Barriers, Needs & Solutions to Creating Inclusive Higher Education Options for Individuals with Intellectual & Developmental Disabilities

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NATIONAL COORDINATING CENTER

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Acknowledgement

We wish to acknowledge the Florida Developmental Disabilities Council, Inc. for their funding and support of these initiatives

Dollars granted through FDDC are funded and sponsored by the United States Department of Health and Human Services Administration on Developmental Disabilities and the Florida Developmental Disabilities Council, Inc.

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AGENDA

1. Background
2. Research Methods
3. Barriers & Solutions
4. Recommendations
5. Discussion

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Inclusive CTE Postsecondary Programs for Students with Intellectual and Developmental Disabilities

- Florida Developmental Disabilities Council has funded two inclusive postsecondary education initiatives in Florida's **dual** career and technical education (CTE) system for students with intellectual and developmental disabilities:
  - Project Achieve/Vertical at Florida State College at Jacksonville, a **state college** initiative
  - Project TOPS at Robert Morgan Education Center and Technical College, a **school district** initiative

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Why Does FDDC Support Postsecondary CTE Options for Students?

- Students enrolled in career certificate programs (formerly known as PSAV or postsecondary adult vocational) can earn **meaningful credentials** that lead to employment:
  - Occupational Completion Points (OCPs) are embedded in CTE programs
  - Certificates of completion
  - Industry certification

- With additional support, students with intellectual and developmental disabilities master the same CTE competencies as other students

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FSCJ Project Achieve/Vertical Achievements

- Student completion from 2011-16
  - Students enrolled in career certificate programs completed these programs at a 72% rate (49 of 68 students)
- Employment from 2011-17
  - 83% of career certificate program completers obtained paid employment (44 of 53 students)

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Robert Morgan
Project TOPS Achievements

- Student outcomes for year four (4)
  - Sixteen (16) of twenty-nine (29) students earned at least one occupational completion point, and five (5) students were full program completers
  - All three (3) students who took Photoshop industry certification exams passed
  - Six (6) students competed in SkillsUSA (CTE student organization) state competition this year earned a medal, including all three (3) medals for employment preparation

- A FCSUA-approved Florida Postsecondary Comprehensive Transition Program (FPCTP) and an enhancement grant renewal; state scholarships for students with intellectual disabilities

- A USDOE-approved Comprehensive Transition Program (CTP); federal scholarships for students with intellectual disabilities

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Student Success Stories

- With the support of FSCJ Project Achieve/Vertical, one student completed the Automotive Service Technology Program at FSCJ. He worked as an Assistant Manager at Jiffy Lube and was later employed with a Mercedes dealership.

- A Project TOPS student enrolled in the Robert Morgan CTE Commercial Foods and Culinary Arts program worked at a restaurant as a dishwasher/busboy. Based on self-advocacy and the technical skills he acquired in his culinary program, his position was upgraded to food preparation/busboy, and he received a $3/hour raise.

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Inclusive Postsecondary CTE Options for Students with Intellectual Disabilities Are Expanding

- Seven (7) approved FPCTPs
  - Five technical colleges: Robert Morgan*, Florida Panhandle*, Ft. Myers/Cape Coral, McFatter, Orange
  - Two state colleges: Florida Keys*, Indian River*

- *Students enrolled in these PSEs are in an USDOE-approved Comprehensive Transition Program (CTP), where they may qualify for certain federal financial aid: Pell, work study, and Supplemental Educational Opportunity Grant (SEOG)

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What's Think College's Role?

- The Think College initiative was funded by FDDC beginning in 2018 to increase expansion of and access to at least three (3) models of postsecondary education and training opportunities for students with intellectual and developmental disabilities

- This initiative is supported under FDDC's five-year state plan

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The FDDC Think College Initiative

- Supports the expansion of **three inclusive postsecondary education models**, including two (2) CTE models and Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs)

- It includes students with intellectual **and other developmental disabilities**

- It is intended to result in "improved and equitable access for students with the **most significant disabilities**"

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Think College National Coordinating Center

Federally funded since 2010 to provide **coordination, training & technical assistance** to any college or university who wants to establish or improve postsecondary education opportunities for students with intellectual disability on their campus

