



Arkansas State University

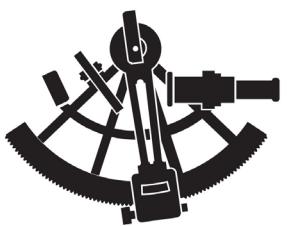
H.O.W.L. & A.T.L.A.S.

Transition Programs

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ARKANSAS STATE UNIVERSITY



ATLAS
Charting The Course

H.O.W.L. & A.T.L.A.S. Transition Programs (Inclusive Post Secondary Education Programs)

- **Both programs**
 - Live on campus (H.O.W.L.) or in apartment (A.T.L.A.S.)
 - Diagnosis of IDD which includes Autism
 - ADLs some independence is required (take medication, dress, no attendant)
 - Admitted to the university
 - Application process begins like any other student
 - We ask for additional information to meet eligibility
 - We have between 10-18 students at any given time.



H.O.W.L. & A.T.L.A.S. Transition Programs (Inclusive Post Secondary Education Programs)

- **HOWL (Helping Our Wolves Learn) is a Comprehensive Transition Program (CTP)**
 - Opened in 2020
 - 2-year, 3-year, or 4-years
 - Students are eligible for financial aid
 - Cannot earn a degree
- **ATLAS (Autonomy Through Leadership, Advocacy, and Service) Transition Program**
 - Opened this fall!
 - Years 3 and 4
 - Completed H.O.W.L. or another program.
 - Not a Comprehensive Transition Program
- **Both programs**
 - Live on campus (HOWL) or in apartment (ATLAS)
 - Diagnosis of IDD or Developmental Disability
 - ADLs some independence is required (take medication, dress, no attendant)





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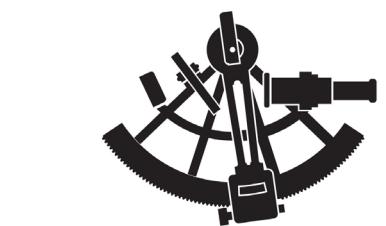


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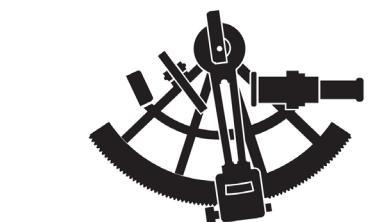
H.O.W.L. Curriculum Sequence

Summer	Fall	Spring	Summer	Fall	Spring
HOWL 0116 Seminar I (6)	HOWL 0213 HOWL Life Skills I (3) Making Connections (3)	HOWL 0313 HOWL Life Skills II (3) COMS 1203 Oral Comm (3)	HOWL 0123 Seminar II (3)	HOWL 0323 Internship I (3)	HOWL 0323 Internship II (3)



H.O.W.L./A.T.L.A.S. Curriculum Sequence

Year	Fall	Spring
3	Self-Exploration	Leadership/Community Engagement
	Internship I	Internship II
4	Social Justice/Advocacy	Capstone
	Internship III	Internship IV



Services

Areas	H.O.W.L.	A.T.L.A.S.
Financial	Financial literacy classes, ledgers, shopping, etc.	ledgers, budgeting, shopping, etc.
Social	Social skills every semester, group therapy, relationships, volunteering, community integration	community integration, volunteering
Academic	Intensive Interventions in reading and math, tutoring, accommodations	Degree seeking, certificate bound, tutoring and accommodations
Independent Living	Cooking, transportation, cleaning, hygiene, health, doctor's visits	Meal preparation, health and wellness, apartment living
Career	Resumé building, vocational exploration and assessments, mock interviews, internships, work study, jobs	Employment, interviews



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Community Integration

- Women's Business Leadership
- Sororities and Fraternities
- Intramurals
- Special Olympics
- Work study positions
- Internships
- Clubs
- Student government
- It goes on and on!



