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**Movin' On in Montana: Year Three: Summer 2017 Replication Guide Addendum**

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Year Three: Summer 2017

Replication Guide Addendum

Table of Contents

Executive Summary 4

Program Description 7
  Grant Information/Funder 7
  Eligibility, Recruitment, & Application 7
  Program Activities 8
  Staff 8
  Participants 9
  Parents/Guardians 9

Program Evaluation 10
  Measures 10
  Data Collection 11
  Results 12

Final Thoughts 24

Tables 26
  Table 1: Demographic Information 26
  Table 2: Pre-Movin' On Acceptability Questionnaire - 2017 Participant (MAQ-P) Data 27
  Table 3: Post-Movin' On Acceptability Questionnaire - 2017 Participant (MAQ-P) Data 29
  Table 4: Pre-Movin' On Acceptability Questionnaire - 2017 Parent/Guardian (MAQ-C) Data 31
  Table 5: Post-Movin' On Acceptability Questionnaire - 2017 Parent/Guardian (MAQ-C) Data 33

Appendices 35
  Appendix A: Movin' On in Montana: Summer 2017 Timeline 35
  Appendix B: Rack Card for Program Advertisement 37
  Appendix C: Flyer for Program Advertisement 38
Appendix D: Movin' On Application Form 40

Appendix E: Letters and Forms Distributed to Movin' On Participants and their Caregivers 41
  Appendix E.1: Letter to Parents of Student Acceptance 41
  Appendix E.2: Student Acceptance Letter 42
  Appendix E.3: Student Waitlist Letter 43
  Appendix E.4: Student Responsibility Form 44
  Appendix E.5: Acknowledgement of Risk Form 45
  Appendix E.6: T-Shirt & Parent Session Travel Form 47
  Appendix E.7: Packing List 48
  Appendix E.8: Final Details for Students 49

Appendix F: Movin' On Schedule 50

Appendix G: Request for Presenter Feedback 53

Appendix H: Qualtrics Survey for Presenter Feedback 54

Appendix I: Participant Pre-Movin’ On Survey 55

Appendix J: Participant Post-Movin’ On Survey 57

Appendix K: Caregiver Pre-Movin’ On Survey 60

Appendix L: Caregiver Post-Movin’ On Survey 62

Appendix M: Post Introduction Luncheon Feedback Form 64

Appendix N: Letter Requesting Parent/Guardian Feedback 65
Movin’ On in Montana: Summer College Transition Program

Executive Summary

Movin’ On in Montana is a four-day, three-night on-campus experience for high school students with disabilities sponsored by the University of Montana, specifically the Rural Institute for Inclusive Communities, Disability Services for Students, and Vocational Rehabilitation. Summer 2017 was the third consecutive Movin’ On program, and the purpose continues to be to introduce high school students with disabilities to the college experience. The goal is to help students recognize that college (e.g., university or technical college) is a possibility if they choose to pursue postsecondary education and to provide students with disabilities with critical information regarding resources and supports to increase their likelihood of success should they enroll in college.

In 2017, there was one 4-day session offered in July, and 23 high school students with disabilities participated in the Movin’ On program. Participants included students who recently completed their sophomore through senior years of high school, and 19 parents/guardians accompanied their adolescents to the introduction luncheon and parent/family seminar on the first day of the program. As in 2016, participant and parent/guardian perceptions of acceptability of the program, feelings of anxiety regarding college, and knowledge of laws and resources for students with disabilities were evaluated through pre- and post-program measures. Feedback from program staff and program presenters was also collected.

Both high school students with disabilities and their parents/guardians found Movin’ On to be a highly acceptable program for learning more about the college experience. Participants identified that attending the biology lecture, going on campus
tours, and creating a transition plan were the most helpful programs for learning about college. At the conclusion of the program, participants rated the likelihood that they would enroll in a four-year college higher than they did prior to the program. Further, both Movin’ On participants and parents/guardians reported that their knowledge regarding laws affecting college students with disabilities and the resources available for college students with disabilities increased. Lastly, following the Movin’ On program, both participants and parents/guardians rated their levels of anxiety about attending college as lower.

Overall, results from 2017 largely mirrored those found in 2016, as acceptability remained high and participant and parent/guardian knowledge increased following program participation. A similar number of students participated in 2017 despite the decrease from two sessions to one session, as 27 participants benefited from the Movin’ On program over both sessions in 2016 and 23 participated in 2017. Importantly, several program changes in response to feedback from 2016 appeared to be beneficial to the Movin’ On program. Specifically, a goal for 2017 was to increase and broaden recruitment and to decrease attrition. This was accomplished through 1) continuing to make connections with people who work with high school students with disabilities across Montana (e.g., special education teachers) and 2) building personal connections with parents/guardians and participants prior to the start of the program. Movin’ On staff felt strongly that they were able to continue to grow their connections across Montana, which they believed contributed to enrolling more participants from outside of Missoula County in western Montana. Also, staff stated that they increased contact with parents and participants prior to the program. Importantly, there were higher participant
attendance rates (92% of registrants attended in 2017 vs. 76% and 80% attendance for the two 2016 sessions), and there was increased turnout at the introduction luncheon and parent/family seminar (19 parents in 2017 vs. 12 parents over two sessions in 2017).

Some additional changes for 2017 included more group social activities, especially nighttime activities, and the creation of a policy manual for program staff. The Movin’ On staff believed that the additional activities helped with participant engagement and that the addition of using more classrooms and campus facilities for seminars and activities allowed participants to be exposed to more of the campus and get a better sense of college life. Movin’ On staff also felt that the creation of a policy manual assisted with outlining clear behavioral expectations, consequences if participants did not meet those expectations, and documentation procedures. Movin’ On staff felt strongly that these changes were beneficial, and they had several suggestions for future policy manual and staff training additions. Specifically, staff suggested that clearer policies regarding the sharing of staff contact information and procedures for contact between staff and participants and parents/guardians following the program be established. This would allow staff to be consistent in how they respond to program participants who contact them following the program. Movin’ On staff also suggested a more formal system for participants or parent/guardians to address future college- or transition-related questions. Lastly, staff suggested that additional information in the policy manual and supplemental staff training be added for crisis response, including suicide and mental health issues.
Notably, staff and presenters highlighted the success and importance of the Movin’ On program, and the importance of the continued offering of this program to high school students with disabilities. Overall, the Movin’ On program was an invaluable pre-employment transition experience for students and should continue to benefit high school students with disabilities across the state of Montana.

**Program Description**

Movin’ On is a collaborative project of the Rural Institute for Inclusive Communities, University of Montana Disability Services for Students (DSS), and Montana Disability and Employment Transitions Division (DET)—Montana’s federally-funded Vocational Rehabilitation agency, that began in the summer of 2015. One session of the four-day, three-night on-campus experience was offered in the summer of 2017. Program dates were July 11-14, 2017.

**Grant Information/Funder**

Funding was provided by the Montana Department of Public Health and Human Services Disability and Employment Transitions Division, as a component of Montana’s Pre-Employment Transition Services initiative, specifically in the areas of counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs and instruction in self-advocacy.

**Eligibility, Recruitment, & Application**

There were no changes in program participant eligibility criteria for 2017. There, were no unfilled participant slots in the specified grade range (10th through 12th), so the criteria did not need to be expanded as it was in 2016. There were also no changes to methods of recruitment or the application process between 2016 and 2017. See
Appendix A for an updated program timeline for 2017, including recruitment activities. Further advertising included the distribution of racks cards (same as 2016; see Appendix B) and flyers (new for 2017; see Appendix C). Individual applicants applied directly to the program online at:

https://www.umt.edu/dss/Transition/MovinOn_Application.php (see Appendix D), and the website continued to be used as a resource for additional program information (e.g., answers to frequently asked questions). The application deadline was June 1, 2017.

The majority of pre-program forms, letters, and other informational documents that were distributed to program participants and their parents/guardians are included in Appendix E.

**Program Activities**

High school students with disabilities attended the 2017 Movin’ On program independently, although parents/guardians were included in an introduction luncheon and parent/family seminar. Between 2016 and 2017, the program structure and activities did not undergo any significant changes, though there were some new community activities added. Further, additional evening activities were scheduled in order to add more structured social activities and decrease unstructured free time in an effort to keep participants engaged. See Appendix F for the program schedule.

**Staff**

Movin’ On was staffed by a program director and assistant director as well as both day and night staff members (11 staff members, not including the program director). All staff members except one were current/former college students with
disabilities. A program evaluator and research assistant collected evaluation data and completed the program evaluation.

**Participants**

There were 25 participants registered, and 23 attended the program (92% attendance rate). Due to circumstances unrelated to the program, two participants had to leave mid-session and did not complete post-program surveys.

Twenty-three adolescents between the ages of 15 and 19 \((M = 16.74; SD = 1.01)\) participated in the 2017 Movin' On program. Participants ranged from recently completing tenth to twelfth grade, with the majority of participants recently completing their sophomore year (39.1%). The remaining participants were equally distributed between recently completing eleventh (30.4%) and twelfth (30.4%) grade. Of the 23 participants, 56.5% identified as male \((n = 13)\) and 43.5% \((n = 10)\) identified as female. The majority of participants were from Missoula (34.8%) or Lewis and Clark (30.4%) Counties. See Table 1 for a summary of demographic information, including gender, grade, and home county of each participant.

