

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



UNC

CAROLINA INSTITUTE FOR
DEVELOPMENTAL DISABILITIES

Promoting Success

Higher Education for Students with Intellectual Disabilities

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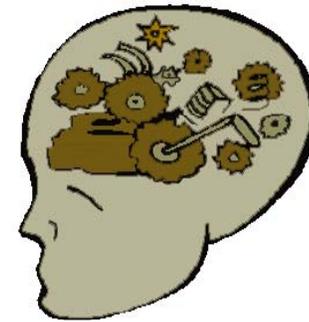


Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



What do you know? What do you think?



- College for students with intellectual/developmental disabilities
- Postsecondary opportunities in NC
- Your professional role/responsibility related to students with I/DD attending college



Objectives

- Learn about higher education opportunities for students with IDD
- Obtain information about program options
- Understand the role of educators for effective transition outcomes
- Apply strategies to support students with I/DD who want to attend college



Definitions

Intellectual/Developmental Disabilities (IDD):

Significant learning & cognitive disabilities that affect a student's opportunity to access standard courses without educational supports

- Services under IDEA through age 21
- Accommodations/alternative assessments
- Alternative diploma track

Postsecondary Education (PSE):

Education after high school; “college experience” has not been available to these students until recently



What has changed??

- Higher Opportunity Act
 - National Coordinating Center
 - Core standards for inclusive programs
 - Model Demonstration Sites
 - Certified Transition Programs
- = a national movement in education reform



What about North Carolina?

- Institute of Medicine Task Force
- Systems changes
- Capacity building
- Increased awareness
- Parent and student expectations
- Professional development



NC Postsecondary Education Alliance

*EDUCATORS, AGENCY REPS, LEGISLATORS, YOUTH LEADERS
& FAMILIES WORKING TOGETHER*

**Collaboration with College Foundation of NC*

**Increasing options &
opportunities for students
with intellectual disabilities**

- ❖ Capacity Building
- ❖ Employment
- ❖ Independent living
- ❖ Quality of life
- ❖ Policy and system change





College Outcomes

Principles /values:

- Person-centered planning
- Support self-determination
- Inclusive social opportunities

Structure:

- Course access w/accommodations
- Individualized support (coach, mentor)
- Work-based learning
- Ongoing evaluation





