Inclusive Higher Education: The Path to a New Future for Students with Intellectual Disabilities

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What do you want to do after high school?

• Get a job
• Move out
• Buy a car
• Get a boyfriend/girlfriend
• Go into the military
I want to go to college
Who gets to go to college?

- High School diploma
- Passed SATs
- Good grades
- Advanced placement courses
- Seeking a degree
Who doesn’t get to go to college?

- No high school diploma
- No SAT scores
- Limited academic skills
- Limited financial resources
- Not looking for a degree
But what if…..

• You have an intellectual disability
• And you don’t have a high school diploma
• And you’re not sure about passing the placement tests
• You’ve never had a paid job
• And no one has ever said that you should think about going to college?
I still want to go to college
The Vision

- Social connections with family and friends
- Living as independently as possible
- Paid employment in an integrated community setting with appropriate supports
- Connected to adult support systems
- Increased independence & responsibility
- Access to postsecondary education or adult learning

Grigal (2010). Boggs Center Developmental Disabilities Lecture Series
But college for a kid who can’t graduate from high school?

What’s the point?
what did you get out of college?

The RIGHT ANSWERS

• A degree

• A career

• To value the importance of learning
The REAL ANSWERS

• How the system works
• How to work the system

And how to:

A) date
B) write a paper at 3am
C) sneak beer into a dorm
D) all of the above
What did you get out of college?

Other Possible Outcomes

• Explore interests/expand skills
• Create and expand social network
• Discover/recreate who you are
• Gain independence—pay bills, laundry
Other College Outcomes

• How to handle failure
• What works, what doesn't work
• What you need to be successful
• How to access desired knowledge
• How to balance your life & schedule
• What might be the next step
The Ultimate College Outcomes

- Being a consumer of your education instead of a passive recipient
- Viewing the acquisition of knowledge as a desirable experience
- Connecting learning to real outcomes and work opportunities
Are we setting college as a goal for youth with ID?
Post School Goals- NLTS2

• 33% of students with ID had the goal of sheltered employment

• 8% of students with other disabilities had the goal of sheltered employment

-Grigal, Hart, & Migliore, 2011
Predictors of Employment

• The ONLY post-high school transition goal that was a predictor of employment for students with ID was having the goal of attending a two or four year college.

• 11% of students with ID had this goal.

• 58% of students with other disabilities had this goal.
Employment Outcomes

• 43% of working students with ID earn minimum wage or more
• majority work 8 hours a week or less
• Among all disability groups, youth with ID had the lowest rate of paid employment (31%) outside of high school one year after exit.

-Wagner et al., 2003
Employment Outcomes

- 39.9% of 338 graduates with DD (including ID) receiving long term supports, in paid work one year after exiting high school

- Of those working, only 14.2% were employed in individual positions and paid minimum wage.

  - Simonsen (2010)
Connection between PSE and Employment

• Youth with ID who participated in PSE 26% more likely to exit their vocational rehabilitation program with employment and earned a 73% higher weekly income.
  • Migliore and Butterworth, 2008
RSA 911

Youth with ID who experienced PSE

• Had an increased rate of rehabilitation
  – Some PSE 9%
  – Attained Degree 30%

• Had increased earnings
  – Some PSE 27%
  – Attained a degree 53%
Kinds of PSE Experiences

• Dual or Concurrent Enrollment via a college-based transition program
• Adult Enrollment via a program on a college campus designed to serve students with ID/DD
• Access to existing college options
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
Postsecondary Education Research Center (PERC) Data

- Project 2005-2009
- 2 States
- 5 Program Sites
- 36 High Schools
- 112 students
- College based transition programs
PERC Data

• Between 2005 and 2009 data was collected on 96 students with ID.
• 89 were employed in paid jobs while they attended the dual enrollment program.
• The average wage earned was $8.00 per hour and students worked on average 19 hours per week.

• Grigal & Dwyre, 2010
Students Exiting Dual Enrollment Programs with Paid Employment

- Connecticut: 70%
- Maryland: 90%

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Percentage of PERC Students Intending to Pursue Further Education

Connecticut: 100%
Maryland: 80%
National Survey Findings

- 50% 4-year colleges/universities
- 40% 2-year colleges
- 10% Trade & Tech schools

- 45% only adults
- 26% dually enrolled
- 29% served both
Admissions, Courses

- 60% formally enrolled
- 56% special entrance criteria
- 75% group instruction, activities, or social events specifically for students w/ID
- 53% access courses via typical registration process
- 71% don’t take placement test
Myth

“College sounds great but you’re not talking about my kid(s). My kids are…."