**Parents/Guardians**

There was no demographic data collected regarding participants’ parents/guardians. Nineteen parents attended the introduction luncheon and parent/family seminar, though there were two parents present for four participants. Therefore, 15 out of 23 (65.2%) of program participants had a parent/guardian present. A total of 14 parents completed post-program surveys, representing 10 out of 23 participants.
Program Evaluation

Measures

The same measures were used in 2016 and 2017 to measure acceptability in order to better understand how acceptable and appropriate the Movin’ On program was to the program participants and their parents/guardians. Slight modifications were made to reflect program updates (e.g., including an updated list of 2017 activities); however, the core content of quantitative and qualitative questions was unchanged and used to evaluate variables of interest (e.g., plans to enroll in college, understanding of campus resources for students with disabilities). Demographic information (e.g., age, gender, grade) was collected as part of the Movin’ On registration process.

As in 2016, to gain additional insight into the experiences of those involved with the planning and delivery of the Movin’ On program, feedback was obtained from both staff members and program presenters. A focus group was conducted with all available (n = 5) staff members to assess a number of dimensions of the Movin’ On program. Further feedback was requested from program presenters via an online data collection program, Qualtrics. Survey links inviting feedback from program presenters was distributed via email by the program director (see Appendix G for the email and Appendix H for the Qualtrics survey).

Movin’ On Acceptability Questionnaire – Participant Version (MAQ-P). The acceptability questionnaire designed for participants, the Movin’ On Acceptability Questionnaire – Participant Version (MAQ-P), was not changed from the 2016 version. See Appendix I for the pre-MAQ-P and Appendix J for the post-MAQ-P.
**Movin’ On Acceptability Questionnaire – Caregiver Version (MAQ-C).** The acceptability questionnaire designed for parents/guardians, the Movin’ On Acceptability Questionnaire – Caregiver Version (MAQ-C), was not changed significantly from the 2016 version. The three qualitative questions on the pre-MAQ-C (see Appendix K) and the two qualitative questions on the post-MAQ-C (see Appendix L) were modified slightly to be more straightforward. Further, questions on the post-MAQ-C about what was helpful or unhelpful from the introduction luncheon were removed, as the program director used an alternative form (see Appendix M) to collect parent feedback immediately following the luncheon (as opposed to waiting to collect feedback via mail).

**Data Collection**

The data collection process remained unchanged from 2016. First, the pre-program questionnaires were administered to both participants and parents/guardians at the introduction luncheon on the first day. The program evaluator was introduced to participants and explained the purpose of the questionnaires (i.e., to improve the Movin’ On program for future participants). Participants were each assigned a code number by the program evaluator in order to enable the comparison of participant pre- and post-program responses. Participants completed the pre-MAQ-P, and parents/guardians in attendance completed the pre-MAQ-C. The program evaluator and staff members answered participants’ questions and assisted with the completion of the questionnaires as needed.

On the final day of the Movin’ On program, participants completed the post-MAQ-P following their goodbye session but prior to the river rafting trip. Participants were provided with the post-MAQ-P with their previously assigned code number, and the
program evaluator and staff provided assistance as needed. Participants were given an envelope that included a letter to their parents, the post-MAQ-C, and a labeled and stamped envelope for the questionnaire to be returned. Participants were asked to give the envelope to their parent/guardian (see Appendix N for the parent letter).

Staff and presenter feedback was obtained following the completion of the Movin’ On program. The program evaluator led a focus group with staff members. Lastly, the program director sent an email to all Movin’ On presenters requesting their feedback via an online Qualtrics survey.

Results

Participants. See Table 2 for a summary of participant responses on pre-MAQ-P items and Table 3 for participant responses on post-MAQ-P items.

Demographic variables. Relationships between demographic variables and program acceptability, knowledge regarding laws and resources for students with disabilities, participants’ feelings of anxiety, and postsecondary plans were examined. Interestingly, there was a significant relationship between both age and grade level and participants’ pre-program intent to enroll in a two-year or vocational college, which suggested that the age of participants was related to higher likelihood of planning to enroll. This relationship was no longer significant following the program, which indicated that participants of all ages and grades were equally likely to intend to enroll in a two-year or vocational college program. Additionally, there was a significant relationship between gender and pre-program acceptability, specifically that males were more likely to rate the program as acceptable prior to the start of the program. However, this
difference was no longer evident at the end of the program, such that males and females were equally likely to rate the program as highly acceptable.

Importantly, there was a significant relationship following the program between the willingness of participants to use the resources they learned about in Movin’ On and their levels of nervousness/anxiety when they thought about going to college. There was also a significant relationship following the program between feeling that the program was helpful and anxiety levels. This suggested that participants who rated the program as more helpful and who were more willing to use the resources were more likely to feel lower levels of anxiety when thinking about attending college.

Lastly, there was a significant relationship between both post-program plans to enroll in a four-year college and post-program acceptability and post-program knowledge of laws and resources. Therefore, participants who rated themselves as having high levels of knowledge about college-related laws and resources following the program were also more likely to intend to enroll in a four-year college and view Movin’ On as more acceptable.

**Program acceptability.** As participants completed the MAQ-P both prior to and following their participation in Movin’ On, pre- and post-program data was compared to evaluate whether there was a significant difference in participants’ feelings of acceptability about Movin’ On. There was not a significant difference in overall pre- and post-program acceptability this year, though participants rated Movin’ On as highly acceptable prior to the program. For all acceptability items except one (which remained approximately the same from pre to post), participants rated the Movin’ On program as more acceptable, on average, following their participation. For instance, the mean
participant response to “I like this program” was 4.63 prior to program completion and 5.32 following program completion (on a “0” to “6” Likert scale in which “6” is highly acceptable), suggesting that participants found the Movin’ On program to be as, if not more, acceptable following their participation.

Anxiety regarding college. Participant pre- and post-program data was evaluated to determine if there were significant differences between participants’ feelings of anxiety when thinking about attending college. On average, participants rated their feelings of anxiety as relatively high prior to the Movin’ On program ($M = 4.70; SD = 1.663$) compared to post-program responses ($M = 4.05; SD = 1.627$). There was a significant difference between participants’ feelings of anxiety about attending college pre- and post-program. Participants’ feelings of anxiety were, on average, lower following participation in Movin’ On.

Knowledge of laws and resources. Pre- and post-program participant data was examined to evaluate whether there were significant differences between participants’ knowledge of laws affecting college students with disabilities and the resources available for college students with disabilities. There were significant differences regarding participants’ knowledge from pre- to post-program, and participants’ understanding of laws affecting students with disabilities increased, as did participants’ understanding of available resources.

Future plans. Participant data from pre- and post-program was evaluated to determine whether there were significant differences in participants’ plans to enroll in a four-year college or a two-year/vocational college. Prior to participation in the Movin’ On program, participants rated their likelihood to enroll in a four-year college as neutral
(\(M = 3.04; \ SD = 1.965\)). Following participation, participants, on average, were more likely to agree that they planned to enroll in a four-year college (\(M = 4.05; \ SD = 2.334\)). There was a significant difference between pre- and post-program data, indicating that there was an increase in participants’ agreement that they planned to enroll in a four-year college following participation in Movin’ On.

Both prior to and following participation in Movin’ On, participants rated their likelihood to enroll in a two-year or vocational college as relatively neutral (\(M = 3.45; \ SD = 1.870\) and \(M = 3.38; \ SD = 2.355\), respectively). There was not a significant difference between pre- and post-program data, indicating there was no change in participants’ agreement that they planned to enroll in a two-year or vocational college following participation in Movin’ On.

**Qualitative data.** Participants’ expectations for the Movin’ On program included goals to learn about college, specifically what to expect and what it is like to attend. Prior to the program, 68.2% of participants identified wanting to learn “how college works” and some of those participants specifically identified wanting to learn about the resources and accommodations available for students with disabilities (e.g., “how IEPs or 504s work in college.”) Another participant indicated that he/she wanted “to see what college life is like and if it is cut out for me.”

Following the program, approximately one-third of Movin’ On participants identified the activities (e.g., Splash Montana—a public pool and water park) as the most enjoyable component of the program. Additionally, participants reported that learning about college and the resources available to students with disabilities, meeting new people, the staff, and “everything” were the most enjoyable parts of Movin’ On. The
activities that students rated as most helpful for learning about college included: the biology lecture (59%), the campus tours (41%), the social activities (35%), the transition plan (35%), and the hands-on assistive technology seminar (29%).

The majority of participants (50%) did not list anything when asked what they enjoyed the least about the program. Additionally, several students (10%) indicated that having to say “goodbye” was what they enjoyed the least. A small percentage of students identified that waking up early (15%) and all of the walking around (10%) were the least enjoyable components of Movin’ On.

Parents/Guardians. See Table 4 for a summary of caregiver responses on pre-MAQ-C items and Table 5 for caregiver responses on post-MAQ-C items.