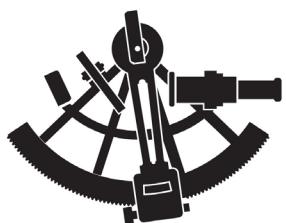
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Transition
Program



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National Outcomes

- Supported employment proved to be more cost-beneficial (Cimera, 2007; 2011; 2012).
- Community-based services as a whole led to higher cost-effectiveness specifically for individuals with ASD (Cimera & Burgess, 2011; Spreat et al., 2005).
- Several studies reported findings specific to individuals with ASD ($n=12$) who are employed at the third highest rate of any disability category by 2010 (Cimera & Cowan, 2009).



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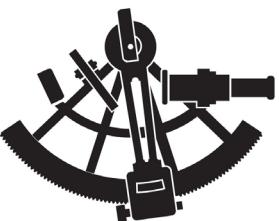
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National Outcomes

- Employment service models that are integrated in the community provide greater cost-benefit than those which do not (e.g., Spreat et al., 2005).
- Workers benefit from approaches that engage them directly in real jobs like supported and customized employment compared to contrived pre-training settings (Cimera et al., 2012).
 - There are also several studies that profit margins increase, overall employee retention and happiness increase.
- Integrated services aimed directly at achieving employment are more cost-efficient in terms of public investment from a taxpayer perspective (Cimera et al., 2018).



ATLAS

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Our Outcomes

- In the 2023-2024 academic year, our students had in total 916 goals in which they met or exceeded 81%.
- In the 2024-2025 academic year, our students had in total 1937 goals and they met or exceeded 92%.
 - We at our core beliefs are inclusive, habilitative, and community.
- After graduation, our students live with families, roommates or on their own.
- 75% of our students who have graduated are working full-time. We did not count those who are going on to get a degree or certificate.



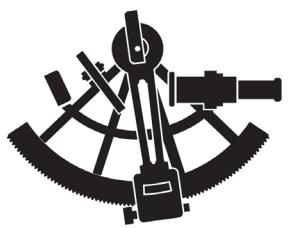
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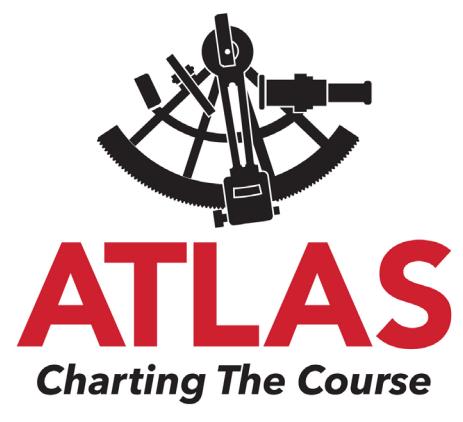
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Our Outcomes

To put these facts into perspective, many people believe that students with IDD can only maintain but never grow.

How many of you had intentional goals of around 100 that you actively met?

Our students volunteer, go to work, join clubs, go to church, and met goals like any other college student with high aspirations!



Some Roadblocks

- We need a statewide campaign to bring about awareness for businesses.
 - We need continued partners within the business community.
- K-12 awareness campaign for transition plans.
- We need a clear and direct path for payment of services. The cost/benefit analysis is clear!
- There are silos that are so difficult to navigate for families, students, and staff. We need collaboration!



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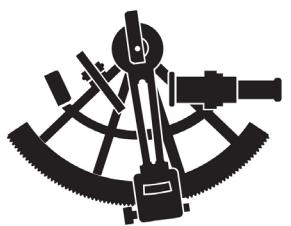
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Our Students

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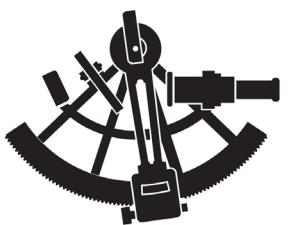
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THANK YOU!