www.thinkcollege.net

COLLEGE SEARCH

RESOURCE LIBRARY

INNOVATION EXCHANGE

WHAT'S HAPPENING IN YOUR STATE

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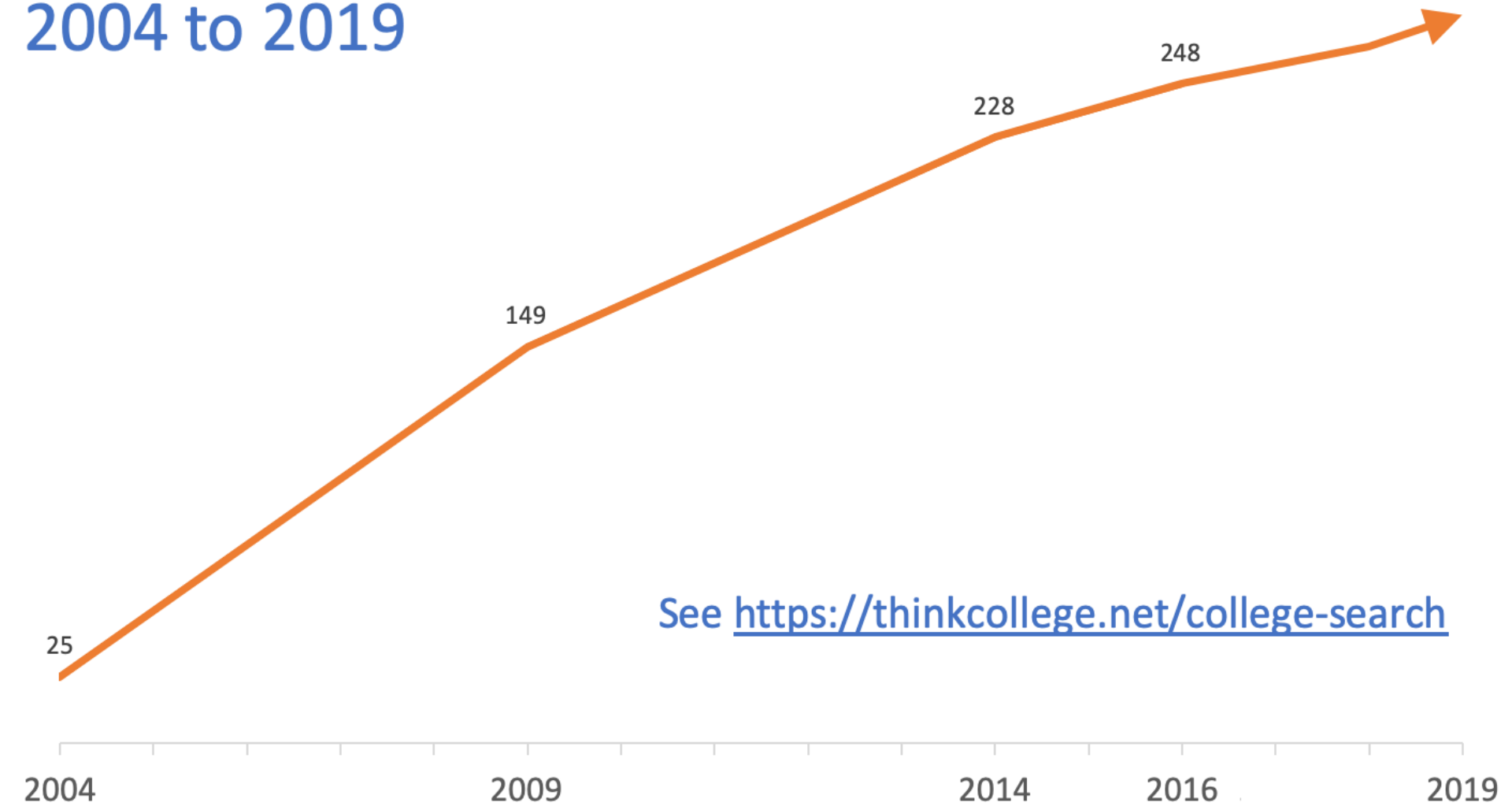
Higher education programs for students with intellectual disability in the U.S. 2004 to 2019