Program acceptability. While a number of parents completed the pre-MAQ-C (n = 19) and post-MAQ-C (n = 15), there were only seven parents/guardians who completed both the pre-MAQ-C and the post-MAQ-C in order to compare pre- and post-program data. A comparison of pre- and post-program acceptability did not reveal a significant difference in parents’ feelings of acceptability about the Movin’ On program. Despite the lack of difference from pre- to post-program, parents/guardians, on average, rated both pre- and post-program acceptability as relatively high. The average rating on a “0” to “6” Likert scale (“6” is highly acceptable) of parents/guardians to an item evaluating pre-program acceptability (i.e., “This program is a good way for my child to learn about what it is like to go to college”) was 5.43 (SD = 0.79), and the average rating of parents/guardians following the program was 5.57 (SD = 0.54). The responses of the seven parents/guardians that completed both the pre- and post-program measures were not different than the larger sample of parents that responded to the pre-program
survey \((n = 19)\) and post-program survey \((n = 15)\). For instance, the average rating on the aforementioned item for the parents that completed the pre-MAQ-C was 5.11 \((SD = 0.94)\) and 5.60 \((SD = 0.63)\) for parents who completed the post-MAQ-C.

**Anxiety regarding college.** Again, given that only seven parents/guardians completed both the pre- and post-MAQ-C, there was only a small sample in order to compare parents’ feelings of anxiety when thinking about their child going to college. A comparison of pre- and post-program feelings of anxiety did not reveal a significant difference in parents’ feelings. It appears that, on average, parents experience relatively high levels of anxiety regarding their children attending college, which decreased from pre- to post-program, though not significantly. Parents/guardians who completed both the pre- and post-program questionnaires rated their feelings of anxiety as relatively high both prior to the program \((M = 5.29; \ SD = 0.95)\) and following the program \((M = 4.00; \ SD = 1.53)\). These ratings were similar to those found in the larger sample both prior to \((M = 4.89; \ SD = 1.05)\) and following \((M = 4.73; \ SD = 1.39)\) the Movin’ On program.

**Knowledge of laws and resources.** Pre- and post-program parent/guardian data was examined to evaluate whether there were significant differences between parents’ knowledge of laws affecting college students with disabilities and the resources available for college students with disabilities. There were significant differences regarding parents’ knowledge from pre- to post-program for both parents’ understanding of laws and available resources for college students with disabilities. Specifically, for the seven caregivers who completed both the pre- and post-
MAQ-C, there was an increase in knowledge following their children’s participation in Movin’ On.

Parents/guardians, on average, rated their understanding of the laws that affect college students with disabilities in the average range \( (M = 3.29; SD = 1.11) \) and their understanding of campus resources in the average range as well \( (M = 3.86; SD = 1.68) \). Parents who completed the post-MAQ-C, on average, rated their understanding of laws a relatively high \( (M = 4.86; SD = 1.07) \) and their understanding of campus resources as high \( (M = 5.29; SD = 0.76) \). The trend of low to average knowledge prior to Movin’ On and an increase in knowledge following Movin’ On was also observed in the larger sample. For instance, on average, the 19 participants who completed the pre-MAQ-C rated their pre-program understanding of the laws that affect students with disabilities as a \( 2.74 \ (SD = 1.05) \), and the 15 participants who completed the post-MAQ-C rated their post-program understanding of laws, on average, as a \( 4.53 \ (SD = 1.13) \).

**Qualitative data.** Parents’ expectations for the Movin’ On program, particularly for the introduction luncheon and parent/family seminar, were to learn about available resources for college students with disabilities. Over half of parents/guardians (61%) identified that increasing knowledge was what they wanted to gain the most from the seminar. Further, parents/guardians added that they hoped to learn about the role that they as parents could take to support their child and prepare them for college. Parents/guardians indicated that they hoped their children gained self-advocacy skills and an understanding of what college is like through participation in the Movin’ On program. Several parents added that they wanted their child to learn about the
resources/laws that affect college students with disabilities and also feel “capable to attend college” following program participation.

Parents/guardians suggested that some possible ways to improve the introduction luncheon and seminar would be to provide a video option or printed transcript of the event for those who could not attend or to offer childcare in another room. Additionally, several parents stated that receiving a parent-specific information packet would be helpful and to start the program on a Sunday to allow more parents to attend and not need to miss work.

**Staff.** A staff focus group was conducted to gather feedback from Movin’ On staff members. The meeting included the program director, assistant program director, and three staff members. Several themes emerged from the focus group sessions.

*Program organization and planning.* Movin’ On staff discussed the importance of planning and scheduling to maximize participant attendance and for participant and parent/guardian engagement. Specifically, staff agreed, as they did in 2016, that one of the most effective methods of recruitment was to make connections with people who work with high school students with disabilities (e.g., special education teachers). Movin’ On staff felt that they continued to grow their connections this year, which led to the enrollment of a greater number of participants who lived outside of Missoula County. Further, Movin’ On staff agreed that an increase in contact with parents beforehand was beneficial for student attendance as well as parent attendance at the introduction luncheon and parent/family seminar. Movin’ On staff felt that the changes they made (i.e., asking parents on introductory forms if they planned to attend and confirming with two follow-up phone calls) were helpful in increasing attendance at
the parent seminar. One challenge that was identified was the creation of university risk management forms, which were a new requirement in 2017. The forms led to extra mailings and paperwork sent to parents/guardians; however, now that the forms are prepared, they should be able to be incorporated more seamlessly into the standard program mailings in future years.

Additionally, Movin’ On staff identified that there were several helpful changes in 2017 that contributed to better organization and participant engagement. For instance, new and additional activities were scheduled for programming that kept participants busy. Evening activities were added, including playing volleyball, ordering pizza, attending “Downtown Tonight” (a community event), and going to Splash Montana. Movin’ On staff felt that participants were more engaged with the program and with one another due to the added scheduled activities. Also, there was less “down time” between activities as a result of the assistant director leaving an activity early to go to the next activity to help with setup. This allowed presenters to start their presentations when participants arrived and created shorter transitions between activities. Movin’ On staff hypothesized that this might have prevented participants from becoming bored and distracted. They added that it also seemed beneficial to have activities (e.g., “Silly Putty,” pipe cleaners, coloring pages) that participants could do during presentations that kept them busy while still allowing for them to listen and take in the information being presented. Movin’ On staff also suggested that the addition of more transitions to different classrooms throughout the day was helpful for engagement and to show the students more of the campus. Further, Movin’ On staff noted that the creation of a “master” binder that included all forms and student paperwork (e.g., emergency forms,
medications) that was kept with the staff at all times was helpful to have on hand in case they ever needed information about a student.

**Staffing.** Movin’ On staff provided feedback regarding staff roles and responsibilities. Staff agreed that the number of staff was adequate, and, consistent with staff feedback from last year, it was helpful to have an overlap in transition between day and night staff. Movin’ On staff stated that there was even more overlap in staff during transitions, which allowed for thorough communication to keep staff members up to date on student needs and events. Staff also added that they used a group text to communicate with one another, which was both efficient and discrete. A change for 2017 was that night staff were not required to stay awake all night if all the participant room lights were off and everything seemed quiet. The staff did not find that any problems arose as a result of this change. As in 2016, the staff confirmed that it was extremely beneficial to have multiple night staff in case one person was needed with one student so that an additional staff member could be available for other students.

**Staff hiring and training.** Of significance, as in 2016, Movin’ On staff emphasized the importance of finding committed staff and setting clear expectations for staff members for the success of the program. Movin’ On staff noted that both the professionalism and quality of staff members this year was high, as in previous years. Further, they identified that conducting formal interviews, training, and adding a policy manual contributed to finding dedicated, engaged staff members and establishing clear expectations. Also, staff members felt that having a balance between returning and new staff who varied in their past Movin’ On experience was beneficial, as the returning staff members could serve as leaders and the newer staff brought new ideas and
experiences to the team. Staff members highlighted that their ability to connect with program participants was key to building relationships and contributed to the enjoyment of the participants. In addition, Movin’ On staff felt that it was important that they struck a balance between providing participants with both support and independence. One potential challenge identified by Movin’ On staff was that as an all-female staff, they wondered if it would have been helpful to some of the male program participants in particular to have some male staff members.

An update for 2017 that was added due to previous year feedback was the creation of a policy manual. The Movin’ On staff felt strongly that having a policy manual at all times was highly beneficial, though they identified some new issues to be added. Specifically, Movin’ On staff suggested that there be clearer expectations and policy regarding communication between staff and participants both during and after the program. For instance, several students had staff cell phone numbers for ease of communication during the program; however, this led to continued contact beyond the program. As staff varied in their level of comfort with post-program communication, Movin’ On staff felt it was important to outline a set of boundaries regarding providing personal contact information to program participants and procedures for responding should participants (or staff) want to stay in touch with one another beyond the program. Further, as several parents/guardians had questions about the college transition or other relevant questions, Movin’ On staff suggested that a system for post-program follow-up with program-related questions be put in place. For instance, parents and program participants could be given the contact information for one person (e.g., the program director) to whom they could direct future questions.
One additional area that was identified by Movin’ On staff for inclusion in the policy manual and staff training was how to respond in a crisis or otherwise difficult situation. Movin’ On staff felt that they would benefit from suicide/crisis intervention training and policies and also a structured procedure for incident documentation. For instance, they suggested that procedures that establish how and when they might enter students’ rooms to check on their safety and also procedures for parent/guardian contact should be in place in the event that a difficult situation arises. Staff members identified one challenging circumstance in which they had a safety concern about a student that, while resolved, was difficult, as they had not expected to experience the situation. While staff felt supported by the program director and assistant director, they highlighted that it would be beneficial to have a more structured policy and additional training on mental health and suicide intervention.

