

Why NOT College?

***Parent Training Centers and
Vocational Rehabilitation's Role in***

***New Directions in Inclusive
Postsecondary Education for Youth with
Intellectual Disabilities***

**TATRA National Conference
Institute on Transition**

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A New Movement towards Postsecondary Education, Employment and Life in the Community

NDSS is leading a national movement to create and expand postsecondary opportunities for students with intellectual disabilities and to promote the systems change needed for high-quality services and sustainability.



Parents, students, parent training centers and VR play an important role.



Why NDSS Focuses on Postsecondary Education

- Key priority for parents and self-advocates
- Transition and Postsecondary Education a major focus in NDSS Governmental Affairs Agenda
- The next innovation that will help overcome poverty and improve opportunities for education, employment and life in the community

Why Do Parents and Students Want Postsecondary Education?

- Result of success of IDEA, K-12 inclusion, technology, health care, living with families
- Desire to learn and socialize with age-appropriate peers, make friends, have a life!
- Desire to continue education, improve employment and independent living outcomes.
- Few other positive options

National Down Syndrome Society: Inclusive Transition and Postsecondary Initiative

- Promote public policy and systems change
- Promote: research, model demos, TA & outreach (new NIDRR & ADD grants)
- Promote public awareness
- Riggio grant: New Jersey model programs
- SC partnership and model programs
- Technical assistance to emerging programs
- O'Neill Tabani Enrichment Fund



The Power of Advocacy in Promoting PSE

- Now 151 initiatives on www.thinkcollege.net
- 108 + additional programs identified
- In 41 states
- Individual students receiving services as well
- Parents, self-advocates, advocacy groups, professionals and state systems change key to growth and success. Vocational Rehabilitation can play a key role!

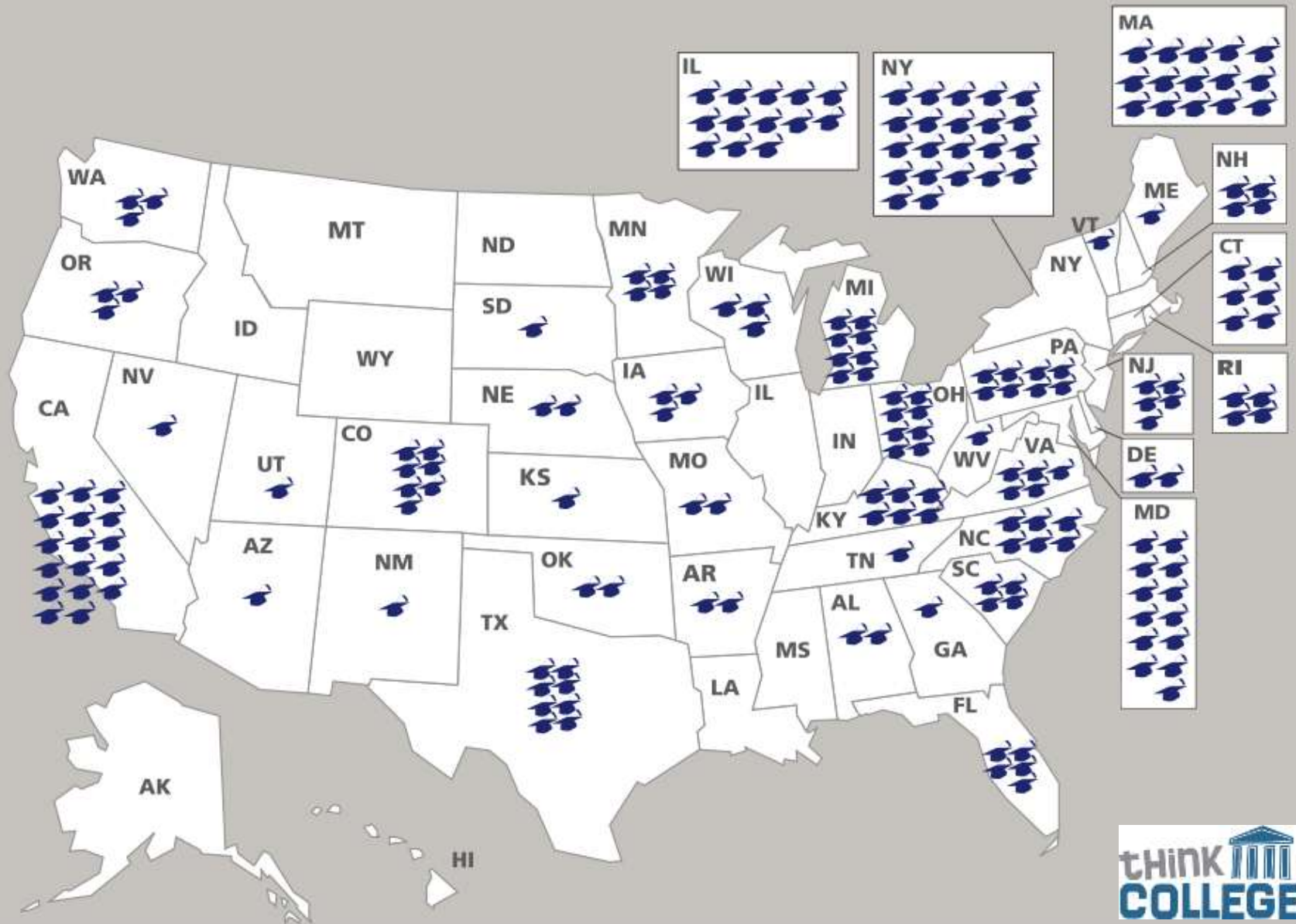
What Do We Know?