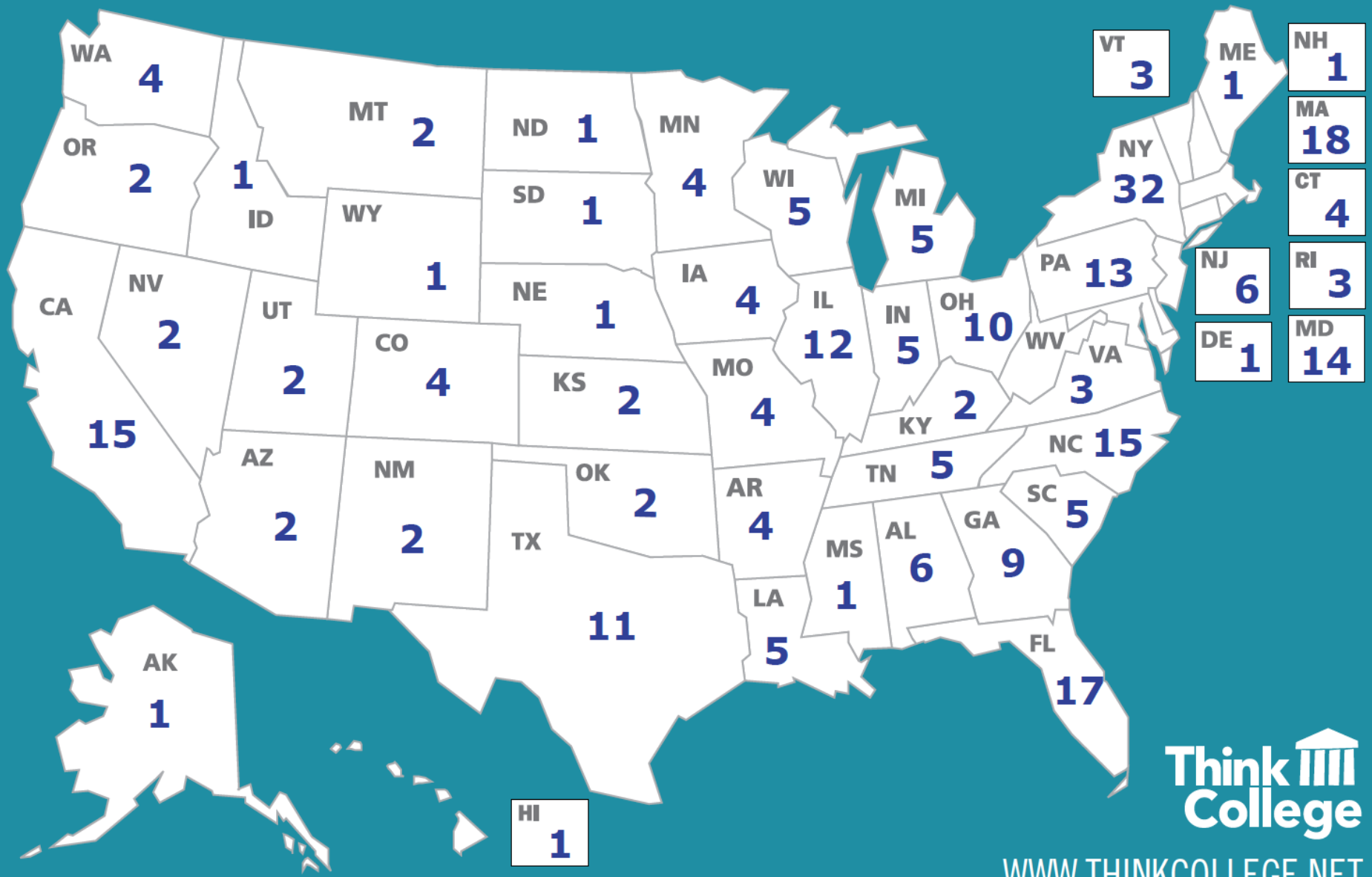
274



See https://thinkcollege.net/college-search

COLLEGE OPTIONS for STUDENTS with INTELLECTUAL DISABILITY, August 2019

TOTAL NUMBER OF PROGRAMS: **274**



last updated 7-18-2019

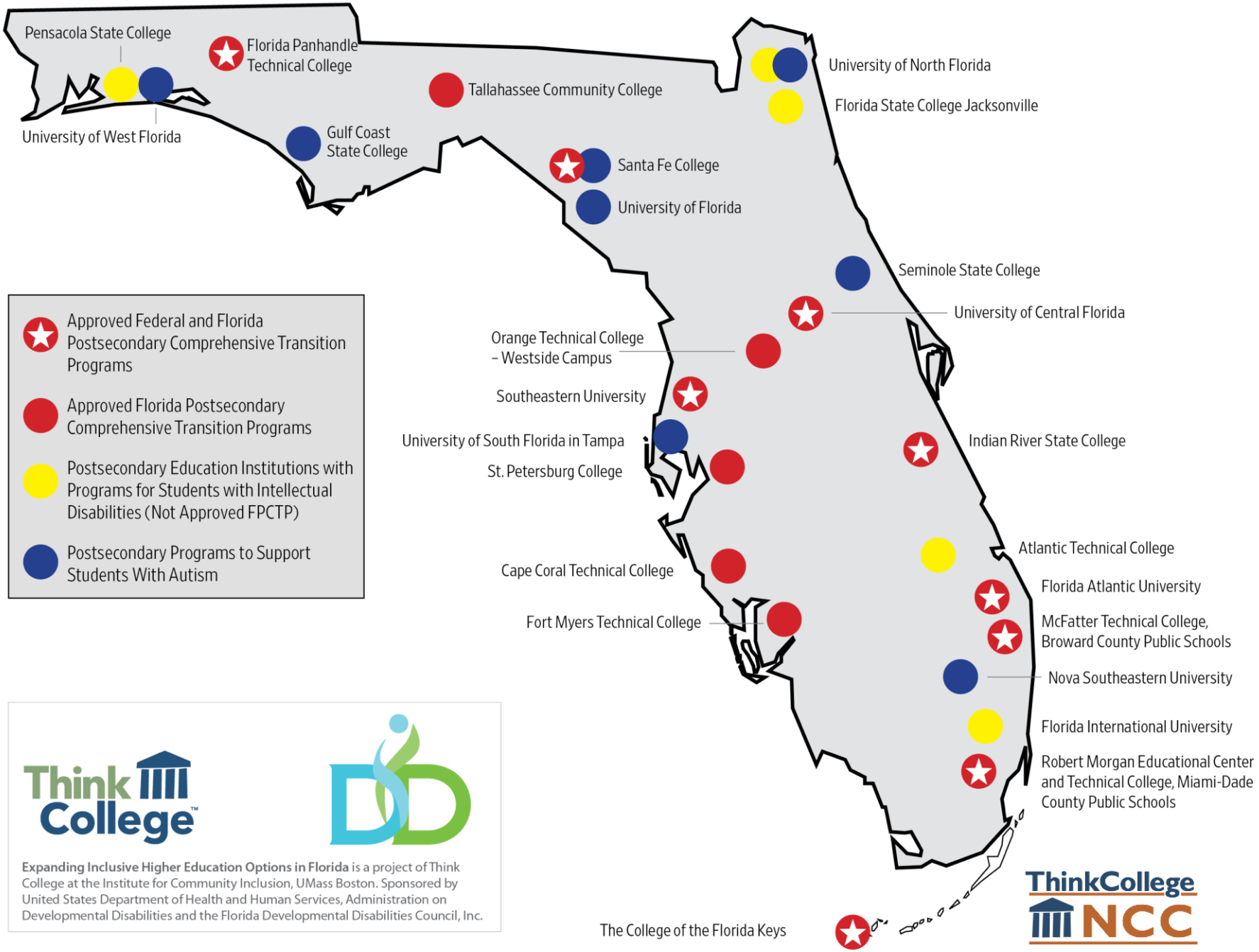
Think College

WWW.THINKCOLLEGE.NET

4,627

6%

Florida Postsecondary Education Programs



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Expanding Inclusive Higher Education Options in Florida is a project of Think College at the Institute for Community Inclusion, UMass Boston. Sponsored by United States Department of Health and Human Services, Administration on Developmental Disabilities and the Florida Developmental Disabilities Council, Inc.

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Overarching Goals

- Identify barriers in Florida's universities, colleges, and technical colleges that impede development of services that students with IDD need to be successful.
- Identify solutions to barriers and needs including policies and practices.
- Develop the FDDC Strategic Plan that details how solutions to barriers and needs will be addressed.