**Presenters.** Five presenters provided feedback regarding their experiences as program presenters. Presenters identified several aspects of their experiences that went well. Specifically, presenters indicated that communication prior to, during, and after the presentation was reliable and clear. Presenters also identified that program staff communicated sufficiently so that they knew where to be, what topics to discuss in the presentation, and how to work the presentation technology. One presenter stated that it was particularly helpful to receive immediate feedback from staff following the presentation. Further, the majority of the presenters described that the staff were helpful and engaged in the presentation, particularly the way in which the staff supported the students and provided assistance with the activities or asked clarifying questions.
Overall, the presenters expressed appreciation for the Movin’ On program and wishes for the program to continue.

Despite presenters feeling that staff did an excellent job in communication prior to the presentation, they also indicated that it would be helpful to have some additional information about how many participants would be attending and any physical needs of the participants to facilitate room setup. One presenter also suggested that scheduling breaks for moving around or bathroom usage might be beneficial.

**Final Thoughts**

Movin’ On in Montana successfully provided over 20 high school students with disabilities a brief exposure to “college life” through a four-day on-campus program. As in previous years, participants and their parents/guardians indicated that Movin’ On was a highly acceptable program for learning about college. Continued efforts to develop, improve, disseminate, and expand this program across the state of Montana would be beneficial to Montana high school students with disabilities.
References

### Tables

#### Table 1

**Demographic Information (n = 23)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13 (56.5)</td>
</tr>
<tr>
<td>Female</td>
<td>10 (43.5)</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9 (39.1)</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7 (30.4)</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7 (30.4)</td>
</tr>
<tr>
<td><strong>County</strong></td>
<td></td>
</tr>
<tr>
<td>Cascade</td>
<td>2 (8.7)</td>
</tr>
<tr>
<td>Flathead</td>
<td>1 (4.3)</td>
</tr>
<tr>
<td>Lewis &amp; Clark</td>
<td>7 (30.4)</td>
</tr>
<tr>
<td>Madison</td>
<td>2 (8.7)</td>
</tr>
<tr>
<td>Missoula</td>
<td>8 (34.8)</td>
</tr>
<tr>
<td>Richland</td>
<td>1 (4.3)</td>
</tr>
<tr>
<td>Silver Bow</td>
<td>1 (4.3)</td>
</tr>
<tr>
<td>Toole</td>
<td>1 (4.3)</td>
</tr>
</tbody>
</table>
## Table 2

**Pre-Movin’ On Acceptability Questionnaire – 2017 Participant (MAQ-P) Data**

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE: This is an acceptable program for me to learn about what it is like to go to college.</td>
<td>23</td>
<td>3</td>
<td>6</td>
<td>5.13</td>
<td>.920</td>
</tr>
<tr>
<td>PRE: This program should be helpful for me in learning about what it is like to go to college.</td>
<td>23</td>
<td>1</td>
<td>6</td>
<td>4.83</td>
<td>1.072</td>
</tr>
<tr>
<td>PRE: I am worried that my disability will affect my college experience to the point that I feel like I need this program.</td>
<td>23</td>
<td>1</td>
<td>6</td>
<td>3.74</td>
<td>1.453</td>
</tr>
<tr>
<td>PRE: I would be willing to use the resources I learn about in this program if I choose to attend college.</td>
<td>23</td>
<td>3</td>
<td>6</td>
<td>5.04</td>
<td>.928</td>
</tr>
<tr>
<td>PRE: This program will not have a bad effect on me.</td>
<td>23</td>
<td>3</td>
<td>6</td>
<td>4.96</td>
<td>.928</td>
</tr>
<tr>
<td>PRE: I like this program.</td>
<td>22</td>
<td>3</td>
<td>6</td>
<td>4.73</td>
<td>1.077</td>
</tr>
<tr>
<td>PRE: This program is a good way to learn about what it is like to go to college.</td>
<td>23</td>
<td>3</td>
<td>6</td>
<td>5.09</td>
<td>.949</td>
</tr>
<tr>
<td>PRE: Overall, this program will help me.</td>
<td>22</td>
<td>3</td>
<td>6</td>
<td>4.91</td>
<td>1.109</td>
</tr>
<tr>
<td>PRE: I feel nervous or anxious when I think about going to college.</td>
<td>23</td>
<td>1</td>
<td>6</td>
<td>4.70</td>
<td>1.663</td>
</tr>
<tr>
<td>PRE: I have an understanding of the laws affecting me as a college student with a disability.</td>
<td>23</td>
<td>1</td>
<td>6</td>
<td>4.13</td>
<td>1.359</td>
</tr>
</tbody>
</table>
PRE: I have an understanding of the resources available for college students with disabilities.  

<table>
<thead>
<tr>
<th></th>
<th>22</th>
<th>2</th>
<th>6</th>
<th>4.36</th>
<th>1.364</th>
</tr>
</thead>
</table>

PRE: I plan to enroll in a 4-year college.  

<table>
<thead>
<tr>
<th></th>
<th>23</th>
<th>0</th>
<th>6</th>
<th>3.04</th>
<th>1.965</th>
</tr>
</thead>
</table>

PRE: I plan to enroll in a 2-year or vocational college.  

<table>
<thead>
<tr>
<th></th>
<th>22</th>
<th>0</th>
<th>6</th>
<th>3.45</th>
<th>1.870</th>
</tr>
</thead>
</table>

PRE: Movin' On in Montana will help me figure out whether college is an option for me.  

|         | 23 | 3  | 6  | 4.91 | 1.125 |
### Table 3

**Post-Movin’ On Acceptability Questionnaire – 2017 Participant (MAQ-P) Data**

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST: This was an acceptable program for me to learn about what it is like to go to college.</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>5.38</td>
<td>.921</td>
</tr>
<tr>
<td>POST: This program was helpful for me in learning about what it is like to go to college.</td>
<td>21</td>
<td>4</td>
<td>6</td>
<td>5.52</td>
<td>.750</td>
</tr>
<tr>
<td>POST: I am worried that my disability will affect my college experience to the point that I feel like I needed this program.</td>
<td>21</td>
<td>1</td>
<td>6</td>
<td>3.38</td>
<td>1.857</td>
</tr>
<tr>
<td>POST: I would be willing to use the resources I learned about in this program if I choose to attend college.</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>5.14</td>
<td>1.195</td>
</tr>
<tr>
<td>POST: This program did not have a bad effect on me.</td>
<td>21</td>
<td>1</td>
<td>6</td>
<td>4.81</td>
<td>1.662</td>
</tr>
<tr>
<td>POST: I liked this program.</td>
<td>20</td>
<td>3</td>
<td>6</td>
<td>5.35</td>
<td>.933</td>
</tr>
<tr>
<td>POST: This program was a good way to learn about what it is like to go to college.</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>5.24</td>
<td>1.044</td>
</tr>
<tr>
<td>POST: Overall, this program helped me.</td>
<td>21</td>
<td>4</td>
<td>6</td>
<td>5.10</td>
<td>.889</td>
</tr>
<tr>
<td>POST: I feel nervous or anxious when I think about going to college.</td>
<td>21</td>
<td>1</td>
<td>6</td>
<td>4.05</td>
<td>1.627</td>
</tr>
<tr>
<td>POST: I have an understanding of the laws affecting me as a college student with a disability.</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>4.95</td>
<td>1.024</td>
</tr>
</tbody>
</table>
POST: I have an understanding of the resources available for college students with disabilities.

POST: I plan to enroll in a 4-year college.

POST: I plan to enroll in a 2-year or vocational college.

POST: Movin' On in Montana helped me figure out whether college is an option for me.
Table 4

*Pre-Movin’ On Acceptability Questionnaire – 2017 Parent/Guardian (MAQ-C) Data*

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE: This is an acceptable program for my child to learn about what it is like to go to college.</td>
<td>19</td>
<td>4</td>
<td>6</td>
<td>5.11</td>
<td>.809</td>
</tr>
<tr>
<td>PRE: This program should be helpful for my child in learning about what it is like to go to college.</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>4.84</td>
<td>.898</td>
</tr>
<tr>
<td>PRE: I am worried that my child's disability will affect his/her college experience to the point that I feel like s/he needs this program.</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>4.95</td>
<td>.970</td>
</tr>
<tr>
<td>PRE: I would be willing to help my child use the resources we learn about in this program if s/he chooses to attend college.</td>
<td>19</td>
<td>5</td>
<td>6</td>
<td>5.74</td>
<td>.452</td>
</tr>
<tr>
<td>PRE: This program will not have a bad effect on my child.</td>
<td>19</td>
<td>4</td>
<td>6</td>
<td>5.32</td>
<td>.671</td>
</tr>
<tr>
<td>PRE: I like this program.</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>5.00</td>
<td>.943</td>
</tr>
<tr>
<td>PRE: This program is a good way for my child to learn about what it is like to go to college.</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>5.11</td>
<td>.937</td>
</tr>
<tr>
<td>PRE: Overall, this program will help my child.</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>4.79</td>
<td>.855</td>
</tr>
<tr>
<td>PRE: I have an understanding of campus resources available for college students with disabilities.</td>
<td>19</td>
<td>1</td>
<td>6</td>
<td>3.00</td>
<td>1.414</td>
</tr>
</tbody>
</table>
PRE: I have an understanding of the laws that will affect my child as a college student with a disability.