– Fill in derogatory label of choice
Reality

Student access to higher education is impacted by

Family Expectations
Family Expectations

are influenced by professional

guidance

knowledge

expectations

All of which are influenced by their past experiences
Which usually is not higher education
So where do students end up?
Sheltered workshops
Remember....

33% of students with ID had the goal of sheltered employment on their IEP!!!
The landscape of PSE

- Low expectations
- Unprepared students
- Few PSE options
- Wide variability and Focus
- Little information in high schools
“Progress lies not in enhancing what is, but in advancing toward what will be.”

-Kahlil Gibran
Higher Education Opportunity Act (HEOA)

- Enacted August 14, 2008
- Reauthorizes the Higher Education Act of 1965, as amended
- Model Demonstration Projects
- Coordinating Center
- Financial Aid access
Definition in HEOA:

A student—
‘‘(A) with mental retardation or 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.
HEOA Eligible Program

- Physical Attendance
- Academic, career, and independent living instruction
- Gainful employment
- Includes advising & curriculum structure
- Provides students with intellectual disabilities opportunities to participate in coursework & other activities with students without disabilities
Inclusive Academic Opportunities

- At least 50% focus on academic components with students without disabilities:
  - Credit-bearing courses
  - Auditing
  - Non-credit-bearing, non-degree courses
  - Internships or work-based training
CTP Programs

– Be offered by an IHE participating in Title IV
– Be delivered to students physically attending the IHE
– Be designed to support students with intellectual disabilities (ID) in preparation for gainful employment
– Include an advising and curriculum structure
– Require students with ID to interact with non-ID students
  • One-half of participation in academic components
  • Other opportunities for inclusive coursework and activities
    • Defined in 34 C.F.R.668.231
The 3 Musts of FSA Eligibility

• Student must have a demonstrated financial need
• Student must be an eligible student with an ID
• Student must be enrolled in an approved CTP Program
What the heck is a TPSID?
TPSID Programs

• Transition Postsecondary Education Programs for Students with Intellectual Disabilities
• Grant funded model demonstration projects
• Funded by the Office of Postsecondary Education
• Collaborates with the National Coordinating Center
TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES (TPSID) GRANTEES

- **TPSID Grantees**
- **TPSID Coordinating Center Grantee**

The map shows the distribution of TPSID Grantees and Coordinating Center Grantees across the United States.
What the TPSIDs Look Like

- 5 TPSIDs serve adults with ID only
- 5 TPSIDs serve students with ID 18-21 years old who are still in high school
- 17 TPSIDs serve both adults & students still in high school
53 IHEs will serve students over 5 years

Number of sites (N=53)

- 2-year IHE Lead Applicant: 22
- 4-year IHE Partner Site: 15
- 2-year IHE Partner Site: 11
- 4-year IHE Lead Applicant: 5
How are program sites who were serving SWID prior to TSPID funding using their TPSID Grant funds? (N=28)

- Providing more academic supports: 89%
- Expanding access to courses: 86%
- Adding staff: 86%
- Providing more social supports: 79%
- Increasing the number of students: 71%
- Funding additional locations: 54%
- Providing more residential options: 46%
- Other: 25%
What other funding sources are TPSID programs accessing? (N=43)

- IHE resources: 63%
- Local school districts: 47%
- State VR funds: 47%
- State I/DD Agency funds: 26%
- Other government grants: 16%
- Private foundation grants: 16%
- Funding from state budget: 14%
- Medicaid: 9%
- Veterans Affairs funds: 7%
- Other: 12%
What credentials are TPSID programs offering? (N=31)

- Certificate specifically for TPSID students: 46%
- Certificate available to both TPSID and non-TPSID students: 29%
- Certificate for TPSID students granted by TPSID (not IHE): 26%
- Certificate for TPSID students issued from local education agency: 7%
- Another credential: 12%
Do TPSID students have opportunities to access campus housing? (N=31)

- Yes: 36%
- No: 32%
- IHE does not provide: 32%
Who provides employment supports to TPSID students? (N=31)