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Research Methods

IHEs with no PSE program, IHEs with PSE program, IHEs starting a PSE program

Established Project Leadership Committee that guided:

- 3 Focus Groups
- 3 Online Surveys
- 5 Key Informant Interviews

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Survey Distribution

Total	Institution Type
2	Charter Technical Career Centers
46	Technical Colleges (also known as Career Centers)
28	Florida College System Institutions
12	State Universities
32	Independent College or University

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Top 10 Barriers

Barrier	Total (%) / Domain
Limited transportation options	20 (67%) / external
Limited knowledge & experience of faculty	18 (60%) / resource
Lack of established pathway to competitive integrated employment upon program completion	18 (60%) / operational
Faculty burden	17 (57%) / resource
Limited tutoring, mentoring or additional academic supports	16 (53%) / operational
Limited course availability & offerings	16 (53%) / operational
Financial burden of providing a program of services to students w/ IDD	15 (50%) / resource
Limited understanding & awareness of families	14 (47%) / external
Limited support from institutional leadership	12 (40%) / resource
Limited credentialing options	12 (40%) / operational

Results of Focus Groups & Interviews

Theme 1: Navigating an IHE system that does not support college students with IDD

Theme 2: Addressing ongoing challenges that impact student success

Theme 3: Sustaining college as a postsecondary option

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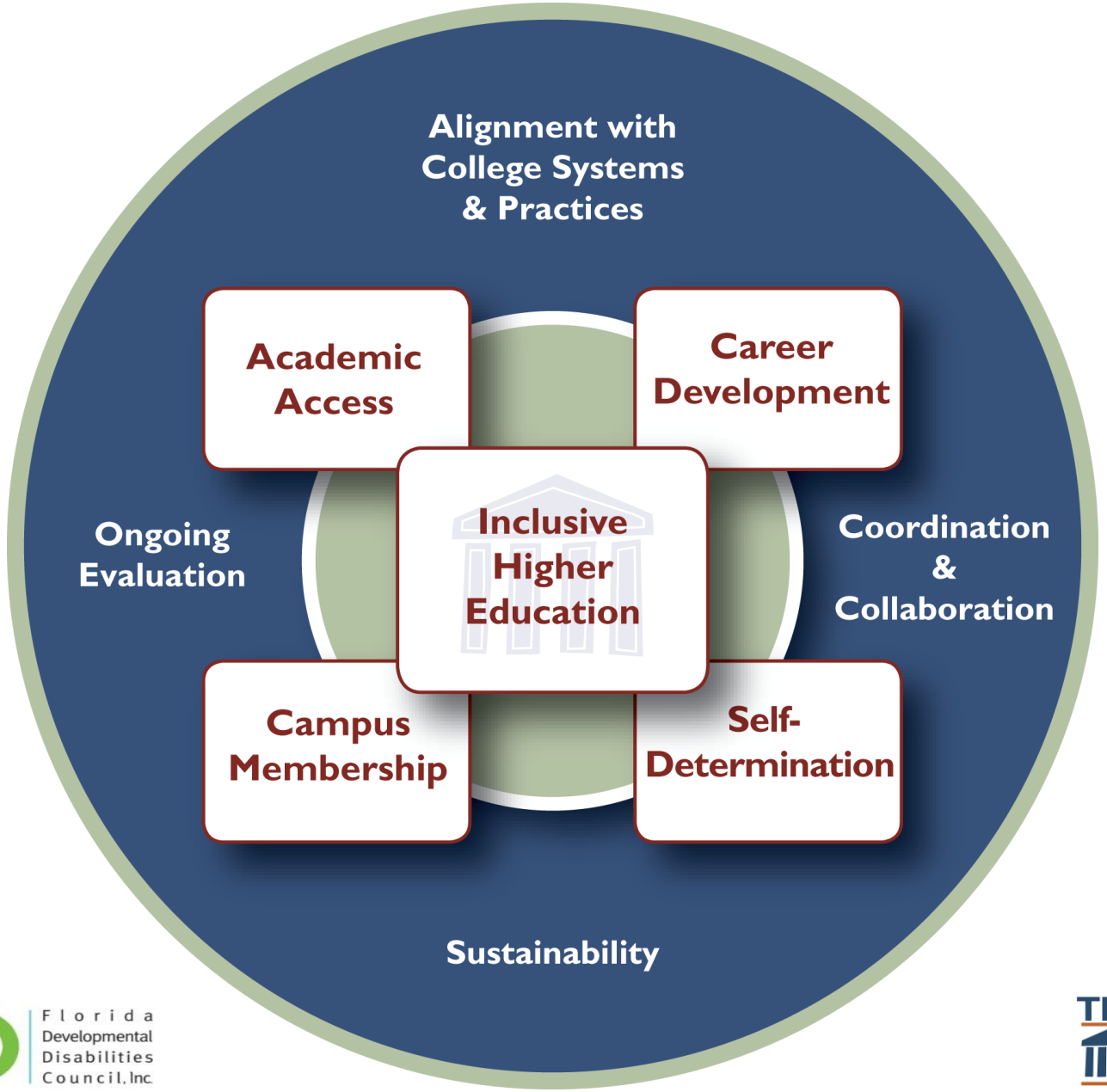
Think College Standards, QIs, & Benchmarks