PRE: I feel nervous or anxious when I think about my child going to college.

PRE: Movin' On in Montana will help me feel like I have the tools to support my child if s/he chooses to go to college.

PRE: This is an acceptable program for my child to learn about what it is like to go to college.

PRE: This program should be helpful for my child in learning about what it is like to go to college.
Table 5

*Post-Movin’ On Acceptability Questionnaire – 2017 Parent/Guardian (MAQ-C) Data*

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST: This was an acceptable program for my child to learn about what it is like to go to college.</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>5.47</td>
<td>.990</td>
</tr>
<tr>
<td>POST: This program was helpful for my child in learning about what it is like to go to college.</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>5.13</td>
<td>.990</td>
</tr>
<tr>
<td>POST: I am worried that my child's disability will affect his/her college experience to the point that I feel like s/he needed this program.</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>4.87</td>
<td>1.187</td>
</tr>
<tr>
<td>POST: I would be willing to help my child use the resources we learned about in this program if s/he chooses to attend college.</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>5.40</td>
<td>.910</td>
</tr>
<tr>
<td>POST: This program did not have a bad effect on my child.</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>5.73</td>
<td>.594</td>
</tr>
<tr>
<td>POST: I liked this program.</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>5.47</td>
<td>.915</td>
</tr>
<tr>
<td>POST: This program was a good way for my child to learn about what it is like to go to college.</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>5.60</td>
<td>.632</td>
</tr>
<tr>
<td>POST: Overall, this program helped my child.</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>5.20</td>
<td>.941</td>
</tr>
<tr>
<td>POST: I have an understanding of campus resources available for college students with disabilities.</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>5.07</td>
<td>1.100</td>
</tr>
</tbody>
</table>
POST: I have an understanding of the laws that will affect my child as a college student with a disability.

POST: I feel nervous or anxious when I think about my child going to college.

POST: Movin' On in Montana helped me feel like I have the tools to support my child if s/he chooses to go to college.

POST: This was an acceptable program for my child to learn about what it is like to go to college.

POST: This program was helpful for my child in learning about what it is like to go to college.
Appendices
Appendix A

Movin’ On In Montana: Summer 2017 Timeline

Timeline for Movin’ On in Montana 2017

- **October 2016**
  - Meeting with [Disability Services Director] and [Executive Director of Rural Institute] for supervision
  - Reserved residence hall (Pantzer Hall)
  - Updated handouts and application materials
  - Attended Region 5 Western Montana Youth Transitions teleconference (monthly), which was organized by Judge Monson at Summit ILC

- **November 2016**
  - Presented and tabled at Montana Youth Transition conference in Great Falls

- **December 2016**
  - Presented to all Sentinel High School special education classes on transition to college and the Movin’ On program
  - Attended and presented at the Association for University Centers on Disabilities (AUCD) national conference in Washington, D.C.

- **January 2017**
  - Email blast to contacts
  - Sent follow-up up emails to conference contacts
  - Hired Assistant Program Director
  - Consulted with Wyoming colleague regarding similar Pre-ETS program
  - Monthly meetings with [Executive Director of Rural Institute] began
  - Completed one-year follow-up phone surveys for 2015 participants

- **February 2017**
  - Began program scheduling
  - *Attended Montana Council for Exceptional Children (MCEC) conference in Missoula*

- **March 2017**
  - Put together risk management forms
  - Met with Melissa Dadmun for assistance with email blast to special education contacts
  - Reserved President’s room for MonTech and the planetarium
  - Made reservations for the rafting trip with Missoula Parks and Recreation
  - [Disability Services Director] provided update at Vocational Rehabilitation Council Meeting in Helena
  - *Recruited at Hellgate High School (Laurie Zinke, SPED teacher)*
• April 2017
  o Mailed out program permission forms to parents/guardians
  o Started on student and employee manuals
  o Contacted program presenters
• May 2017
  o Deadline for returned permission forms
  o Started recruiting for program staff
  o Organized and facilitated Hellgate High School one-day field trip to UM (“Movin’ On Mini”)
  o Presented/桌上 at Flathead Real Life Fair (organized by Summit ILC)
  o Presented at parent night in Florence
• June 2017
  o Hired and trained camp staff
  o Mailed out final detail packets with daily agenda, packing list, and additional forms
  o Conducted one-year follow-up phone surveys with 2016 participants
• July 2017
  o Confirmed with program participants two weeks prior to program
  o Implemented Movin’ On in Montana program
  o Follow-up with parents and participants who had questions and feedback by phone and email
  o Sent out post-program parent surveys and presenter surveys for evaluation feedback
• August 2017
  o Held final staff meeting with feedback for program evaluation
• September 2017
  o Completed one-year follow-up phone surveys with 2016 participants (both sessions)
  o Scanned and uploaded transition plans for records
  o Met with [Executive Director of Rural Institute] for meeting

*Italicized items indicate program recruitment efforts*
Appendix B

Rack Card for Program Advertisement

Front:

WHAT WE DO

WHAT WE DO Movin’ On is a 4 day, 3 night campus experience to provide students an opportunity to learn about college life.

HOW WE DO IT

• Students attend a 4-day seminar and stay for 3 nights in a university residence hall and eat in a dining hall.
• Parents attend the introduction luncheon with a question and answer session following check-in.
• The parent/family seminar covers rights and responsibilities of students under the ADA and Section 504, and the differences between high school and higher education policies and practices.
• Students learn how to request reasonable accommodations/modifications and how to effectively communicate with instructors.
• Other topics include self-advocacy, assistive technology, Vocational Rehabilitation (VR) services, general academic support resources, attending a university lecture and class, financial literacy for students, university housing and a panel presentation by current UM students.
• Social skills, community activities and recreation are part of the realistic campus experience.
• Each student will create a reflection project and present it to the group on the final day.

HOW MUCH DOES IT COST? It’s free!

WHO IS ELIGIBLE? You must be a Montana high school student, sophomore-senior year, with a disability.

HOW DO I APPLY? Apply online on our website: umt.edu/dss/Transition

Back:

TRANSITION SEMINAR FOR HIGH SCHOOL STUDENTS WITH DISABILITIES

MOVIN’ ON in Montana

(406) 243-2663 | umt.edu/dss/Transition
Rural Institute for Inclusive Communities
52 Corbin Hall, Missoula, MT 59812
Appendix C

Flyer for Program Advertisement
Interested in College?

Learn about college at the Movin’ On in Montana summer camp!
July 11-14, 2017 at the University of Montana in Missoula.

- Stay on campus for 3 nights in a residence hall and eat in a dining hall.
- Take campus tours.
- Attend a college lecture and class.
- Learn about resources for students.
- Practice self-advocacy and communication skills.
- Learn about your rights and responsibilities as a college student.
- Participate in recreation and community activities.
- Career exploration.
- Learn about 2-year and 4-year college options in Montana.
- Talk to current college students.

It’s free!

Are you eligible?

Students MUST be...

- Montana high school sophomores, juniors or seniors.
- Have a disability, IEP or 504 plan.

Movin’ On in Montana is a special project of Pre-Employment Transition Services and is fully funded by the Montana Disability Employment and Transitions program.

Apply online at [https://www.umt.edu/dss/transition](https://www.umt.edu/dss/transition)
or mail application to:

Movin’ On in Montana
Disability Services for Students
Lommasson 227
Missoula Montana 59812.
Appendix D

Movin’ On Application Form

2017 Movin’ On in Montana Application

Students must complete all information on this application. Please register by June 1, 2017.

Today’s date:_____________________

First Name__________________________Last Name__________________________

Your email address__________________Parents email address__________________

Address __________________________City_________________________Zip___________________

Phone number______________________Parent’s phone (if different)_____________________

Name of high school__________________Grade Level______________________________

Your age____________________________Date graduation expected____________________

Program Modification Information: Do you require any reasonable modifications to participate in this seminar and stay in a residence hall? If so, please specify what modifications you require.

Please tell us the name/organization of the person who referred you to this seminar.

Please tell us in one paragraph why you are planning to attend the seminar. (You may attach an additional sheet if needed.)

Have you attended the MYLF conference in Helena? yes/no

How to register: Apply online at http://www.umt.edu/dss/Transition/default.php, or send this registration form to: Movin’ On in Montana, Disability Services for Students, Lommasson 154, Missoula MT 59812.

For more information, contact [Program Director], Project Manager of Movin’ On in Montana at [Phone Number] or [Email].
Appendix E

Letters and Forms Distributed to Movin’ On Participants and their Parents/Guardians:

Appendix E.1: Letter to Parents of Student Acceptance

Dear Parent/Guardian,

I’m writing to let you know that your high school student has been accepted to the Movin’ On in Montana: Summer College Transition Program, [insert date] at the University of Montana. [Number of participants] high school students from around the state will attend this 4-day, educational event to gain a college campus experience. All costs, including meals and lodging will be covered for your student. At the seminar students will have the opportunity to:

- Stay on campus for 3 nights in a residence hall
- Take campus tours
- Build self-advocacy and communication skills
- Learn about differences between high school and college
- Learn how to request reasonable modifications in college
- Learn about resources available to college students
- Attend a typical college class and lecture
- Meet current college students
- Become familiar with assistive technology and alternative formats
- Eat in the dining hall
- Make friends, participate in community activities and much more!