- Early research shows good outcomes in employment, social engagement and living more independently.
- Initiatives “popping up” independently in states across the country
- Structure and composition vary
- Services coordinated in various places within colleges & universities
- Funding is a big issue—for parents, school systems and IHEs (no 529’s)

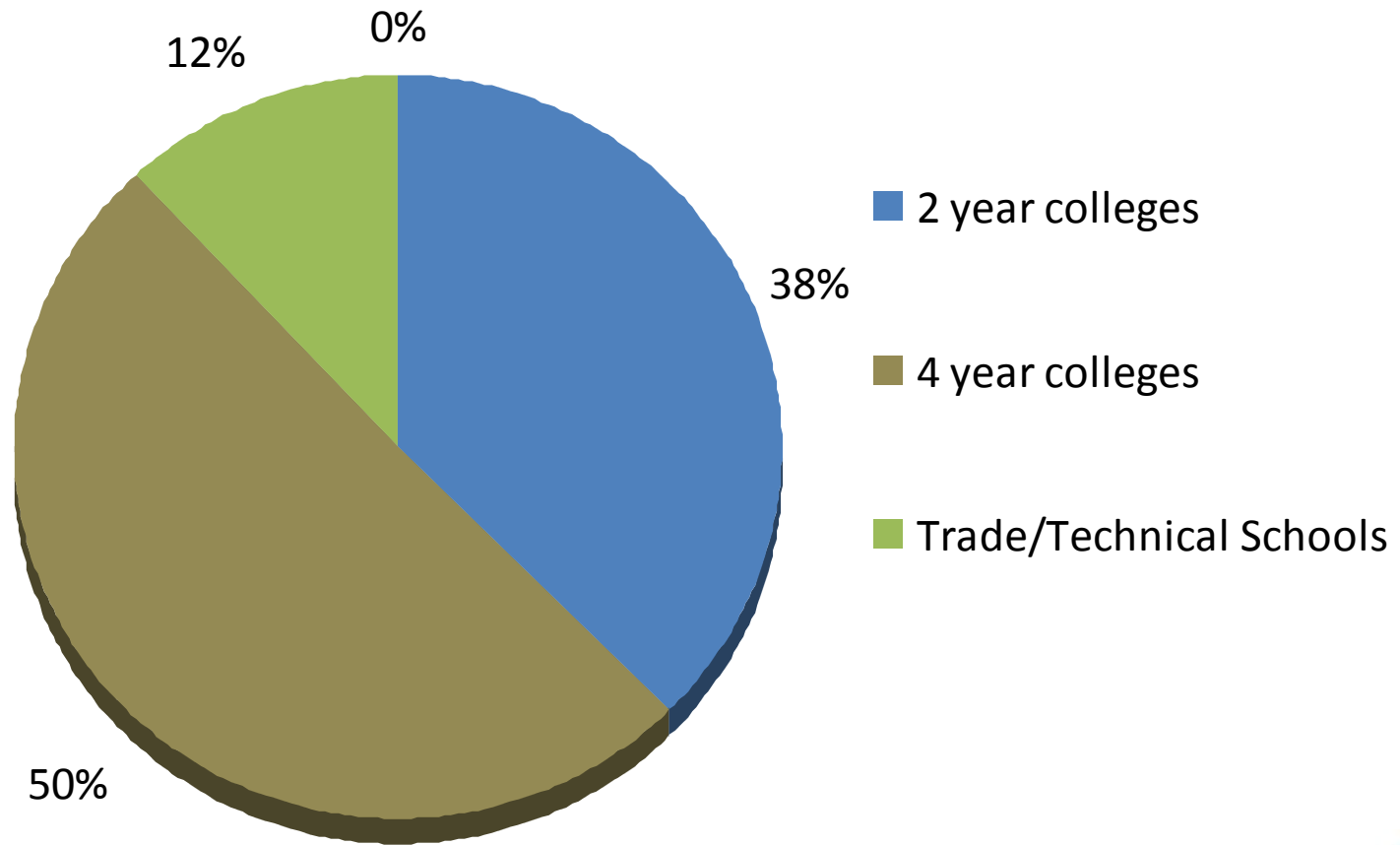
PSE Leads to Employment

- Currently a dismal employment future for adults with intellectual disabilities with low expectations and government programs leading to poverty
- Unemployment, day programs, sheltered workshops common outcomes – rejected by younger adults and families
- Study of 2007 VR data show youth with ID who participated in PSE were 26% more likely to leave VR with a paid job and earn a 73% higher weekly income (Fast Facts)

National College Options for People with Intellectual Disabilities



Type of Institution



Key Components of High-Quality Initiatives

- Academic enrichment
- Vocational experience and paid work leading to competitive or supported employment
- Social opportunities and skills
- Independent living opportunities/dorm



Key Features of High-Quality Postsecondary Initiatives

- Inclusion
- Individualization and person-centered planning
- Mentor utilization
- Universal Design for Learning (UDL)
- Life-long learning



The National Picture: Affordability

- Some programs free to students (run by school districts)
- No 529's & SSI asset limit of \$2,000
- Parent savings: Achieving a Better Life Experience (ABLE) bill introduced, HR 1205 and S493
- HEOA work study and grants
- Scholarships

Who Pays?

Data from a previous ThinkCollege survey – will be updated.

College/University	17.1%
Adult Service Agency	11.8%
Private Pay	51.3%
Scholarship	11.8%
Financial Aid	18.4%
School District	39.5%



Possible Use of IDEA funds

- Dual enrollment: agreements between LEA and IHE take a variety of forms
- “Place” student in IHE through IEP process: LEA pays tuition and for the services IEP team determines necessary