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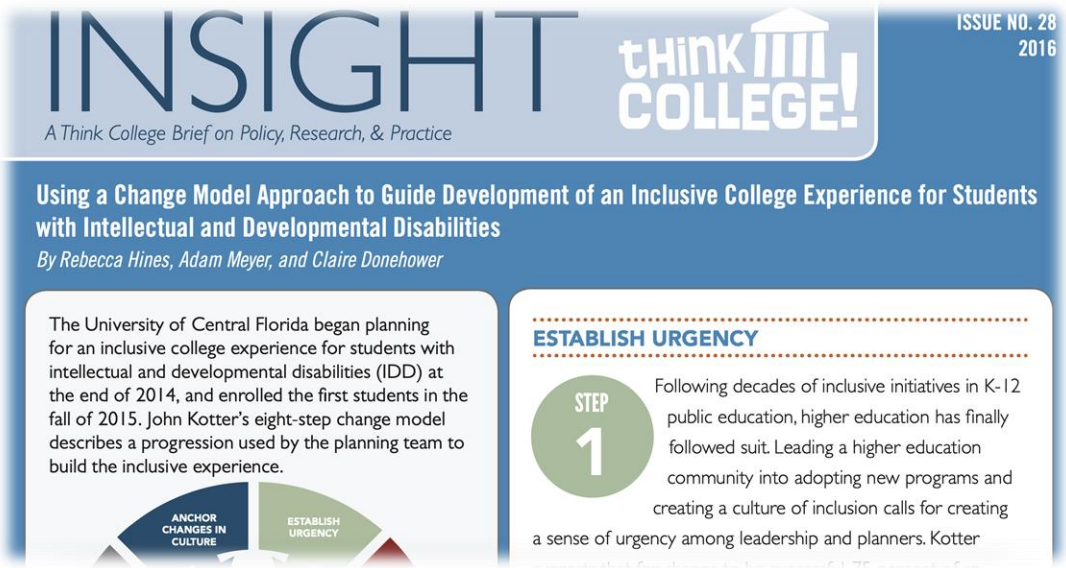
Programmatic Barriers & Solutions

1.Lack of institutional support

Solutions:

8-step change model



INSIGHT

A Think College Brief on Policy, Research, & Practice

think COLLEGE!

ISSUE NO. 28
2016

Using a Change Model Approach to Guide Development of an Inclusive College Experience for Students with Intellectual and Developmental Disabilities

By Rebecca Hines, Adam Meyer, and Claire Donehower

The University of Central Florida began planning for an inclusive college experience for students with intellectual and developmental disabilities (IDD) at the end of 2014, and enrolled the first students in the fall of 2015. John Kotter's eight-step change model describes a progression used by the planning team to build the inclusive experience.

ESTABLISH URGENCY

STEP 1

Following decades of inclusive initiatives in K-12 public education, higher education has finally followed suit. Leading a higher education community into adopting new programs and creating a culture of inclusion calls for creating a sense of urgency among leadership and planners. Kotter

Establish college-based advisory board to ensure ongoing communication and goal development to sustain services and supports for students with IDD (Bernard, 2018)

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Programmatic Barriers & Solutions

2. Course access & credential options

Solutions: Course Access

INSIGHT
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Think College
ISSUE NO. 35
2017

Inclusive Advising: Strategies to Facilitate Academic Advising for Dually Enrolled Students with Intellectual Disability

By Ty Hanson, Lyndsey Nunes, Andrea Hojnacki, and Christina Raeke

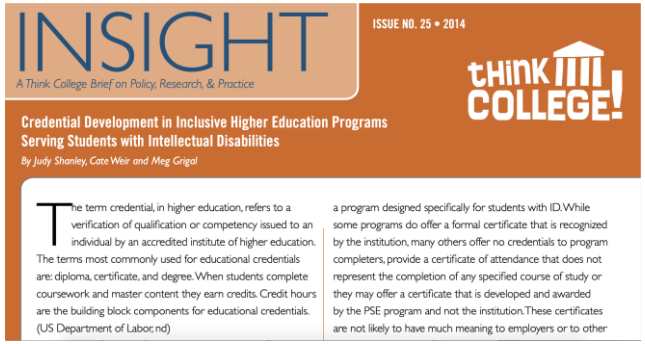
Many students, between the ages of 18-21, with intellectual disability (ID) are now receiving their transition services in higher education settings across the nation and, as a part of these services, are taking college classes. Typically college students select their courses with the guidance of an academic advisor; and these professionals also play a key role in guiding students with ID. Skilled academic advisors can promote student success by encouraging their advisees' full engagement in campus life, inside and outside the classroom.

Key Components of Inclusive Course Access, Advising and Registration

A. The dual enrollment team advises the students on developing a schedule that includes academic, employment, and campus activities.

B. Students' course of study is

Credential Options



INSIGHT
A Think College Brief on Policy, Research, & Practice
ISSUE NO. 25 • 2014
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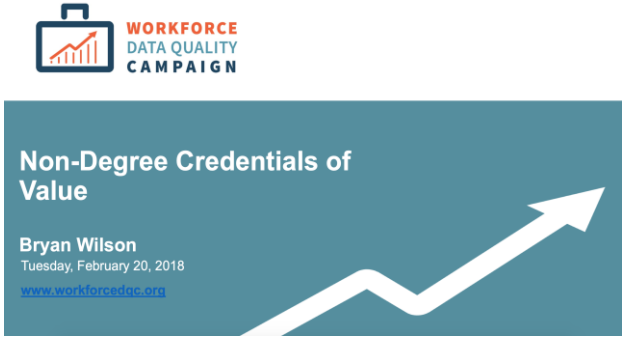
Credential Development in Inclusive Higher Education Programs Serving Students with Intellectual Disabilities

By Judy Shanley, Cate Weir and Meg Grigal

The term credential, in higher education, refers to a verification of qualification or competency issued to an individual by an accredited institute of higher education. The terms most commonly used for educational credentials are: diploma, certificate, and degree. When students complete coursework and master content they earn credits. Credit hours are the building block components for educational credentials. (US Department of Labor, nd)

a program designed specifically for students with ID. While some programs do offer a formal certificate that is recognized by the institution, many others offer no credentials to program completers, provide a certificate of attendance that does not represent the completion of any specified course of study or they may offer a certificate that is developed and awarded by the PSE program and not the institution. These certificates are not likely to have much meaning to employers or to other