Here are a few details:

Check-in is [time range], [date] at Pantzer Hall. Pick-up is [time] [date] at Pantzer Hall.

- **Parents and guardians:** you are invited to lunch and the Parent/Student Session on [date]. This is a great opportunity for parents to learn about college from UM Disability Services for Students, and attend a presentation on Vocational Rehabilitation. Both speakers will have time for questions.
- **Travel Reimbursement:** Please let us know if you require assistance with travel expenses.
- **Activities:** Evening activities are optional and may include swimming, hiking up to the “M” and going out to dinner at Caras park. We also have an optional river rafting trip!
- **Please see enclosed Daily Agenda, UM Map, and Permission Forms, which can be filled out ahead of time.** (We will also have copies available at check-in, if needed). Students participating in the river rafting trip will need to have a parent/guardian sign a permission form at check-in.

Thanks and I look forward to meeting you [insert date]!

Sincerely,

[Program Director]
Appendix E.2

Letters and Forms Distributed to Movin’ On Participants and their Caregivers:

Student Acceptance Letter

Hello, [Date]

I’m writing to let you know that you have been accepted to the Movin’ On in Montana: Summer College Transition Program, [insert date] at the University of Montana. [Insert number of participants] high school students (and recent high school graduates) from around the state will attend this fun and educational four-day event to gain a college campus experience. All costs, including meals and lodging will be covered for you. At the seminar students will have the opportunity to:

- Stay on campus for 3 nights in a residence hall
- Take a campus tour
- Build self-advocacy skills
- Learn about differences between high school and college
- Learn about the Americans with Disabilities Act
- Learn how to request reasonable modifications in the learning environment
- Attend a typical college class lecture
- Meet current college students
- Get familiarized with assistive technology and alternative formats
- Eat in the dining hall
- Make friends, participate in fun activities and much more!

For families coming from out of town, gas and lodging expenses can be reimbursed.

Here is a list of what to bring:

- Sun protection: hat, sunglasses, sunblock
- Water bottle, swim suit, comfortable shoes, jacket, summer clothes
- Toiletries, bathrobe, alarm clock
- Optional items: Book, cell phone, charger, camera, iPod, etc.
- Linens will be provided, however students may want to bring their favorite blanket and pillow.

Please visit our website at www.umt.edu/dss/Transition for important program details and updates. (I hope to add the final details to the program by [insert date].) Please contact me with any questions or concerns you may have via phone or email: [Phone Number] [Email]

Thanks so much and I look forward to meeting you in [insert date]!

Sincerely,
[Program Director]
Dear Parent/Guardian,

I’m writing to let you know that your high school student has been placed on the wait list for the Movin’ On in Montana: Summer College Transition Program, [dates] at the University of Montana. You will be notified if we have cancellations. Students from around the state will attend this 4-day, educational event to gain a college campus experience. All costs, including meals and lodging will be covered for participants. At the seminar, students will have the opportunity to:

- Stay on campus for 3 nights in a residence hall
- Take campus tours
- Build self-advocacy and communication skills
- Learn about differences between high school and college
- Learn how to request reasonable modifications in college
- Learn about resources available to college students
- Attend a typical college class and lecture
- Meet current college students
- Become familiar with assistive technology and alternative formats
- Eat in the dining hall
- Make friends, participate in community activities and much more!

Here are a few details:

Check-in is 10:30-11:30 am, [insert date] at Pantzer Hall. Pick-up is 5:00 pm [insert date] at Pantzer Hall.

- **Parents and guardians:** you are invited to lunch and the Parent/Student Session on [insert date]. This is a great opportunity for parents to learn about college from UM Disability Services for Students, and attend a presentation on Vocational Rehabilitation. Both speakers will have time for questions.

- **Travel Reimbursement:** Please let us know if you require assistance with travel expenses.

- **Activities:** Evening activities are optional and may include swimming, hiking up to the “M” and going out to dinner at Caras park. We also have an optional river rafting trip! Students are accepted on a first come first served basis and the camp is filling up quickly. We are accepting 10 seniors, and 15 sophomores or juniors. **IMPORTANT: Please fill out and return permission forms ASAP to reserve your student’s registration.** I can be reached by phone or email: [Email], [Phone Number]. Also, check our website for updates: www.umt.edu/dss/Transition.

Thanks and I look forward to meeting you [insert date]!

Sincerely, [Program Director], Movin’ On in Montana, MISSOULA CAMPUS
Appendix E.4

Letters and Forms Distributed to Movin' On Participants and their Caregivers:

Student Responsibility Form

University of Montana

**STUDENT RESPONSIBILITY**

Students: We want you to enjoy yourself while you are at The University of Montana. We expect that students participating in Movin’ On in Montana are seriously interested in learning and therefore possess the maturity to conduct themselves responsibly. Students will be held responsible for their own actions. To insure that you have the best educational experience possible, we request your cooperation in complying with the following:

1. The use or possession of non-prescription drugs or alcoholic beverages is prohibited.
2. Students residing in Residence Halls will be required to be in residence hall rooms by 10 p.m. each evening. There will be a nightly room check at 11 p.m. by counselors.
3. You must comply with the directions of University officials.
4. Any damages or missing property will be billed directly to the individual responsible.
5. Failure to cooperate may jeopardize the program, the student's welfare and the welfare of others. Therefore, the University reserves the right to send the student home at the parent's expense if the University, in its discretion, determines it is in the best interest of the group as a whole. Should this be necessary, the University will notify the parent/legal guardian immediately. The parent/legal guardian and the student recognize that if the student breaks the above rules, the University will not be liable.
6. If you have any problems or questions, you agree to immediately notify [Program Director], (406)370-3364.

____________________________________________________   Date:  ____________  
(Parent/legal guardian’s signature)

____________________________________________________   Date:  ____________  
(Student’s signature)

For emergency notification, contact:  
(Please print or type)  
Name ________________________________  
Address ________________________________________  
City/State/Zip ________________________________  
Telephone ________________________________________

**ACCESSIBILITY NEEDS**

Please state your accessibility needs:
Appendix E.5

Letters and Forms Distributed to Movin’ On Participants and their Caregivers:

Acknowledgment of Risk Form

**Agreement for Release of Liability and Assumption of Risk**

In consideration of being allowed to participate in program-related events and activities sponsored for or by the University of Montana—__________________, I the undersigned, acknowledge, appreciate, and agree as follows:

1. I hereby RELEASE, WAIVE, DISCHARGE, and COVENANT NOT TO SUE, the University of Montana, its officers, employees, or agents from any and all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage, or injury, that may be sustained by me, or to any property belonging to me, except to the extent any such injury results from the negligent or tortious act(s) or omission(s) of the University of Montana.

2. I VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ANY RISKS OF LOSS, PROPERTY DAMAGE OR PERSONAL INJURY, that may be sustained by me, or any loss or damage to property owned by me, as a result of being engaged in such activity.

3. It is my express intent that this Agreement shall bind the members of my family, my heirs, assigns and personal representative, and shall be deemed as a RELEASE, WAIVER, DISCHARGE, and COVENANT NOT TO SUE the University of Montana.

4. I UNDERSTAND THAT THE UNIVERSITY OF MONTANA WILL NOT BE RESPONSIBLE FOR ANY MEDICAL COSTS ASSOCIATED WITH ANY INJURY THAT I MAY SUSTAIN. I RELEASE AND HOLD HARMLESS ITS AGENTS, AFFILIATES, OFFICERS AND EMPLOYEES FROM ALL MEDICAL COSTS AND MEDICAL EXPENSES ASSOCIATED WITH THIS ACTIVITY.

I have read this Agreement for Release of Liability, fully understand its terms, understand that I have given up substantial rights by signing it and sign it freely and voluntarily without any inducement. In executing this release, I assert that I am 18 years of age or older and make this decision informed of its implications and entirely of my own free will.

________________________________________
PARTICIPANT (print)

________________________________________
PARTICIPANT SIGNATURE 

________________________
DATE
FOR PARENT/GUARDIANS OF PARTICIPANTS UNDER AGE 18

This is to certify that I, as parent/guardian with legal responsibility for this participant, do consent and agree to all of the provisions of the AGREEMENT FOR RELEASE OF LIABILITY and ASSUMPTION OF RISK, and for myself, my heirs, assigns, and next of kin, I release and agree to indemnify and hold harmless _________________________ from any and all liabilities related to my minor child’s participation in the program, related events and activities, of ______________________________________.

_________________________ _______________________
PARENT/GUARDIAN (print) DATE

_________________________ _______________________
PARENT/GUARDIAN SIGNATURE EMERGENCY PHONE NUMBER

_______________________
EMERGENCY PHONE NUMBER
Appendix E.6

Letters and Forms Distributed to Movin’ On Participants and their Caregivers:

T-Shirt & Parent Session Travel Form

Campers and parents/guardians please answer the following questions and return this form:

Name_____________________________________________

T-shirt size (please circle one):  S                M                 L            other__________

☐ Yes, I want to go on the Missoula Parks and Recreation river rafting trip at the end of the camp.

