



Postsecondary Education for Students with Intellectual Disability: A National Snapshot

Agenda

- 1. Definition of intellectual disability
- 2. Current status of students in transition
- 3. What's Think College
- 4. Why college?
- 5. National Snapshot
- 6. Standards, Quality Indicators & Benchmarks
- 7. Getting Started
- 8. Funding

Definition of Intellectual Disability

For the purpose of this program, the bill defines a student with an intellectual disability to be a student:

(A) With a cognitive impairment, characterized by significant limitations in—

- (i) intellectual and cognitive functioning; and
- (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(B) Who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.



So where do students with intellectual disabilities end up after high school?

Sheltered Workshops OR Day Habilitation Programs







Think College is a national organization dedicated to developing, expanding, and improving research and practice in inclusive higher education for people with intellectual disability.

www.ThinkCollege.net

The Think College website is a trusted source for information, training, and resources related to inclusive higher education for students with intellectual disability. The website includes:

- A searchable program directory to learn more about available college options
- A resource library that includes published research as well as field-created tools and resources
- Online learning modules on a variety of topics
- Research to practice briefs, e-newsletters, and journal articles
- Topical information on the critical issues
- A policy and legislation clearinghouse





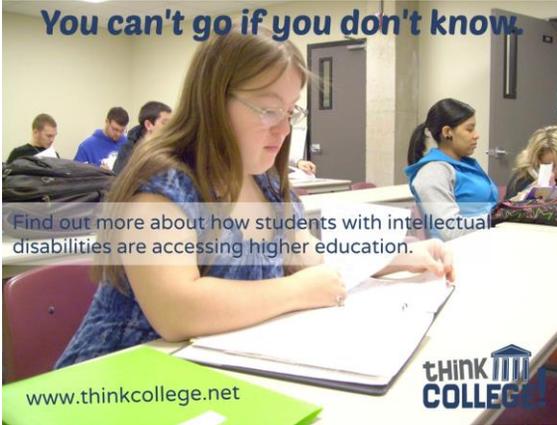
<http://www.thinkcollege.net/think-college-learn>

Welcome!

Think College LEARN provides self-paced modules using multimedia tools such as videos, publications, interactive learning activities and podcasts to share information on topics related to postsecondary education for students with intellectual disabilities.

- Select a topic of interest from the circles on the right.
- Hover over a circle to get a brief description of the content of that module.
- Click on a circle to go to the full module content.
- Modules can be viewed from beginning to end, or users can choose sub-topics.

Email us with any questions or comments. We strive to provide a quality learning experience and welcome your suggestions for improvements, additions or new topics we should cover.







+ Are we setting college as a goal for youth with intellectual disability?



+ Post-School Goals (NLTS2)

- 58% of students with disabilities other than ID had a post-school goal to attend college or university
- 33% of students with ID had the goal of sheltered employment vs. 8% of students with other disabilities

-Grigal, Hart, & Migliore, 2011

+ Predictors of Employment (NLTS2)

• The only post-high school transition goal that was a predictor of employment for students with ID was having the goal of attending college

• 11% of students with ID had this goal

-Grigal, Hart, & Migliore, 2011

Department of Justice

Rhode Island found in violation of students civil rights because students were tracked into segregated transition & post-school options (e.g., sheltered workshops, day habilitation programs, day activity programs)

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Why is going to college important?



Integrated Competitive Employment

- Youth who participated in higher education were 26% more likely to leave Vocational Rehabilitation with paid employment
- Earned a 73% higher weekly income



Data Set: RSA 911

Migliore, A., Battenworth, J., & Hart, D. 2009. Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities. Fast Facts Series, No. 1. Boston, MA: Institute for Community Inclusion

Integrated Competitive Employment

- College associated with higher employment rates for students with any disability including ID (Grigal et al, ACS 2013; NLTS-2, Migliore et al., 2009; Newman et al., 2011)
- Other studies also found individuals who take college courses but do not graduate from college have better employment outcomes than those without any college (Carnevale & Desrochers, 2003; Marcotte, Bailey, Borkoski, & Kienzl, 2005)



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Indicator 13



- Include going to college in post-school goals for students with ID
- Include objectives that will assist students with ID in achieving their post-school goals



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Indicator 14



Percent of youth no longer in secondary school, had IEPs in effect at time they left school, and were:

- Enrolled in *higher education* within one year of leaving high school.
- Enrolled in *higher education or competitively employed* within one year of leaving high school.
- Enrolled in *higher education or in some other postsecondary education or training; or competitively employed or in some other employment* within one year of leaving high school.