WORKFORCE DATA QUALITY CAMPAIGN

Non-Degree Credentials of Value

Bryan Wilson
Tuesday, February 20, 2018
www.workforcedqc.org

The ***Florida Consortium on Inclusive Higher Education*** development of the ***IPSE Credential Guidance Brief Series***: a set of 6 stand-alone briefs to guide inclusive postsecondary education staff, and secondary educators in understanding how to develop a credential and the supporting program of study.

https://fcihe.com/resources/programdevelopment/credential-guidance

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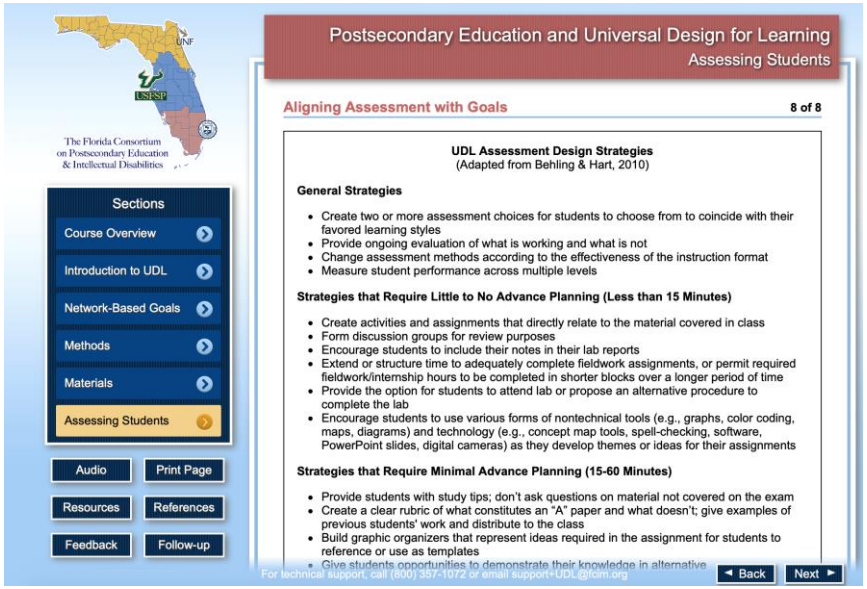
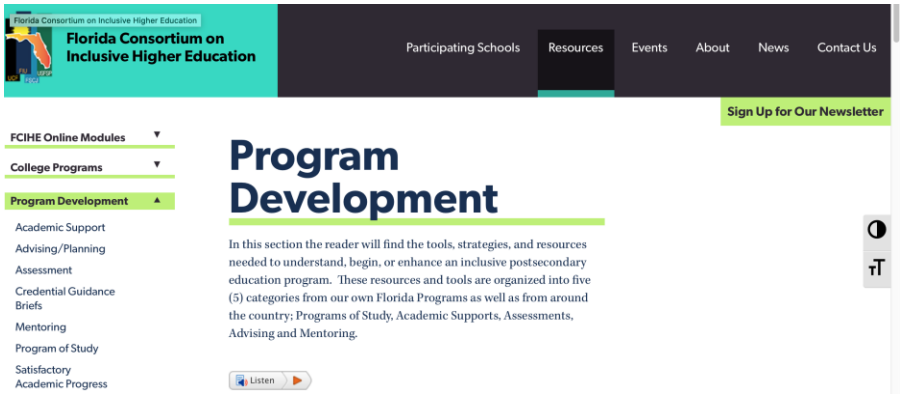
Programmatic Barriers & Solutions

3. Faculty preparation





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4. Student support at college

7 Steps for Disability Services Offices and Programs for Student with ID to Work Together

1. Consider the Mission Statements of both Disability Services and Programs for Students with ID	
BOTH OFFICES	
• Expect that each office and program may perform missions differently	
• Understand similarities and differences to help define roles	
DISABILITY SERVICES	**PROGRAMS FOR STUDENTS WITH ID**
• Provide equal access to all SWD	• Provide educational opportunities and support for SWID

2. Define Roles and Responsibilities of Each Office	
BOTH OFFICES	
• Determine who is responsible for providing each service or support to the student. A Memorandum of Agreement (MOA) can be a helpful tool in determining who is responsible for accommodations or supports	
• Understand the differences between accommodations and modifications	
• Work collaboratively to ensure students have access	
DISABILITY SERVICES	**PROGRAMS FOR STUDENTS WITH ID**
• Arrange appropriate accommodations: Accommodations are supports and services provided to help a student access the general education curriculum and validly demonstrate	• Arrange appropriate modifications for audited, non-credit participation in course: Modifications are individualized changes made to the content and performance