- LEA services to “parentally placed students”

See: <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C5%2C>

Note: Preamble to IDEA 2004 regs states “.... it is up to each child’s IEP Team to determine the special education and related services that are needed to meet each child’s unique needs in order for the child to receive FAPE. Therefore, if a child’s IEP Team determines that a child’s needs can best be met through participation in transitional programs on college campuses or in communitybased settings, and includes such services on the child’s IEP, funds provided under Part B of the Act may be used for this purpose”

Other *possible* sources of funding support for students

- Vocational Rehabilitation: tuition assistance, assessment, job development, job coaching
- Developmental Disability agency funding
- Other sources such as Medicaid waiver, Social Security funds; scholarships, organization donations, national service projects

Higher Education Opportunity Act (HEOA)

- Enacted August 14, 2008
- Reauthorizes the Higher Education Act of 1965, as amended
- Contains important new provisions on universal design for learning, professional development and students with intellectual disabilities

Summary of HEOA ID Provisions

- Allows students with ID enrolled in programs for such students to be eligible for work-study jobs, Pell grants and Supplemental Educational Opportunity Grants for the first time.
- Authorizes inclusive model comprehensive transition and post-secondary programs
- Authorizes new coordinating center

Eligibility for Work-Study Jobs, Pell and SEOP Grants (SEC. 485)

- Must meet definition of student with intellectual disability
- Be enrolled or accepted for enrollment in a comprehensive...program
- Be maintaining satisfactory progress in the program as determined by the IHE, in accordance with standards set by IHE

Definition of a Student with an Intellectual Disability

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.

