

BEAR POWER

Creating Opportunities. Changing Perceptions.



Photo description: The first Bear POWER students to graduate, standing in front of the fountain and popping confetti

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AGENDA

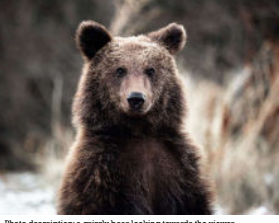
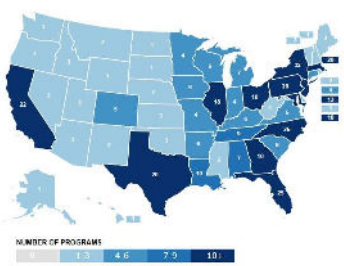


Photo description: a grizzly bear looking towards the viewer

- What is **Bear POWER**
- Benefits
- The process of admission
- Skills/strategies students need to be successful in college
- Partnerships within the campus, community, and across states

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THINK COLLEGE

- There are 330 college programs for students with intellectual and developmental disabilities (IDD) in the United States
- 4 CTPs in Missouri, including Bear POWER
- Inclusive Post-Secondary Programs are growing as well
<https://showmecollege.com/>
- Bear POWER is listed on <https://thinkcollege.net/college-search>
- Photo description: A map of U.S.A. and the number of programs from Think College in each state retrieved 3/20/25

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WHAT IS BEAR POWER?

Promoting Opportunities for Work, Education and Resilience

A five-semester inclusive college program for students with intellectual and/or developmental disabilities

Created to offer a post-secondary education opportunity for students after high school

Recognized Comprehensive Transition Program (CTP) by the United States Department of Education

Program goals for students to gain competitive employment and live as independently as they desire



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OUR MISSION

To effectively utilize existing campus and community resources to create an inclusive academic college program that generates individual outcomes for students with intellectual disabilities in the areas of education and employment.



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COMPONENTS

Academic

Social


Job-Readiness

Independent Living

Supports



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ACADEMIC

Students engage in the combination of:

- Traditional courses (3 credits) Audit or Credit
- This can be changed by mid-semester
- Academic Support & Internship seminar class
- Only for Bear POWER students
- Equivalent to a 3-hour course
- Not included in 6-hour requirement
- Learning Agreements (if auditing) courses (next slide)
- Students choose an "area of concentration"
- Walk in commencement
- Bear POWER certificate
- University undergraduate certificates of emphasis also possible

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Audit	Credit
modifications	accommodations
graded – not listed on transcript	graded – listed on transcript
Bear POWER office	Disability Resource Center
more flexibility	less flexibility
courses will not transfer	courses can transfer

AUDIT VS. CREDIT

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Students have taken courses in:

Media	Child & family Development	Religion	Sign Language
Education	Animal Science	Chinese	Fashion
Geology	Natural Resources	Agriculture	Information Literacy
Information Technology & Cybersecurity	Recreation / Kinesiology	Journalism	Business
English	Theatre	Hospitality	Equestrian
Communication	Geography	Music	History
Math	Yoga	Art	



CLEARING A PATH FOR EVERYONE!

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SOCIAL

Students will be fully integrated into campus life based on their own personal interests

Access to participate in campus organizations (almost 400 available)

Social events: small group or campus events



Photo description: Bear POWER students posing at a MSU event



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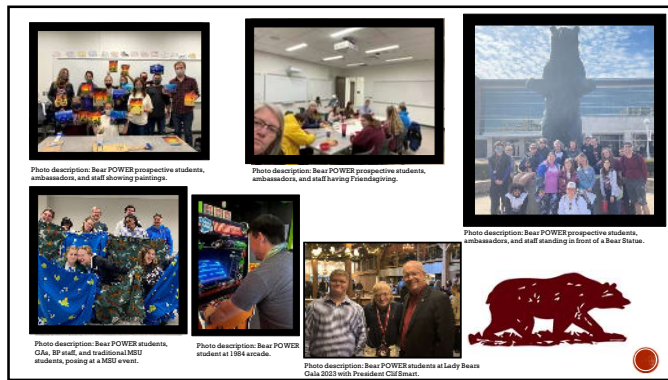


Photo description: Bear POWER prospective students, ambassadors, and staff showing paintings.

Photo description: Bear POWER prospective students, ambassadors, and staff having Friendship.

Photo description: Bear POWER prospective students, ambassadors, and staff standing in front of a Bear Statue.