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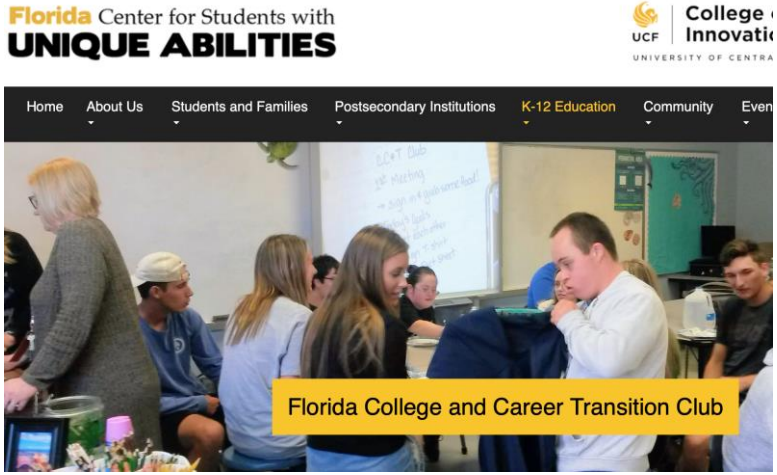
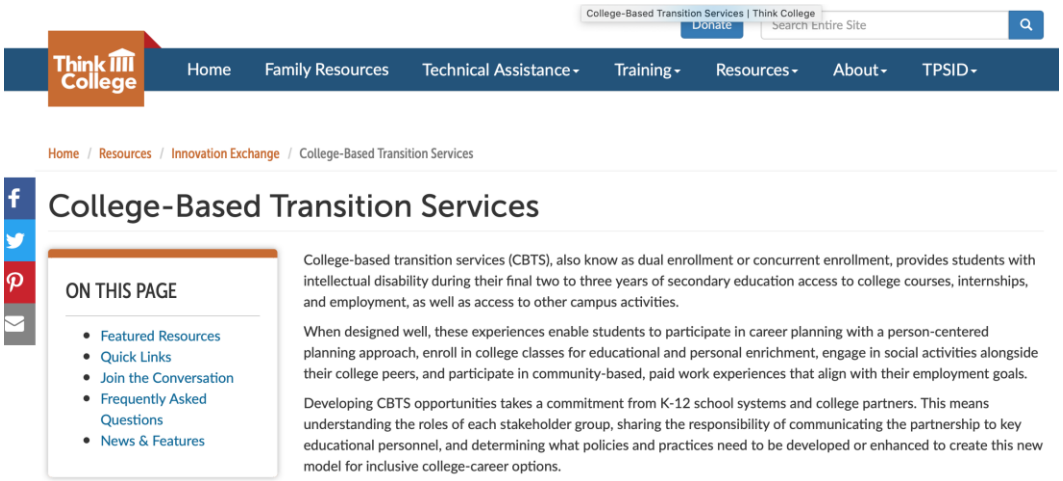
Programmatic Barriers & Solutions

5. Student preparation for college in secondary settings





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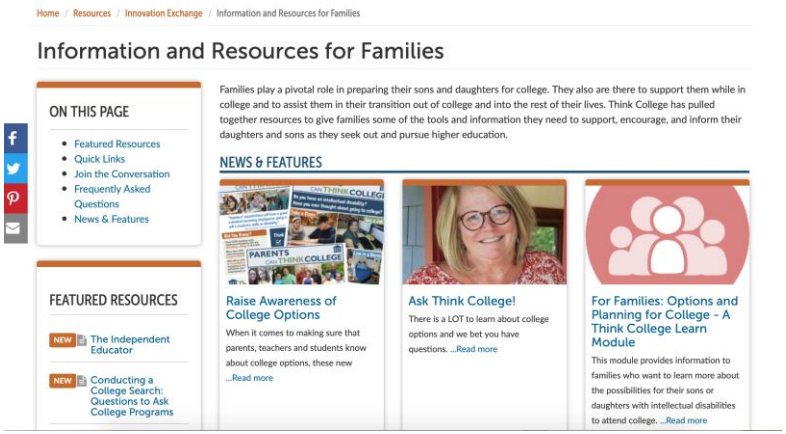
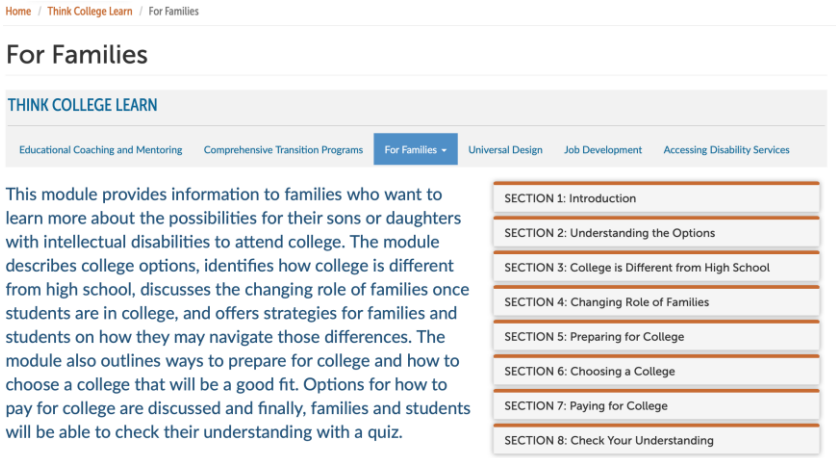
6. Family preparation for & engagement in inclusive postsecondary planning & participation