- TPSID staff: 85%
- Supervisors: 78%
- Coworkers: 74%
- Peer mentors: 61%
- State VR agency staff: 58%
- IHE Career Services staff: 42%
- Employment service provider: 32%
- LEA transition staff: 29%
- State I/DD agency staff: 19%
- Other: 12%
- Not provided: 7%
Integration with the IHE
(N=31)

- 87% follow the IHE’s academic calendar
- 97% hold TPSID students to the same code of conduct as other students
- 94% issue student ID cards to TPSID students (86% are identical to non-TPSID students’ IDs)
- 61% issue TPSID students a regular transcript
- 52% have TPSID students attend regular orientation
Employment 2010-11 (N=507)

- Employment History
  - 29% *had been employed* for pay prior to TPSID
  - 55% *had never been employed* prior to TPSID

- Employment Outcomes
  - 165 (33%) students held paid job
  - 55% jobs were individual paid jobs
  - 43% of working students had never had a paid job
So just to be clear

TPSID ≠ CTP
Sure, Meg. Clear as
Higher Education Opportunity Act & Students with Intellectual Disability

Office of Postsecondary Education

Think College National Coordinating Center
Institute for Community Inclusion
UMASS Boston
- Evaluation
- Coordination
- Accreditation & Credentialing

Transition & Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs)
- 27 TPSIDs in 23 states
- 53 IHEs
- 6000 students

Existing PSE Programs
- Not TPSIDs
- Not CTPs

Comprehensive Transition Programs (CTPs)
- Pell grants, SEOG, Work study
- No Loans, No Dual Enrollment
- 8 Approved Existing Programs (Non-TPSIDs)
- 6 Approved TPSIDs

Office of Federal Student Aid

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Standards Based Conceptual Framework

Reflects a *higher education perspective*

*Authentic, inclusive* college education

*Planning, implementation, and* evidence

*Evidence* base
The Think College Standards for Inclusive Higher Education

Alignment with College Systems & Practices

Inclusive Higher Education

Academic Access
Career Development
Self-Determination
Campus Membership

Sustainability

Ongoing Evaluation

Coordination & Collaboration
An organizing structure must:

- Reflect input from key stakeholders
- Reflect frameworks recognized by higher education
- Provide common language to practitioners and researcher
- Allow for growth and expansion
How are TC Standards being used in the field?
Current uses of TC standards

- Planning
- Creating action plans
- Setting goals
- Communication
- Evaluation
**STANDARD 8: EVALUATION:** To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should:

**Quality Indicator 8.1:** Conduct evaluation on services and outcomes on a regular basis, including:

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<th>Benches</th>
<th>Implementation Scale</th>
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<th>2</th>
<th>1</th>
<th>0</th>
<th>NOTES</th>
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<tr>
<td>8.1A: Collection of data from key stakeholders, such as students with and without disabilities, parents, faculty, disability services and other college staff.</td>
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<td>8.1B: Collection of student satisfaction data.</td>
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<td>8.1C: Collection of student exit data.</td>
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<td>8.1D: Collection of student follow-up data.</td>
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<td>8.1E: Review of all data compiled by the advisory team and other stakeholders.</td>
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<td>8.1F: Implementation of program changes as a result of data review.</td>
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So back to my question…

What’s the point?
Positive outcomes for students

• Ability to access adult learning opportunities
• Expanded social networks
• Opportunity to connect learning to personal desired outcome
• Enhanced Employment outcomes
• Socially valued roles and experience
Positive Outcomes for LSS

Enriches transition experiences and outcomes
Builds collaboration
Better employment outcomes
Greater access to PSE
Builds higher expectations
Positive outcomes for IHE’s

• Mission of Diversity
• Enhanced collaborations
• Increased revenue
• Student Opportunities
• Opportunities for faculty and staff
• Funding opportunities
Inform, Connect, Contribute

• Sharing information through training, events like today’s conference, PR
• Connecting new initiatives with existing initiatives –not everything has to be about disability
• Contribute your knowledge and experience to others and build the network.
Postsecondary education is a most important key to shaping a new reality for people with disabilities. It has the exciting potential to create a future based not on low expectations, the cant’s and shouldn’t, but on the high expectations of productivity and personal and economic freedom.

-Madeleine Will
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