical educational areas offered at CSCC leading to a certificate of completion; and
- (4) Selected course work and customized work experiences within our campus and surrounding community leading to a certificate of completion.

Each participant will receive a certificate, whether a recognized credential in the field, or certification of completion designed to acknowledge study and internship experience in another area. CSCC will work towards the development of additional certificates / credentials that are recognized by industry. A central aspect of the program design will be Person-Centered Planning (PCP). As each student enters the program, the COMPETE program advisor will meet with that student, family members, service coordinators, OOD counselors, high school transition staff and/or anyone else the individual would like to include to review existing services and support plans. The team, with the student taking the lead, will develop their potential plan of study. Discussion will focus on learning needs and on academic, employment, and social interests. The advisor will continue to meet with each student throughout the summer to assess their progress and review and refine the plan for course work, academic support, peer mentoring, tutoring, and to assist with access to social activities and participation in student organizations.

The goal of the program is to provide inclusive college experiences with individualized supports. Project Director along with project faculty and staff will work towards extending inclusivity to all participants, as follows:

- (1) Students will be required to enroll in non-inclusive courses offered by COMPETE staff during summer, autumn and spring semesters, including courses on Student Life, Career Exploration and Job Readiness.
- (2) Students will be assigned up to two internships/practicums throughout their first year of the COMPETE program. The internship site will be selected based on the academic track the individual is pursuing.