Alignment with
College Systems
& Practices

**Academic
Access**

**Career
Development**

Ongoing
Evaluation

**Inclusive
Higher
Education**

Coordination
&
Collaboration

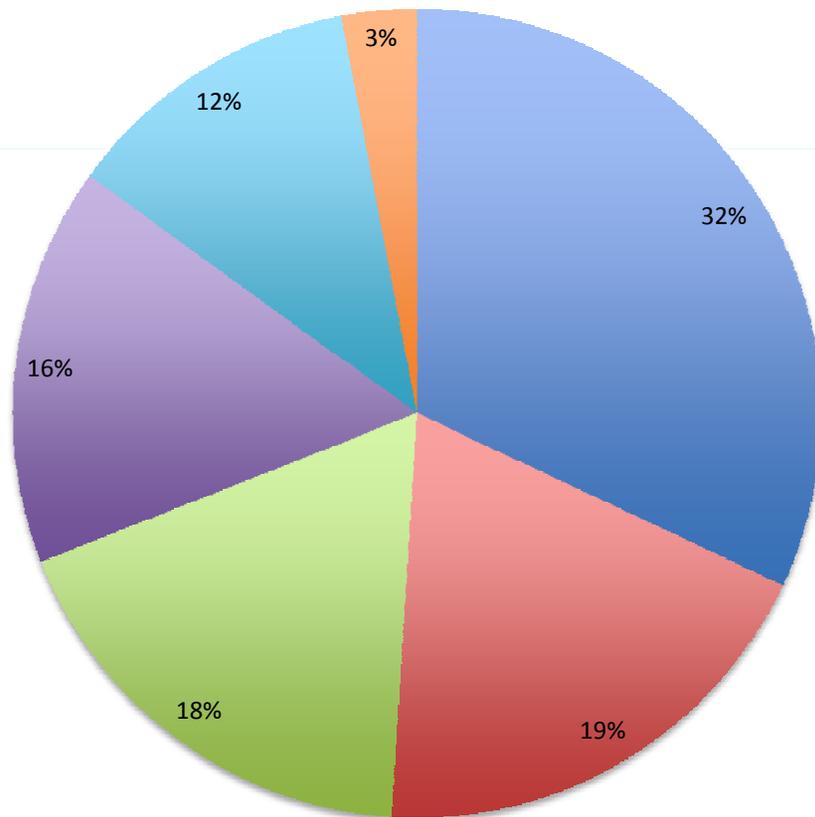
**Campus
Membership**

**Self-
Determination**

Sustainability



Focal Areas of Service



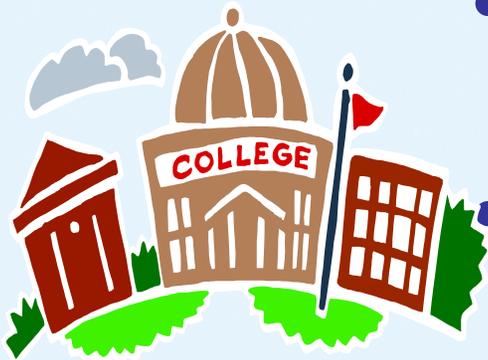
- Employment
- Independent Living
- College course access
- Life skills instruction
- Self-determination
- Social skills

Hart, Grigal, Weir (in press). A national survey of Findings of a national survey of postsecondary education programs for students with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*.



Programs in North Carolina

- 1 program in 2009
- 2013: 10 programs
- 4 in universities
- 6 in community colleges





Programs in NC: universities

- **UNCG: Beyond Academics**
- **Western Carolina University : University Participant (UP)**
 - **model demonstration site)**
- **Appalachian State: Students with Diverse Abilities (SDAP)**
 - **satellite**
- **UNC-CIDD: LEND Advocate Trainee**
 - **Graduate program**



NC Community College Programs

- **Alamance CC- “Career College”**
- **Central Piedmont CC**
- **Cleveland CC- “Connexions”***
- **Randolph CC- “Career College”**
- **Western Piedmont CC- “Access to College Experience” (ACE)***
- **College of the Albemarle (PACE)***
 - * satellite programs through WCU



Evidence from the Field

Does higher education
make a difference?



Integrating Evaluation and Program Development

- Evaluate the impact of the program on students, families, faculty, and campus life
- Evaluate the effectiveness of the program

Our findings:

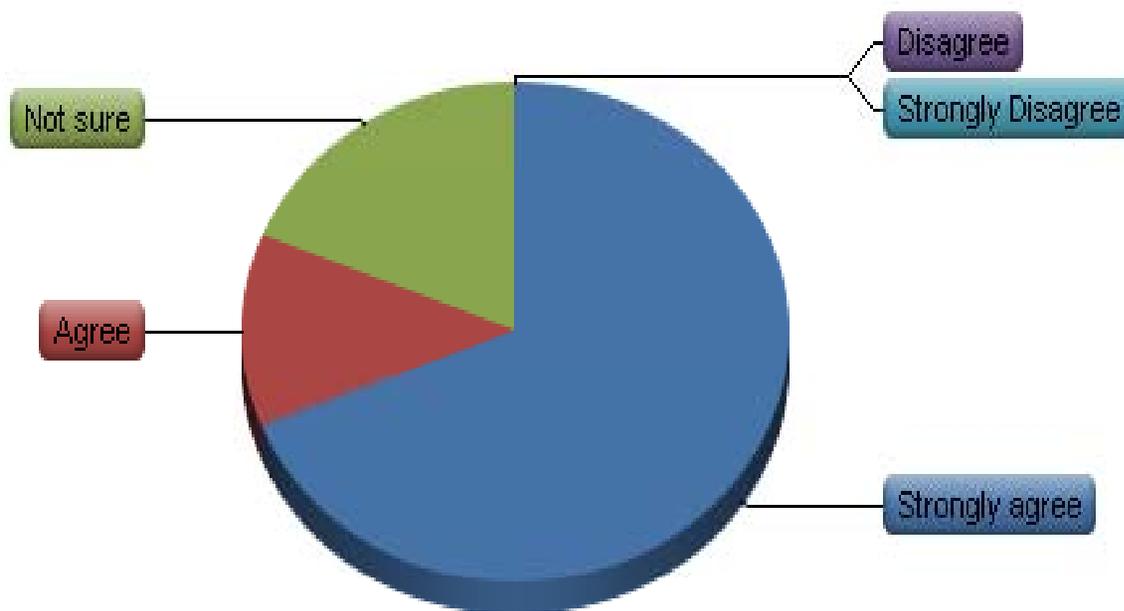
- ✓ Personal development of students
- ✓ Faculty and campus support for inclusion
- ✓ Increased and improved employment opportunities





Faculty Survey

Many students with IDD can benefit from a college experience with adequate supports.



