Background Info

- In 2004 the Office of Intellectual Disabilities approached the Institute on Disabilities about offering a college program for adults with intellectual disabilities.

- A focus group was developed including individuals with disabilities, family members, institute staff, university faculty and students as well as IDS staff to define and implement the components of a genuine college experience.

Goals of the Academy

- Provide an authentic college experience for students with intellectual disabilities who might not otherwise have an opportunity to continue their education in a university after high school.
Goals of the Academy

- Provide the necessary complement of resources, supports and opportunities to each Academy student so that each student can continue to develop the self-awareness, knowledge, and skills necessary to lead a full and meaningful life.

Goals of the Academy

- Explore career interests and develop employment skills that will provide graduates with tools necessary to fulfill their career aspirations.

Academy Requirements

- Students must have an intellectual disability
- Ages 18 to 26
- Have the ability to pay for classes through service funds or privately
- Have transportation to and from Temple’s Main Campus
Academy Requirements

- Available to attend day and evening classes
- Spend at least 10 hours a week with a mentor
- A desire to continue to learn and grow
- A positive attitude

Academy Requirements

- A willingness to try new things
- Committed to attending the Academy for two (2) years
- Committed to taking the number of classes required

Academy Framework

- Weekly Seminar
- Academic classes
- Internship
- Student Mentors
Seminar

- Mandatory full day class where students engage in a variety of activities and practices geared towards the following:
  - Adjusting to College
    - Identifying your learning style
    - Learning to problem solve
    - Working in teams
    - Becoming familiar with resource and services to assist in college success

Seminar

- Self-awareness and Personal Growth
  - Improving communication skills
  - Conflict resolutions
  - Dealing with emotions
  - Learning how to be a self-advocate

Seminar

- Identifying, understanding, and utilizing resources in the community
  - Participation and Citizenship
  - Concerns and issues in the Community
  - Researching a community organization
  - Volunteering
  - Voting

VOTE

7/18/2014
Seminar

- Career Interest and Employment Skills
  - Researching occupations
  - Developing an employment plan
  - Identifying and exploring ways to find jobs
  - Developing skills for the interviewing process
  - Creating:
    - Electronic portfolios
    - Cover letters
    - Resumes

Seminar

- Technical Support / Computer Skills
  - Microsoft Office:
    - Word
    - Excel
    - Power Point
  - Microsoft Publisher
  - Internet Navigation

Academic Classes

- Students select classes based on their interests

- Courses are offered through Temple’s Pan-African Studies Community Education Program (PASCEP)

- Students audit typical undergraduate courses
  - Accommodations are made individually with each professor
**Internship**
- 15 week part-time work experience on Temple's Main Campus
  - Apply classroom knowledge in a work setting
  - Develop positive work habits
- Some sites that students have interned:
  - Computer Recycling Center
  - Wellness Resource Center
  - Religion Department

**Student Mentors / Tutors**
- Each student is matched with a mentor
- Tutors are assigned to support students in class, or where extended academic need is requested.
- Mentors and Tutors are recruited, hired, and trained by Academy staff

**Student Mentors**
- Provide support and assistance to students as they make social and academic adjustments to college life
- Activities are determined and directed by the Academy students
Griffin Caruso
AAL Mentor

My Experience as an AAL Student
by: Shawn Aleong, AAL Graduate

What I gained from the AAL

- Independence
- Self-Sufficiency
- Ambition
- Sense of Dignity
### What I gained from the AAL (cont...)

- Criminal Justice and Legal Studies classes
- Participation in Group Projects and Class Trips
- Internship at Beasley Law School
- LEAP (Legal Education and Participation) Program
- Roberta West: On-Site Supervisor
- Academy Seminar
- Social Gatherings
- Graduation Day

### What I gained from my Mentor

- A Friendship
- Confidence
- Independence
- An expanded social life
- Somebody to trust
- Empowerment

### Benefits of having a Mentor

- Personal guide to on and off campus opportunities
- An academic support
- An emotional support
- A motivator
My Involvement at Temple

- NAACP
  - Juvenile Ambassador
- MCPB (Main Campus Program Board)
- TSG (Temple Student Government)
- Temple Greek Life
  - Lawrence, my mentor, is a brother in AEP
  - I have attended many Greek social events
- Temple Social Events
  - Free Food and Fun Fridays
  - Galas, Banquets, and Step Shows

Janice Wertz
AAL Parent

Outcomes of AAL

Beginning in 2012 AAL students were given a survey developed in collaboration with the Human Services Research Institute (HSRI) which highlighted various topics, such as:

- Why they applied to the Academy
- How each student learned best
- What students most enjoy learning about
- Supports received in high school, etc.
Outcomes of AAL

- In response to why students chose to continue their education, they expressed that they wanted to:
  - Learn new things
  - Career preparation
  - Have a better quality of life
  - Make new friends

Outcomes of AAL

- Mentors were also surveyed and asked various questions, such as:
  - Academic major
  - Current class year
  - Experience working with people with disabilities
  - Participation in extra-curricular activities or student organizations, etc.

Outcomes of AAL

- Mentors response to select questions:
  - Academic Major:
    - Varied: Therapeutic Rec, Psychology, Education, Kinesiology, Sports and Recreation and Management, Pre-Med
  - Experience working with people with disabilities
    - 29% participated in volunteer programs
    - 29% had a family member or friend with a disability
    - 23% worked with people with disabilities
    - 29% gain experience while participating in the Academy
Outcomes of AAL

From 2006 through 2014, the Academy has seen success in graduation rates, student supports, academic interest, and employment:

- 57 Graduates
- 89 Mentors and 25 Tutors
- 111 Undergraduate classes audited

According to our 2013 Post-Grad survey:

- 27 Graduates are working Part-time
- 1 Graduate has a Full-time job