(Conference Report: includes a student eligible for FAPE not enrolled in public school who can otherwise demonstrate they meet the eligibility criteria)

Steps for Program Approval & Family

Funds are now available, however:

- Regulations needed: Negotiated rule-making process and regulations now final
- US Dept of Education about to release program approval process to financial aid offices
- IHE must submit request for program approval and be approved
- Family must fill out the FAFSA

Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (SEC 767)

- Competitive grants to IHEs or consortiums of IHEs to create or expand high-quality, inclusive programs
- Administered by Office of Postsecondary Education in US Department of Education
- Grants awarded for 5 years
- FY 2010 appropriations - \$11 million per year

Newly Funded National Initiatives

- National Consortium of Individuals with Developmental Disabilities in Postsecondary Education (NCIDD-PSE)
- Center on Postsecondary Education for Students with Intellectual Disabilities
- Administration on Developmental Disabilities, National Training Initiative (NTI)
- National Institute for Disability & Rehabilitation Research, Disability Rehabilitation Research Program (DRRP)



NDSS Partnerships for Systems Change

- New Jersey
- South Carolina
- Ohio
- Tennessee
- Indiana



NDSS Transition & Postsecondary Education Project in New Jersey

- A demo project funded by a grant from Laura and Steve Riggio through the National Down Syndrome Society (NDSS)
- Task Force of experts recruited: family members, individuals with disabilities, educators, state agency administrators
- Task Force research and analysis of existing programs and policies, desired outcomes, key components
- RFP to all 2 & 4 year IHEs, 2 programs funded for 3 years each

The College of New Jersey Career & Community Studies CCS

<http://www.tcnj.edu/~ccs/>



- CCS at TCNJ is a transition and postsecondary course of study for students with intellectual disabilities who desire a postsecondary experience on a college campus.
- Classes started Fall 2007: 6 to 8 students admitted each year

First CCS Students



Mercer County Community College

DREAM Program

**Developing Real Expectations
and Achieving Mastery**

http://www.mccc.edu/student_services_needs_dream.shtml



South Carolina

Began with Donald Bailey's vision for his son, Alston.

Mr. Bailey:

- Networked and connected with other parents in SC & NC
- Formed a Board, College Transition Connection (CTC)
- Researched what was happening nationally
- Contacted NDSS



South Carolina Partnerships

- Partnership with College Transition Connection and NDSS
- NDSS provides national expertise, grant administration, technical assistance. CTC provides local and state expertise, contacts, funding.
- Center for Disability Resources role (UCEDD)
- Developmental Disabilities Council funds for Roundtable and experts
- CTC: <http://collegetransitionconnection.org/>



Action Steps Summary

- CTC Board raised substantial funds, obtained non-profit tax status, developed website
- Task Force reviewed NDSS/N.J. model, RFP and speaker from N.J. task force
- CTC Board visited The College of New Jersey and Mercer County Community College in New Jersey
- RFP sent to all IHEs and Roundtable held
- Task Force reviewed applications, visited sites, recommended funding to CTC Board (grants awarded)
- Obtained funding from State – S.C. General Assembly
- Ongoing TA and collaboration through Task Force

Model Program Grants

- University of South Carolina, Columbia students started in the Fall of 2008.
- Clemson University students started January 2009
- Coastal Carolina University students started Fall of 2009
- College of Charleston students in Fall 2010
- \$155,000 to each over three years
- Winthrop University small start-up grant



SC Vocational Rehabilitation Agency

- Serves on CTC Task Force and hosted Task Force meeting and tour of facility, offered resources
- conducts individual assessments
- provides monthly stipends to eligible students
- VR counselor assigned to each CTC college/university with leadership and coordination by Shannon Lindsey

Tennessee

- NDSS GAC training: affiliates chose postsecondary education as a priority
- Meeting jointly sponsored by Down syndrome affiliates, other disability organizations. Funded by UCED, DD Council and NDSS.
- All key agencies & 9 colleges participated: agreement to form coalition
- Visited TCNJ and Mercer in New Jersey
- DD Council grant of \$525,000 over 3 years for model program to Vanderbilt



Massachusetts Inclusive Concurrent Enrollment Initiative

Coalition convinced state to appropriate funds:

- \$2 million first year
- \$1.6 million second year
- approximately \$1.3 million third year

6 partnerships consisting of an IHE and school district(s)

