

ALTS Logic Model

Context

Low rates of high school success/ completion; college entrance; persistence/graduation; employment in science, technology, engineering, & mathematics (STEM) as well as other career positions for people with disabilities.
Students with disabilities capable of college studies and may/may not have interest in STEM ¹ .
Shortage of qualified workers in some STEM fields.
DO-IT expertise in research & practice with respect to increasing STEM participation of people with disabilities.
DO-IT programs funded by National Science Foundation, U.S. Department of Education, State of Washington, & others.

Activities^{2,3}

<p><i>DO-IT Scholars & Ambassadors</i>¹:</p> <ul style="list-style-type: none"> • Peer, near-peer, mentor, family support. • Technology access. • Activities to develop STEM, other interests. • Activities to develop self-determination skills. • College/career preparation. • Internships, other work-based learning. • Multiple residential college experiences. • Leadership opportunities including near-peer & mentor support of younger participants.
Mentoring.
Internships, other work-based learning.
College transition activities.
Career transition activities.
DO-IT and other events to increase STEM interest (e.g., field trips).
Academic residential experience on college campuses.

Goals/Outcomes⁴

Increased academic, social, career skills.
Increased perceived career options.
Increased high school graduation.
Increased enrollment in college.
Increased undergraduate degrees.
Increased participation in graduate school.
Increased graduate degrees.
Increased participation in STEM coursework, STEM majors, and STEM undergraduate and graduate degrees.

Long-Term Impacts

People with disabilities are more successful in adult life activities (e.g., independent living, community participation).
More students with disabilities graduate from postsecondary programs with STEM degrees.
More people with disabilities are employed in STEM fields.

Notes:

1. Participants in the *DO-IT Scholars and Ambassadors* program and other DO-IT activities are not necessarily initially interested in STEM. Program promotes general STEM interest and knowledge as well as college studies and careers in STEM and other pursuits based on individual needs and skills.
2. An ATLS respondent may (a) be a *DO-IT Scholar or Ambassador* and receive multiple interactions as noted; (b) participate in a single activity; or (c) participate in several individual activities (e.g., internship and mentoring).
3. Although *DO-IT Scholars and Ambassadors* receive more interventions than other participants, they may be as a group less likely to be initially interested in STEM than other participants, who often enter the program (e.g., as an *AccessSTEM* participant) because they are interested in STEM.
4. These goals and outcomes are relative to available nation-wide data such as that from the National Longitudinal Transition Study (NLTS).