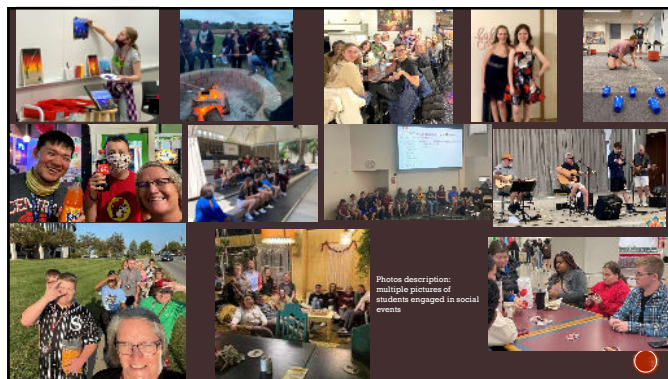
Photo description: Bear POWER students, CJA, SP and traditional MSU students, posing at a MSU event.

Photo description: Bear POWER student at 1984 parade.

Photo description: Bear POWER students at Lady Beas Gala 2023 with President CJD Smart.



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Photos description: multiple pictures of students engaged in social events



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JOB READINESS

- Career guidance and support is a critical part of Bear POWER
- Person-Centered Planning (PCP) will help students identify interests in employment

Internships

Internships are a program requirement for Bear POWER

Starting their second semester
Students start with 5 hours a week, each semester increase 5 hours if appropriate

Process for placing students at Internships

Some internships are paid: 1000/hour temporary, grants, Voc. Rehab



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EXAMPLES OF SITES WHO HAVE OFFERED THEIR SITE AS AN INTERNSHIP:

- On Campus:
 - MSU Child Development Center, Service-Learning Office, Welcome Center, KSMU, Foster Recreation, Meyer Library, Project Access, Bear Pantry
- Off Campus:
 - Southern Missouri Container, EnCompass Academy, Wonders of Wildlife, Twin Oaks Country Club, Springfield Little Theatre, Dickerson Park Zoo, Sammy's Window, Springfield Dream Center, Bricks & Minifigs, Turners Rock retirement center.
- Virtual/Remote:
 - MSU-WP marketing, Stormdar Weather



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INTERNSHIP — THE MOXIE



THE SPRINGFIELD STROLL (LOCAL FILM)

(An anthology about LGBTQ+ movies, Springfield, IL, 2016)






Photos description: A Bear POWER student posing with his movie poster as part of his internship

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INDEPENDENT LIVING



- Academic Support Class
 - Communication and Interpersonal Relationships
 - Exploration of Assistive Technology
 - Money & Time Management
 - Self-Advocacy
 - Community Engagement
- Partnership with MU Extension
 - Nutrition and Cooking
- Residence Life
 - Laundry
 - Meals

Photo description: A Bear POWER student working with a MU Extension staff member during a cooking activity

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Graduate Assistants (GAs)

Support Bear POWER students 1-2 hours per week

- One-on-one relationships/Person-Centered Planning
- Academic support
- Advocate positive engagement on campus and in the community
- Focus on improving independent living skills, academic, social, and health & wellness
- Inclusion in academic and extracurricular events




Photo description: Bear POWER at "The Hive" bistro

Ambassadors

Peer/mentor that support Bear POWER students up to 3 hours per week

- Missouri State student volunteers who provide a "circle of support" to Bear POWER students
- Requirements
 - background check, GPA requirement, training
- Vital role in the integration process, 3:1 ideal ratio but individualized
- Advocate positive engagement on campus and in the community
- Inclusion in academic and extracurricular events




Photo: students and ambassadors at basketball game

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Tutors

Support Bear POWER students

- Student workers provide additional academic support in all classes:
 - Studying
 - Complete assignments
 - Check for due dates/plan for assignments and/or tests



Photo description: Bear POWER students smiling together.

Bear POWER staff

The staff provide support in multiple areas

- Planning for classes
- Navigate campus
- Assistance with interpersonal relationships
- Finding resources on campus or in the community
- Assistance in advocating for student's needs
- Finding scholarships
- Facilitating internship positions



Photo description: A Bear POWER graduate, her current employees, current and past Bear POWER staff with the painted bell the student created.




Photo description: A Bear POWER student giving an interview to a local television station.