Going to college improves post-school student employment outcomes

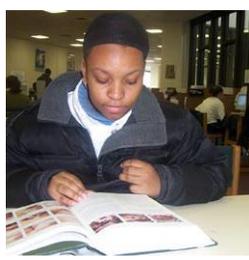
+ What can K-12 personnel do?

- Students need to be better prepared
- Students with intellectual disability need to be fully included in K-12 general education classes so they will be college career ready
- Hold higher expectations for students with intellectual disability

What can K-12 personnel do?

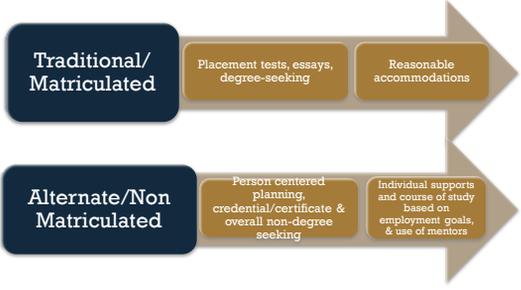
- Get & share info about college options for students with intellectual disability with all personnel in K-12 system
- Integrate college related goals into IEP
- Talk w/ families in elementary, middle & high school
- Support students in exploring college options

+ What do I mean by access to higher education?



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An Alternate Pathway



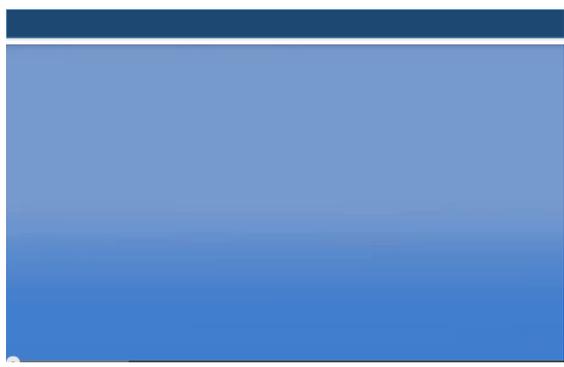
Levels of College Course Access



- Full access to course catalogue
- Partial or limited access
- No access – all specially designed courses only for students w/ID

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Types of Higher Education Programs

- Dual enrollment — students still in high school
- Adults only age 18+ who have exited high school
- Both dual enrollment & adults 18+ who have exited high school
- Individual students & families

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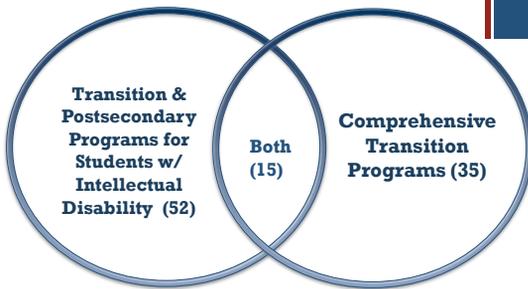
Impact of Higher Education Opportunity Act

- Legitimacy & inclusion
- Comprehensive Transition Program (CTP)
- Transition Postsecondary Program for Students with Intellectual Disability (TPSIDs)
- Think College National Coordinating Center
- Think College Standards, Quality Indicators, Benchmarks
- Accreditation recommendations
- Building a body of knowledge

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+ Categories of College Programs



Most programs are neither

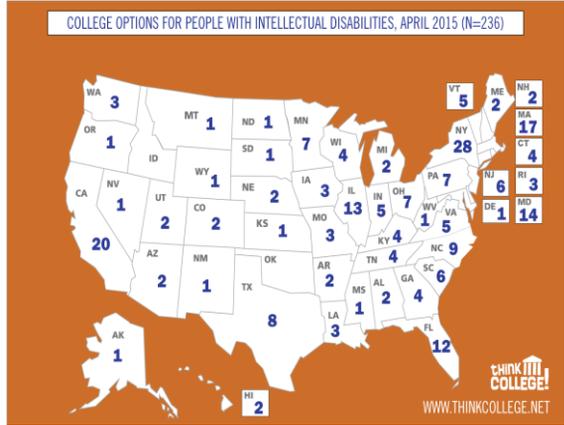
Big Changes to FSA Eligibility

- Student does not need a high school diploma or a GED
- Student does not need to pass an ability to benefit test
- Student does not need to be matriculating toward a degree