Key Steps for Statewide Success

- Identify if PSE programs/services exist in your state:
www.thinkcollege.net
- Identify organizations and key leaders interested in supporting creation or expansion of services
- Work with NDSS affiliates, other advocacy groups, UCEDD, DD Council, VR, other state agencies etc. to form Task Force and identify start-up funding
- Hold a Roundtable with experts
- Support Task Force in building relationships with state agencies, developing funding sources and partnerships and promoting systems change

How VR Can Support PSE Opportunities Leading to Employment: Statewide Efforts

- Identify if PSE programs/services exist in your state:
www.thinkcollege.net
- Work with parent groups, UCEDD, DD Council, other state agencies and advocacy groups, etc. to form a Task Force and identify start-up funding
- Help fund a Roundtable with experts
- Support Task Force in building relationships with state agencies, developing funding sources and partnerships and promoting systems change; funding new programs
- Collaborate with IHEs on Model Demo applications
- Explore opportunities to blend and braid funds

How VR Can Support PSE Opportunities: Follow California's lead

- CA Department of Rehabilitation is funding \$1 million per year for three years to develop model programs (as described in HEOA) at 4 to 5 community colleges
- Each program will enroll 20 students per year
- Ultimate objective is gainful employment
- If successful, likely to continue

How VR Can Support PSE Opportunities: Program and Individual Support

- VR support for volunteer and paid work for students while in school, including weekend and summer jobs
- Include PSE in IPE if desired
- Provide tuition assistance
- Collaborate with programs and provide job development, job coaching, on-the-job training, extended situational assessments, etc.
- Collaborative planning and resources around individuals

Tips for Involving IHEs

- Develop a committee of interested parents, self-advocates, professionals, organizations
- Contact local school districts to participate
- Research quality services and national picture and possible start-up funding
- Consider how PSE for students with ID could fit into the mission of the IHE and how IHE would benefit
- Identify contacts at the IHE and find/develop a champion

Important Info for Families and Students

- College *is* a possibility for students with intellectual disabilities
- Start planning for college early and be prepared
 - Inclusive education and access to curriculum
 - Literacy skills (reading, writing, math)
 - Self-advocacy and independent living skills
 - Communications and social skills
 - Paid jobs while in school
 - Research and visit colleges
 - IEPs and transition plans should reflect goals in these areas and post secondary outcomes of college, work and independent living

Important Info for Families and Students

- ▶ possible financial aid and funding sources
- ▶ what VR can offer in your state
- ▶ students who are/were home-schooled or in private school need to obtain IDEA eligibility prior to “aging out”
- ▶ the use of IDEA funds through the IEP and dual enrollment programs
- ▶ state and national resources
- ▶ Think College and NDSS websites

Dream BIG! Plan now for the future!



Resources

National Down Syndrome Society

www.ndss.org

To locate postsecondary programs, check:

www.thinkcollege.net

Universal Design for Learning (UDL)

www.cast.org

For info on postsecondary Universal Course Design

<http://www.eeonline.org/>



Resources, continued

To find the University Center on Excellence in
Developmental Disabilities in your state:

<http://www.acf.hhs.gov/programs/add/states/ucedds.html>

To find the Developmental Disabilities Council in your state:

<http://www.acf.hhs.gov/programs/add/states/ddcs.html>

On Campus Outreach (Transition and Postsecondary Links
page)

<http://www.education.umd.edu/oco/resources/links/transition.html>



Resources, Continued

To order “Transition Services for Students with Significant Disabilities in College and Community Settings”

www.proedinc.com

Institute for Community Inclusion

<http://www.communityinclusion.org/>

Research to Practice Brief funded by US DOE

www.communityinclusion.org/article.php?article_id=178&type=topic&id=7





About NDSS

The National Down Syndrome Society is a nonprofit organization representing the more than 400,000 Americans who have this genetic condition. NDSS is committed to being the national leader in supporting and enhancing the quality of life, and realizing the potential of all people with Down syndrome. We demonstrate this commitment through our education, research and advocacy initiatives that benefit people with Down syndrome and their families.

To learn more about NDSS, and our transition and postsecondary education initiative, visit www.ndss.org or contact Stephanie Smith Lee at slee@ndss.org

Visit the NDSS Advocacy Action Center to join the action alert list.



To learn more about the *National Consortium of Individuals with Developmental Disabilities in Postsecondary Education* and the *Center on Postsecondary Education for Students with Intellectual Disabilities* visit www.thinkcollege.net

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