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WHY?...RESEARCH


- Research in 2010 found that 36% of adults with disabilities (age 18-64 years) **were employed** compared to nondisabled adults (75%). *Disability and participation: assessing employment and education outcomes in the National Health Interview Survey (2010) v1 (2013); NA Loeb, Mitchell; Madans, Jennifer; Weeks, Julie; Miller, Kristen; Dahlhammer, James; Golden, Cordell Amsterdam [u.a.]; JAI, 2001*
- In a study conducted in 2012, 9,600 youth ages 16-21 had an IEP and 600 had a 504 plan. Of these, **only 32% with an Intellectual Disability and Autism, and 25% with Autism were employed** for 12 months. *Choiseul-Praslin, B., Papay, C., Grigal, M., Migliore, A., & Chen, J. (2022). Paid employment of transition-age youth with intellectual disability and autism compared with other youth. Think College Fast Facts, Issue No. 32. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.*



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RESEARCH

- Research in 2019 found that individuals with ID who had **postsecondary education were more than twice as likely to be employed** than those with ID and no post-secondary education, **earned \$406 more** per month, required **\$77 less per month of SSI benefits**. *Samicandro, T. (2019). The effect of postsecondary education on employment, income, and SSI for people with intellectual disabilities. Think College Fast Facts, Issue No. 24. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.*
- **59% of students that completed a CTP had a paid job 1 year afterwards**. *Grigal, M., Hart, D., Papay, C., Wu, X., Lazo, R., Smith, F., & Domin, D. (2021). Executive Summary of the Annual Report of the TFSID Model Demonstration Projects (Year Five, 2019-2020). Think College Fast Facts, Issue No. 30. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.*



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MEET RILEY

Video description: A Bear POWER student was interviewed and filmed across campus by another Bear POWER student.

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Student 1 and 2

- Increased rigor in classes to transition from audit to credit
- Took Master level courses
- Transitioned off campus during COVID into apartment
- Lived independently
- Had paid job prior to graduation
- Currently lives in suburbs of bigger city independently as roommate

Student 3

- Very shy and timid during admissions
- Nervous to speak to strangers
- Created the mural in the Bear Pantry
- Teaching art classes to groups of 10-15 with a paid position
- Doing community outreach
- Looking at apartments in Springfield

Student 4

- Took all courses for credit
- Parents told staff with Bear POWER Supports she continued with Higher Education during the challenging times
- Used Bear POWER certificate (credit courses) as steppingstone. Now she is going on to get her undergraduate degree at Missouri State University

Student 5

- Drove to internship
- After graduation, student was accepted into PCA Golf School

Student 6

- Took all courses for credit
- Took 12 hrs per semester
- Performed in a band with the Deputy Provost playing guitar
- After graduation has a full-time position listening to phone calls to the jail!
- Visually impaired as well

Photo description: Bear POWER cohort 2 in graduation regalia by bear statue

Photo description: Bear posse by Bear Pantry (food bank) mural

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ADMISSION

- Application
- Student questionnaire
- Parent questionnaire
- Individual Education Plan (IEP) or 504 plan
- Evaluation documenting disability
- 3 letters of recommendation

- Interview
- Day on campus

Photos description: Bear POWER student with his vision board and another Bear POWER student during a fun physical activity

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SKILLS/STRATEGIES STUDENTS NEED TO BE SUCCESSFUL IN COLLEGE

- Have sufficient emotional and independent living skills to participate in college-level coursework and campus life.
- Be able to remain unsupervised for a minimum of 72 hours.
- Have a cell phone.
- Independently use an email program.
- Demonstrate the ability to accept responsibility for their actions and maintain respect towards others and have no history of disruptive behaviors.
- Can manage any medications independently
- Can use a calendar or system to track appointments and assignments
- Navigate campus after learning where things are



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PARTNERSHIPS

- **Campus,**
 - Departments for student support
 - Health center
 - Counseling
 - Academic Advising
 - Recreation
 - Residence Life
 - Campus Safety
 - Departments for internships
 - Bookstore
 - Child Development Center
 - Communications
 - Radio
 - Food Pantry
- **Areas of student engagement**
 - Sports events
 - Art exhibits
 - Music/Theater
 - Campus traditions
- **Community (support and/or internships),**
 - Businesses
 - Nonprofits
 - Disability Agencies
 - Spiritual/Religious organizations
 - Vocational Rehabilitation
- **Across states/country**
 - Other Inclusive Post-Secondary Programs
 - State/Region alliances
 - ThinkCollege



Photo description: Multiple hands touching each other to make a circle



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Photo Description: Bear POWER graduates Fall 2024

BEAR POWER

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Questions ?

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