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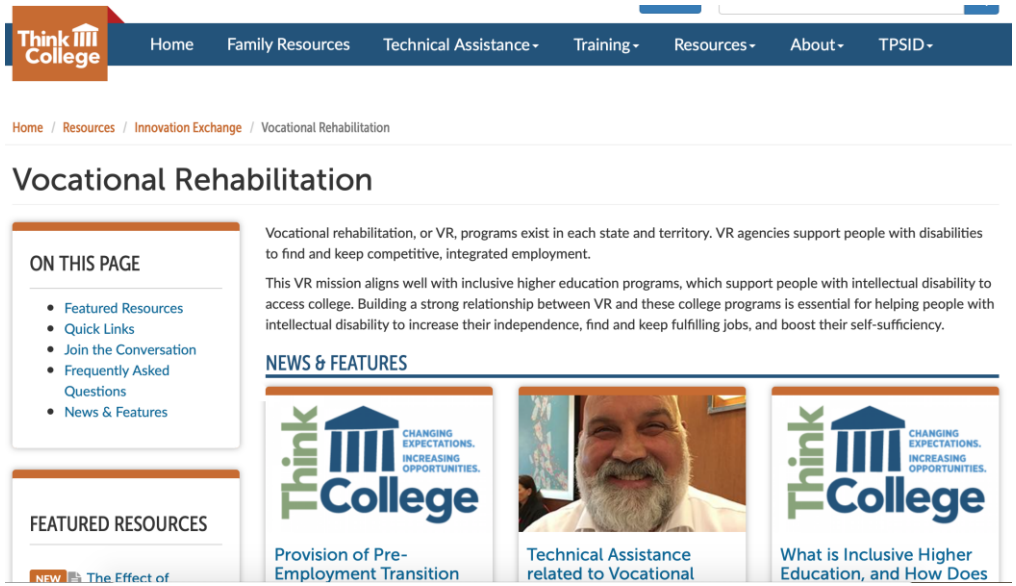
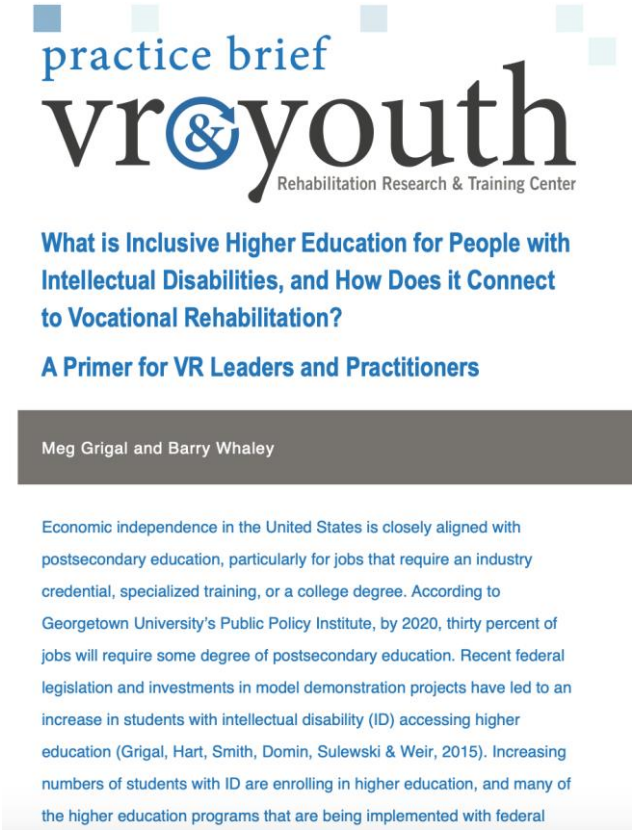
7. Interagency collaboration





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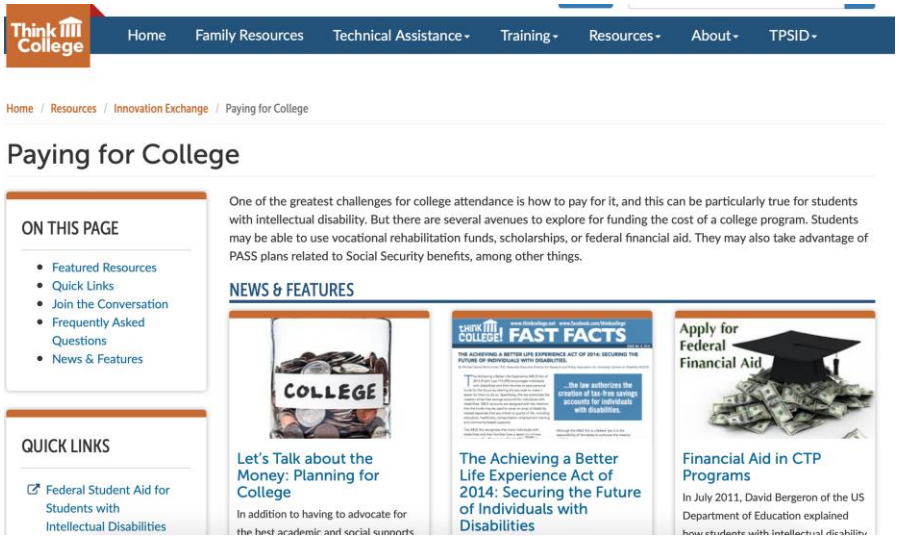
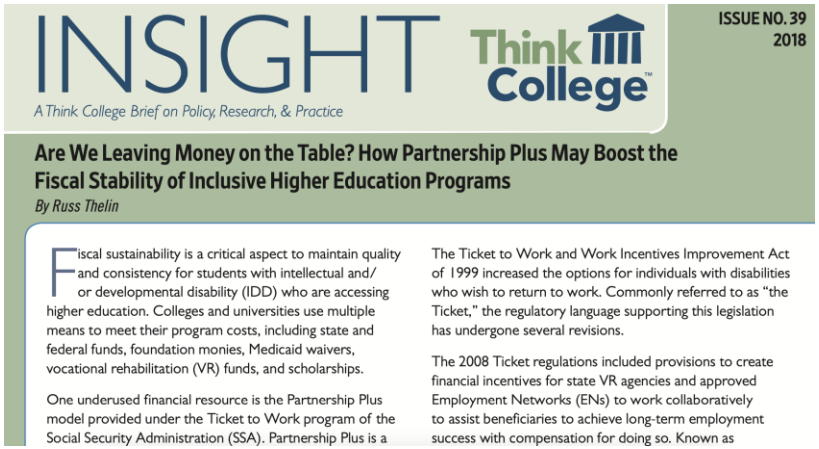
Programmatic Barriers & Solutions

8. Sustainability





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Recommendations

- Postsecondary Education Project Advisory Committee
- Community of Practice (CoP)
- Train-the-trainer materials & training

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Discussion

- Training focal areas
- Community of Practice
- Feedback on strategies for addressing students with the most significant disabilities

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Want to learn more?

www.thinkcollege.net

Need Advice? Think College can help...

thinkcollegeTA@gmail.com

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thank you!

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