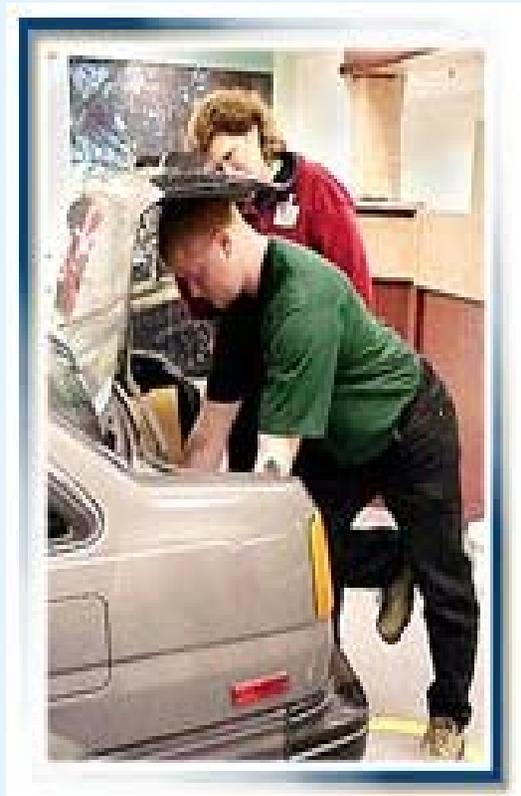


Paid Employment

- Youth who participated in PSE were 26% more likely to leave Vocational Rehabilitation with paid employment
- Earned a 73% higher weekly income
- Individuals need greater access to PSE supported by Vocational Rehabilitation

Data Set: RSA 911

Migliore, A., Butterworth, 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





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**

(Grigal, Migliore & Hart, 2011)





Impact on **Postsecondary Education**

Youth with IDD whose parents expected they would be employed were **28 times** more likely to have enrolled in PSE after leaving high school than youth whose parents did not expect employment.

(Papay, 2011)



Impact on **Employment**

Youth with IDD whose parents expected they would be employed were **58 times** more likely to be employed 2 years out of high school than youth whose parents did not expect they would be employed.

(Papay, 2011)



NCPSEA Summit Evaluation 2013

Resources and information **needed:**

- Capacity building; continue Summits
- Regional implementation groups
- Business leadership involvement
- Community College systems change
- Collaboration of schools/agencies



From (typical) college students:

- “Everyone deserves a chance to learn and to have a job. High School doesn’t do that. I want to see this grow.”
- “I’ve learned not to make assumptions about what they can or cannot do. It’s changed this campus.”
- “As much as they learn, we also learn. If we could translate that into the community, the world would be a better place.”



Myths

- **College is a privilege and not a right**
- **Students with IDD would be uncomfortable in college courses and on campus**
- **Postsecondary education goals are always a part of transition planning**
- **Professors are not likely to accept these students in their classes**



Myths

- **College sounds great but not for my kids- they are (fill in derogatory label of choice)**
- **These students would “take up” the space & resources for better-qualified students**
- **People with IDD can’t really benefit from college**
- **Students with IDD will change the rigor of courses & have a negative effect on peers**



Transition Core Concepts:

- Include all perspectives, disciplines, and organizations that will impact the student
- Self-determination should be the foundation for transition planning
- Interagency collaboration is essential
- Transition should be viewed through a cultural lens



College as a goal for students with I/DD
What is your role?



What do **you** know?

What do **you** think?

- At what age should students think about college?
- How can educators raise awareness about PSE for students with IDD?
- What are the challenges for students with I/DD?
- What is your role/responsibility toward these students?



Questions and Discussion



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 can'ts and shouldn'ts, but on the high expectations of productivity and personal and economic freedom.



Resources

www.cidd.unc.edu/psea - NC Postsecondary Education Alliance: programs, Summit highlights, newsletters

www.thinkcollege.net - College options for people with disabilities

www.cfnc.org - College Foundation of NC: disability rights and PSE programs; parent information

www.nsttac.org - The National Secondary Transition Technical Assistance Center builds capacity for transition outcomes

tnpsealliance.org - Alliance for the advancement of PSE opportunities for people with intellectual disabilities