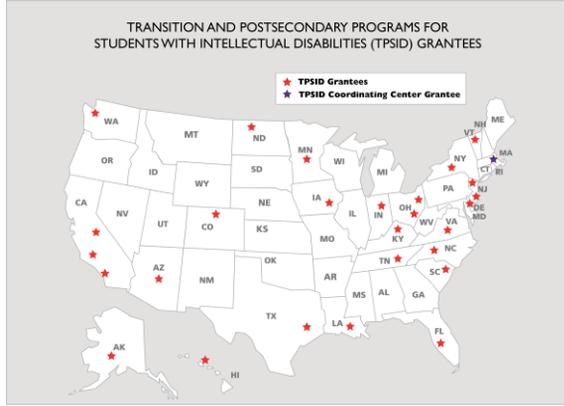
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COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, APRIL 2015 (N=236)



TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES (TPSID) GRANTEES





Snapshot of students attending TPSID programs



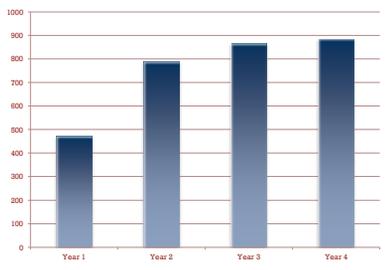


TPSID at a Glance



- 16/52 provide residential services
- 90% use peer mentors, coaches, ambassadors
- Age range 18-25
- 25% dual enrollment
- 59% male & 39% female

Number of Students



STUDENTS TOOK AN AVERAGE OF **8** COURSES DURING THE YEAR.



COLLEGE COURSES TAKEN BY STUDENTS:

- ACTING FUNDAMENTALS
- MARKETING PRINCIPLES
- INTRODUCTION TO BUSINESS
- TECHNOLOGY
- SUSTAINABLE LANDSCAPING
- WORLD MUSIC CULTURE
- WORLD HISTORY 1500-PRESENT
- CHILD PSYCHOLOGY

ACADEMICS



High School Setting



EMPLOYMENT

883 NUMBER OF STUDENTS

39% PERCENTAGE OF STUDENTS WHO HELD 437 PAID JOBS

48% PERCENTAGE OF STUDENTS WHO HAVE NEVER HELD A PAID JOB

93% PERCENTAGE OF STUDENT JOBS THAT PAID AT OR ABOVE MINIMUM WAGE

EXAMPLES OF JOBS:

- LANDSCAPER
- CERTIFIED NURSING ASSISTANT
- TECHNOLOGY LAB ASSISTANT
- PREP CHEF
- SERVER
- PERSONAL CARE ATTENDANT
- OPERATIONS ASSISTANT AND EVENT STAFF
- OIL CHANGE SPECIALIST



ALL DATA ARE FOR 2011-2012



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Impact on SSI



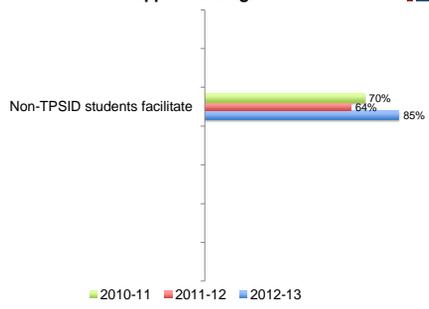
- 298 students exited in year 4
- 132 of these students were on SSI when started
- Only 99 were still on SSI when exited
- 25% reduction in the number of people who were on SSI

