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

Meg Grigal, Ph.D.
Think College
Institute for Community Inclusion
University of Massachusetts, Boston
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
But college for a kid who can’t graduate from high school?

What’s the point?
How did the postsecondary education movement begin?

• Inclusive Education
• Seven Years of High School (are you kidding me?)
• No access to college or adult learning
• Low paying jobs or unemployment
What is the experience of a high school student with ID?

• Little input on the classes they take
• Little input on the jobs they get
• Lots of pressure to have a plan
• Low expectations that they will succeed
• No expectations that they will go to college
What did you get out of college?

The RIGHT ANSWERS

• A degree
• A career
• To value the importance of learning
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
• Manage your own time/responsibilities
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
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.
Participants in transition planning

- **VR involvement**
  - 32% of Student with ID
  - 24% other disabilities

- **IHE involvement**
  - 3% for students with ID
  - 5% other disabilities

- Grigal, Hart, & Migliore, 2011
High School Employment

• Youth with ID less likely to be employed than youth with other disability labels.
• 14% work during the summer
• 4% work during the school year
• 17% worked both

-NLTS-2
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)
Postsecondary education access

• Youth with ID least likely to enroll in post-secondary education four years after HS

• 27% of students with intellectual disability enrolled in post-secondary education
  • Newman, Wagner, Cameto, & Knokey, 2009
Some surprising information

• National Council on Disability (NCD) study

• No data that correlated VR services with increased employment outcomes for youth with disabilities

• Data confirmed increased success from participation in postsecondary education

—The Rehabilitation Act: Outcomes for Transition Age Youth
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

Bar graph comparing Connecticut and Maryland on students exiting dual enrollment programs with paid employment:
- Connecticut at 77%
- Maryland at 81%
Percentage of PERC Students Intending to Pursue Further Education

Bar graph comparing Connecticut and Maryland on the percentage of PERC students intending to pursue further education. Connecticut at 94% and Maryland at 84%.
PATHWAYS TO COLLEGE

Traditional Matriculated
- Placement tests, essays
- Pursuing a degree
- Reasonable accommodations

Alternate Non-Matriculated
- Person centered planning
- Individual support plan
- Focus on employment goals
- May not pursue degree/credit

*traditional matriculated: placement tests, essays, pursuing a degree, reasonable accommodations* and *alternate non-matriculated: person centered planning, individual support plan, focus on employment goals, may not pursue degree/credit.*
Claire’s Non-tradition Path

- Attended Threshold in Cambridge, MA
  – only offers clerical or childcare –
  – Really interested in the arts - theatre, poetry

- Enrolled in Edgewood
  – taking English, art, poetry courses
  – plenty of time to hang w/friends
Katie Apostolides
Katie’s Traditional Path

- took SATs /entrance exams - filled out application - site visit for tour/orientation-
- Becker college in Worcester MA –
- 2 yrs - focus on pt assistant-
- Change of focus
- Mt Aloysius College in PA - residential-got an Associates Degree in Human Development w/ focus on ASL
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
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?
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
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
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**
TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES (TPSID) GRANTEE
What we know about TPSIDs:

• 27 TPSIDs to work with another 31 Institutes of Higher Education (N=58)
• 5 Community Colleges lead grantee & another 6 Community Colleges will participate (N=11)
• 22 4-year colleges & universities
• All TPSIDs collaborating with a wide range of disability specific & generic organizations
Implementation

In 2010-11:

- **507** students were served by **20** TPSIDs operating on **31** IHEs
- **8** TPSIDs on **12** IHEs were in a planning year
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
- 6 currently providing residential — more in future (N=10)
- All offering career & employment services
53 IHEs will serve students over 5 years

- 22 2-year IHE Lead Applicant
- 15 4-year IHE Partner Site
- 11 2-year IHE Partner Site
- 5 4-year IHE Lead Applicant

Number of sites (N=53)
% of TPSIDs who have partnerships with the following entities (n=27)

- Education Agencies (K-12, Local, and Regional): 78%
- Vocational Rehabilitation: 63%
- UCEDDs: 41%
- Other IHEs: 41%
- State Education Agency: 33%
- State IDD services agency: 30%
- Employers: 30%
- Community Rehabilitation Provider(s): 30%
- Developmental disability councils: 26%
- Parent/family advocacy or support groups: 19%
- Parent Training Information Ctrs: 19%
- Other: 19%
- Private foundations: 15%
- One-Stop Career Centers: 15%
- Self-Advocacy Groups: 11%
- Public transportation agency: 11%
- Health and wellness organizations: 11%
- Bus Leadership Network (BLN): 7%
- State Dept of Labor: 4%
Course Offerings for TPSID Students

Percent of all courses offered (N=362)

- 64%: For-credit attended by TPSID and non-TPSID students
- 11%: For-credit attended by TPSID and non-TPSID students
- 11%: Continuing Education attended by TPSID and non-TPSID students
- 9%: Non-credit attended by TPSID and non-TPSID students
- 5%: Non-credit attended only by TPSID students

Color Pie chart showing the course offerings for TPSID students and the percentage of all courses offered.
Categories of Jobs Worked by TPSID Students

- Individual paid job: 55% (n=105)
- Paid internship (non-credit): 13% (n=25)
- Federal work-study: 11% (n=21)
- Group paid work (Enclave or mobile work crew): 4% (n=8)
- Sheltered workshop: 7% (n=14)
- Group work training site paid by stipend (below minimum wage): 9% (n=16)
- Individual work training site paid by stipend (below minimum wage): 1% (n=2)
- Individual paid job training site paid by stipend (below minimum wage): 55% (n=105)
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
What we hope to learn from TPSIDs

- What academic, social, employment, and independent living opportunities are TPSIDs providing to students enrolled in their programs?
- What are the outcomes for students and how do these outcomes vary based on student or program characteristics over time?
What we don’t know

- How future reauthorization of legislation will support or conflict with HEOA
- Commitment of the DOE/HHS to future funding of new initiatives
- Impact of existing services on K-12/Higher Education Community
Standards Based Conceptual Framework

Reflects a higher education perspective

Authentic, inclusive college education

Planning, implementation, and evaluation

Evidence base
The Think College Standards for Inclusive Higher Education

- Alignment with College Systems & Practices
- Career Development
- Self-Determination
- Campus Membership
- Ongoing Evaluation
- Sustainability

Circle diagram showing the alignment of college systems and practices with inclusive higher education

© Think College 2012
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
Think College Video

Photo of a man crossing the street in a metropolitan downtown

Interviewer: Can I ask you a question?
Meg Grigal
meg.grigal@umb.edu