☐ No, I do not want to go on the rafting trip and I will be picked up early at [time], [date].

Parent Session:

☐ Yes, I plan to attend the Parent Session and lunch [time] on [date] after check-in.

   Number of parents__________

☐ No, I will not be able to attend the Parent Session and lunch.

Travel Expenses:

☐ Yes, I would like to request reimbursement for travel expenses.

Total number of miles I will be travelling to attend Movin’ On in Montana: _________________

We have a limited amount of financial assistance for additional travel expenses for families who live far from Missoula. Please note additional travel expenses here, if you require assistance (such for motel accommodations) __________________________________________________
Appendix E.7

Letters and Forms Distributed to Movin’ On Participants and their Caregivers:

Packing List

Here is a list of what to bring:

- Sun protection: hat, sunglasses, and sunblock
- Water bottle
- Swim suit
- Comfortable shoes, if floating bring closed toed shoes you are okay with getting wet!
- Jacket
- Summer clothes, shoes for walking, shoes for rafting- NO flip-flops
- Personal Care items: Shampoo, soap, toothpaste, tooth brush, etc.
- Bathrobe, towel, washcloth
- Alarm clock
- Window fan, the dorms can be VERY HOT in the summer!
- Optional items:
  - Book
  - Cell phone
  - Spending money for snacks
  - Camera, iPod, etc.
- Linens will be provided, however students bring a blanket and pillow.
Appendix E.8

Letters and Forms Distributed to Movin’ On Participants and their Caregivers:

Final Details for Students

Hello Movin’ On In Montana Campers and Families,

I am so excited that you are joining us for camp at the University of Montana campus in Missoula during the week of [insert date].

Here are a few final details:

- **Parents and guardians**: you are invited to lunch and the Parent/Student Session on [insert date]. Check in at Pantzer Hall is 10:30-11:30. Lunch in the University Center 326 is 12:00-1:00, and the optional Parent Session is 1:00-3:00. This is a great opportunity for parents to learn about college from UM Disability Services for Students Director, Amy Capolupo, and attend a presentation from Vocational Rehabilitation. Both speakers will have time for questions.

- **Please see enclosed Daily Agenda, packing list, and Permission forms that are to be filled out and brought with the day of camp** (We will also have copies available at check in, if needed).

- **Parking**: please Park at Pantzer Hall in Parking Lot H. You can pick up a day pass when you check in at the main entrance of Pantzer Hall.

- **Please look for one more form, sent to you in the mail, for you to sign and bring with you on the first day**. We are inviting students and parents/guardians to volunteer to participate in University of Montana research by completing a brief pre-survey and post-survey. We are asking for your permission to use your anonymous survey answers to improve Movin’ On summer camp and to share with other colleges who may be interested in creating a similar summer camp. Participating is voluntary, but if you would like to volunteer, we need to have parents and students sign the informed consent form and return to us at check-in. All information collected in the surveys will be kept confidential.

If you have any questions please feel free to call [Program Director] at [Phone Number] or [Assistant Program Director] at [Phone Number]

See you on Monday [insert date]!

[Program Director]
Appendix F

Movin’ On Schedule

WELCOME TO MOVIN’ ON IN MONTANA 2017

Daily Agenda*

Day One – Tuesday, July 11
10:30-11:30 a.m. Check in (Pantzer Hall, main entrance)
12:00 - 1:00 p.m. Lunch in UC 326 (fill out survey with Katie)

Sessions for Students and Parents/Guardians:
1:00 -2:00 p.m. Differences between high school and college UC 326
2:15-3:00 p.m. Vocational Rehabilitation Services UC 326
3:00-3:15 Goodbye parents/guardians
3:15-5:00 p.m. Introductions and Icebreakers UC 333
5:00-9:00 p.m. Tie-dye shirts/game night
11:00 p.m. Room Check

Day Two – Wednesday July 12
8:00-9:00 a.m. Breakfast in the Food Zoo
9:10-10:10 a.m. Campus tour- meet at the Grizzly Bear Statue
10:10-10:20 a.m. Break
10:20-11:10 a.m. Learn about requesting reasonable modifications in college- Resource Library 154 Lommasson
11:10-12:00 p.m. Student Resources Panel- Resource Library 154 Lommasson
12:00-1:00 p.m. Lunch
1:00-1:40 p.m. Break
2:00-4:00 p.m. Assistive Technology Resource Library 154 Lommasson-Meet at Grizzly Bear statue
4:00-5:00 p.m. Planetarium-Native American Center
5:00 p.m. Dinner in the Food Zoo
6:30 p.m. Swimming
9:00 p.m. Free time

**Day Three – Thursday, July 13**
8:00-8:50 a.m. Breakfast in the Food Zoo
9:00-11:30 a.m. Visit Missoula College for a tour, use public transportation
11:30-12:00 p.m. Free time
12:00-1:00 p.m. Lunch in the Food Zoo
1:15-2:00 p.m. Self-Advocacy in college UC 326
2:00-3:00 p.m. Biology Lecture UC 326
3:00-4:30 p.m. Meet with current college students and college graduates UC 326
4:30-5:00 p.m. Break
5:00-7:00 p.m. Dinner in the Park
7:00 p.m. Activity
9:00 p.m. Free time

**Day Four – Friday July 14**
9:00-9:30 a.m. Breakfast UC 326
9:30-10:30 a.m. Transition Plan UC 326
10:30-11:30 a.m. Goodbye Session
11:30-12:00 p.m. Survey with Katie
12:00-1:00 p.m. Lunch in the Food Zoo
1:00-1:30 p.m. Break
1:30-4:30 p.m. River Rafting Trip
5:00 p.m. check out of Pantzer Hall. **Important:** Please return metal keys to Pantzer Hall reception desk.

*Schedule changes may be made as needed*
Appendix G

Request for Presenter Feedback

Hello,

Thank you for participating in the Movin’ On in Montana program at the University of Montana as a presenter. We are interested in determining what worked well for you as presenters and what did not work in order to improve the program and the experiences of presenters in future years. We ask that you fill out a brief survey to provide feedback regarding your experience as a presenter. We would greatly appreciate your feedback! Answering the questions is optional; however, we ask that you respond in order to make the Movin’ On in Montana experience better for future students, caregivers, and presenters. The questions should take approximately 5-10 minutes to complete.

[Please click here to complete the Movin’ On presenter survey]

Thank you for your time! If you have any questions or concerns, please contact the Movin’ On coordinator, [Program Director], at [Phone Number] or [Email]. You may also contact the program evaluator, [Program Evaluator], at [Email].

Thank you,
[Program Director]
Appendix H

Qualtrics Survey for Presenter Feedback

Thank you for participating in the Movin' On in Montana: Summer College Transition Program at the University of Montana. We are so glad that you were able to present and share valuable information to the program participants. We are interested in determining what worked for you as presenters and what did not work in order to improve the program and the experiences of presenters in future years. Below are a few questions and space for you to provide feedback regarding your experience as a presenter. We would greatly appreciate your feedback. Answering the questions is optional; however, we ask that you respond in order to make the Movin' On in Montana experience better for future students, caregivers, and presenters. The questions should take approximately 5-10 minutes to complete.

The information you provide will be used in the program summary. The summary will outline experiences of presenters as a group, and no individual presenter will be linked to their response. We ask for your honest feedback.

Thank you for your time. If you have any questions or concerns, please call [Program Director] at [Phone Number] or email her at [Email]. You may also contact the program evaluator, [Program Evalutor], at [Email].

1. Please describe what went well during your experience as a Movin' On presenter. This may include your experiences with contact with program staff prior to the presentation, the presentation itself, or contact following the presentation.

2. Please describe what could be improved about your experience as a Movin' On presenter. Again, this may include your experiences with contact with program staff prior to the presentation, the presentation itself, or contact following the presentation.

3. Do you have any additional comments that you would like to share regarding your experience as a presenter for the Movin' On program?
Movin’ On Acceptability Questionnaire

You are taking part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience will give you the chance to learn what it is like to go to college. You will go to seminars on available campus resources and learn about your rights as a student with a disability. Some of the resources include vocational rehabilitation, the writing center, career services, and self-advocacy. You will listen to college lectures and receive tours of the University of Montana and Missoula College campuses. You will take part in fun community activities, like ice cream at the Big Dipper and river rafting. You will also meet other students and live beside them in a college dorm. The goal is for you to learn about and experience college so that you feel prepared if you decide that you want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

1. This is an acceptable program for me to learn about what it is like to go to college.
2. This program should be helpful for me in learning about what it is like to go to college.
3. I am worried that my disability will affect my college experience to the point that I feel like I need this program.
4. I would be willing to use the resources I learn about in this program if I choose to attend college.
5. This program will not have a bad effect on me.
6. I like this program.
7. This program is a good way to learn about what it is like to go to college.
8. Overall, this program will help me.
9. I feel nervous or anxious when I think about going to college.

Strongly Disagree
Strongly Agree

1  2  3  4  5  6

10. I have an understanding of the laws affecting me as a college student with a disability.

11. I have an understanding of resources available for college students with disabilities.

12. I plan to enroll in a 4-year college.

13. I plan to enroll in a 2-year or vocational college.

14. Movin’ On in Montana will help me figure out whether college is an option for me.

Note: NA = Not Applicable (I don’t plan on attending college at all.)