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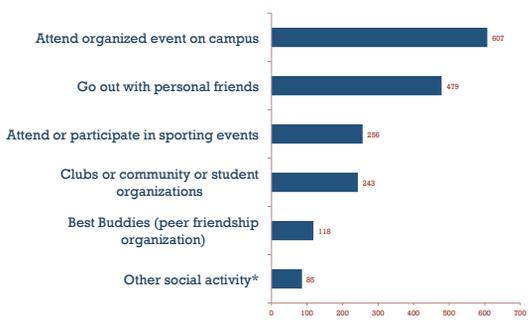
Socialization



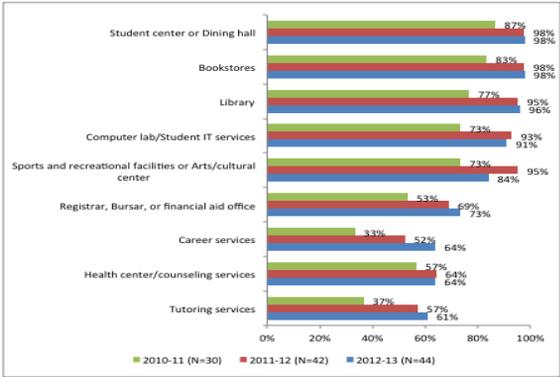
Social Support Strategies Used



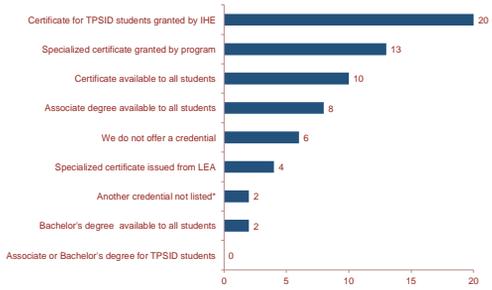
Students' Social Participation



Use of Campus Resources by Students



Credentials Earned 2013-2014



Partnerships in Year 4





think COLLEGE! Inclusive Campus Communities: What do they look like?

All students are members of a heterogeneous student body in a college of their choice. They are welcomed campus members, active participants in academic experiences, reciprocal social relationships, learn academics in typical college courses and develop skills necessary for living as individuals 18 in the consumer learning experiences on campus. Supports are provided to students and faculty to enable everyone to be successful.

ACADEMIC ACCESS **CAREER DEVELOPMENT**

CAMPUS MEMBERSHIP **SELF-DETERMINATION**

Alignment with College Systems & Practices

Academic Access, Career Development, Campus Membership, Self-Determination

Openness, Inclusion, Accessibility, Higher Education, Community, Sustainability

As new postsecondary education options for people with ID are developed, errors of the past may be repeated, as segregated practices are developed that succeeding generations will have to struggle to slough. Postsecondary environments are highly valued, and many individuals and their families are thrilled to simply be allowed on campus. This vision of graduate may lead to the acceptance of segregation at college, and slow or halt the advancement of authentic inclusion. (Lilly and Huggins, 2017)

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College Options for People with Intellectual Disabilities

+ **Getting Started**

- Values & philosophical underpinnings
- Form a sustained & meaningful partnership with agencies serving students with intellectual disabilities



Getting Started



- Establish a Leadership Team with key stakeholders both on/off campus — Identify champions
- Create mission statement
- Identify existing campus resources, policies, & structures
- Develop strategic planning process with goals, milestones & timelines
- Start with small number of students (i.e., 3-5)
- Develop recruitment strategies & minimal entrance criteria
- ID naturally occurring opportunities to teach indep. living



Getting Started



- Develop peer mentoring network &/or educational coaches
- Review guidance on program development basics: Think College Standards, Higher Education Opportunity Act, Comprehensive Transition Program
- Office space only – NO classrooms!
- Staffing: 1 coordinator /director & job developer – don't overstaff!
- Develop marketing materials & publicize it!
- Mechanism for ongoing evaluation



Funding Strategies



- **Identify existing resources!**
- TPSID 2nd competition
- Comprehensive Transition Program approval
 - IDEA (see LRE & FAPE handouts)
 - Private foundations
 - Vocational Rehabilitation (KY, CA, PA, HI, SC, FL)
 - Medicaid (NY, VT, NC, CA)
 - State legislature for seed money (SC, MA, GA, KY)
- Tuition
 - Scholarships
 - Private pay
 - Financial Aid
 - CNCS- e.g., Americorp, Vista



Questions?

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