15. What are you looking forward to the most about participating in Movin’ On in Montana?

________________________________________________________________
________________________________________________________________
________________________________________________________________

16. What are you looking forward to the least about participating in Movin’ On in Montana?

________________________________________________________________
________________________________________________________________
________________________________________________________________

17. What do you hope to learn from participating in Movin’ On in Montana?

________________________________________________________________
________________________________________________________________
________________________________________________________________

10. 1 2 3 4 5 6

11. 1 2 3 4 5 6

12. NA 1 2 3 4 5 6

13. NA 1 2 3 4 5 6

14. 1 2 3 4 5 6
Movin’ On Acceptability Questionnaire²

You took part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience gave you the chance to learn what it is like to go to college. You went to seminars on available campus resources and learned about your rights as a student with a disability. Some of the resources included vocational rehabilitation, the writing center, career services, and self-advocacy. You listened to college lectures and received tours of the University of Montana and Missoula College campuses. You took part in fun community activities, like ice cream at the Big Dipper and river rafting. You also met other students and lived beside them in a college dorm. The goal was for you to learn about and experience college so that you feel prepared if you decide that you want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This was an acceptable program for me to learn about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2. This program was helpful for me in learning about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>3. I am worried that my disability will affect my college experience to the point that I feel like I needed this program.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4. I would be willing to use the resources I learned about in this program if I choose to attend college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>5. This program did not have a bad effect on me.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>6. I liked this program.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>7. This program was a good way to learn about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>8. Overall, this program helped me.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

9. I feel nervous or anxious when I think about going to college.  
   [Strongly Disagree] 1 2 3 4 5 6

10. I have an understanding of the laws that could affect me as a college student with a disability.  
    [Strongly Disagree] 1 2 3 4 5 6

11. I have an understanding of resources available for college students with disabilities.  
    [Strongly Disagree] 1 2 3 4 5 6

12. I plan to enroll in a 4-year college.  
    [Not Applicable] NA 1 2 3 4 5 6

13. I plan to enroll in a 2-year or vocational college.  
    [Not Applicable] NA 1 2 3 4 5 6

14. Movin’ On in Montana helped me figure out whether college is an option for me.  
    [Strongly Disagree] 1 2 3 4 5 6

   Note: NA = Not Applicable (I don’t plan on attending college at all.)

18. What did you enjoy the most about participating in Movin’ On in Montana?  
   ________________________________________________________________
   ________________________________________________________________

19. What did you enjoy the least about participating in Movin’ On in Montana?  
   ________________________________________________________________
   ________________________________________________________________

20. Attached is a list of activities from this week. List the three that you found most helpful for learning about college with #1 being the most helpful.

   1) ____________________________________________________________
   2) ____________________________________________________________
   3) ____________________________________________________________

   What was most helpful about #1?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
List of Activities/Resources:

- Meal times at the Food Zoo
- Campus tours (UM and Missoula College)
- Social activities (Tie-dye, Swimming at Splash Montana, Dinner in the park)

**Monday:**
- Seminar presentation: Difference between high school and college
- Seminar presentation: Vocational rehabilitation services
- Introductions and icebreakers

**Tuesday:**
- Seminar presentation: Requesting reasonable modifications
- Seminar presentation: Student resources panel
- Seminar presentation: Assistive technology
- Planetarium activity at the Native American Center

**Wednesday:**
- Seminar presentation: Self-advocacy
- UM Lecture – Biology
- Seminar presentation: College student panel

**Thursday:**
- Making a transition plan
- Goodbye session
Appendix K: Caregiver Pre-Movin’ On Survey

**Movin’ On Acceptability Questionnaire**

Your child is taking part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience will give your child the chance to learn what it is like to go to college. S/he will go to seminars on available campus resources and learn about his/her rights as a student with a disability. Some of the resources include vocational rehabilitation, the writing center, career services, and self-advocacy. Your child will listen to college lectures and receive tours of the University of Montana and Missoula College campuses. Your child will take part in fun community activities, like swimming at Splash Montana and river rafting. Your child will also meet other students and live beside them in a college dorm. The goal is for your child to learn about and experience college so that s/he feels prepared if s/he decides that s/he want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th></th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This is an acceptable program for my child to learn about what it is like to go to college.</td>
<td>1 2 3 4</td>
<td>5 6</td>
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<tr>
<td>2.</td>
<td>This program should be helpful for my child in learning about what it is like to go to college.</td>
<td>1 2 3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>3.</td>
<td>I am worried that my child’s disability will affect his/her college experience to the point that I feel like s/he needs this program.</td>
<td>1 2 3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>4.</td>
<td>I would be willing to help my child use the resources we learn about in this program if s/he chooses to attend college.</td>
<td>1 2 3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>5.</td>
<td>This program will not have a bad effect on my child.</td>
<td>1 2 3 4</td>
<td>5 6</td>
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<tr>
<td>6.</td>
<td>I like this program.</td>
<td>1 2 3 4</td>
<td>5 6</td>
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<tr>
<td>7.</td>
<td>This program is a good way for my child to learn about what it is like to go to college.</td>
<td>1 2 3 4</td>
<td>5 6</td>
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<tr>
<td>8.</td>
<td>Overall, this program will help my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>I have an understanding of campus resources available for college students with disabilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>I have an understanding of the laws that will affect my child as a college student with a disability.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>I feel nervous or anxious when I think about my child going to college.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Movin’ On in Montana will help me feel like I have the tools to support my child if s/he chooses to go to college.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>What do you hope that your child learns from participating in Movin’ On in Montana?</td>
<td></td>
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<tr>
<td>14.</td>
<td>What are you most looking forward to about attending the caregiver seminar and your child participating in Movin’ On in Montana?</td>
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<tr>
<td>15.</td>
<td>What do you hope to learn from participating in the caregiver seminar?</td>
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</table>
Appendix L: Caregiver Post-Movin’ On Survey

**Movin’ On Acceptability Questionnaire**

Your child took part in the “Movin’ On in Montana Summer College Transition Program.” This four-day on-campus experience gave your child the chance to learn what it is like to go to college. S/he went to seminars on available campus resources and learned about his/her rights as a student with a disability. Some of the resources included vocational rehabilitation, the writing center, career services, and self-advocacy. Your child listened to college lectures and received tours of the University of Montana and Missoula College campuses. Your child took part in fun community activities, like swimming at Spalsh Montana and river rafting. Your child also met other students and lived beside them in a college dorm. The goal was for your child to learn about and experience college so that s/he feels prepared if s/he decides that s/he want to go to college.

Please indicate how much you agree or disagree with the following statements regarding this program:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This was an acceptable program for my child to learn about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2. This program was helpful for my child in learning about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>3. I am worried that my child’s disability will affect his/her college experience to the point that I feel like s/he needed this program.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4. I would be willing to help my child use the resources we learned about in this program if s/he chooses to attend college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>5. This program did not have a bad effect on my child.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>6. I liked this program.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>7. This program was a good way for my child to learn about what it is like to go to college.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>8. Overall, this program helped my child.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

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9. I have an understanding of campus resources available for college students with disabilities.

10. I have an understanding of the laws that will affect my child as a college student with a disability.

11. I feel nervous or anxious when I think about my child going to college.

12. Movin’ On in Montana helped me feel like I have the tools to support my child if s/he chooses to go to college.

13. How can the caregiver seminar and/or the Movin’ On in Montana program change to be more helpful for you or your child?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Strongly Disagree 1 2 3 4 5 6
Strongly Agree

Please answer Question 14 if you were NOT present for the caregiver seminar.

14. Please share why you did not attend the caregiver seminar.

________________________________________________________________
________________________________________________________________
________________________________________________________________


Appendix M

Post-Introduction Luncheon Feedback Form

Family Feedback Form

1. What was most helpful about attending the caregiver seminar?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. What was least helpful about attending the caregiver seminar?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Appendix N

Letter Requesting Parent/Guardian Feedback

Dear Parent/Guardian,

We are so glad that your high school student was able to participate in the Movin’ On in Montana: Summer College Transition Program at the University of Montana. Students had the opportunity to complete two surveys, one at the beginning of the week and one at the end of the week, to provide feedback on what they wanted from the program and what they got out of it. Our goal is to figure out what worked for students and what did not work in order to improve the program. We would love your feedback as the parent/guardian of a student with a disability. There are no right or wrong answers; we will use the information that you provide to evaluate the Movin’ On in Montana program to make it better.

Enclosed are two copies of the caregiver survey. We ask that one or more caregivers in the home each fill out a survey and mail it back to the Rural Institute in the stamped envelope that was provided. The Rural Institute for Inclusive Communities (RIIC) is the center that supports the Movin’ On in Montana program. We would greatly appreciate your feedback. This survey is optional; however, we ask that you complete it in order to help make the Movin’ On in Montana experience better for future students and caregivers. The survey should take approximately 5-10 minutes to complete.

[Paragraph related to research project]

Thank you for your time. If you have questions please call [Program Director] at [Phone Number] or email her at [Email].

Sincerely,

[Program Evaluator]
Program Evaluator
Movin’ On in Montana: Summer Transition College Program
The Rural Institute for Inclusive Communities
University of Montana
[Email]