Welcome!

College Opportunities for Students with Intellectual Disabilities

Glenn Gabbard
Executive Office of Education
Approximately 18.7% of Americans have a disability
- Difficulty performing certain functions
- I.e. seeing, hearing, talking, walking, climbing stairs, lifting and carrying

12.6% have what qualifies as a severe disability
- Someone who is unable to perform one or more activities
- Needs assistance from another person to perform basic activities

Numbers will continue to rise
- Improved health care and longer length of life
More Statistics...

- August 2013
- National unemployment rates
  - % of people currently looking for jobs
  - People with disabilities: 14.1%
  - People without disabilities: 7.1%
- Labor force participation rates
  - % of people actually working
  - People with disabilities: 20.5%
  - People without disabilities: 69.1%

The Benefits of Postsecondary Education

• Increases employment opportunities and lifetime earnings
• Diversifies workforce development potential
• Increases workforce and community diversity
• Supports the expanding role of higher education in supporting civic engagement
• Responds to critical unemployment rates
• Other?
865 STUDENTS

MEDIAN AGE = 20
STUDENT AGES RANGED FROM 18 TO 53

59% MALE
39% FEMALE

22% PERCENTAGE OF STUDENTS WHO WERE STILL RECEIVING TRANSITION SERVICES THROUGH THEIR LOCAL K-12 SCHOOL DISTRICT.

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STUDENTS TOOK AN AVERAGE OF 8 COURSES DURING THE YEAR.

COLLEGE COURSES TAKEN BY STUDENTS:

- Acting Fundamentals
- Marketing Principles
- Introduction to Business Technology
- Sustainable Landscaping
- World Music Culture
- World History 1500-Present
- Child Psychology

ACADEMICS

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14

NUMBER OF PROGRAMS (OUT OF 43) THAT OFFERED THE CHANCE TO LIVE IN CAMPUS HOUSING.

93%

PERCENTAGE OF TPSID STUDENTS IN CAMPUS HOUSING WHO LIVED IN INCLUSIVE STUDENT HOUSING (STUDENTS WITH AND WITHOUT DISABILITIES)
EMPLOYMENT

70% PERCENTAGE OF STUDENT EMPLOYED AND/OR PARTICIPATING IN OTHER CAREER DEVELOPMENT ACTIVITIES

36% PERCENTAGE OF STUDENTS WHO HELD 424 PAID JOBS

89% PERCENTAGE OF STUDENT JOBS THAT PAID AT OR ABOVE MINIMUM WAGE

JOBS HELD BY STUDENTS:

FITNESS CENTER LIFEGUARD
AQUARIUM EXHIBIT GUIDE INTERN
VFW SPECIAL EVENTS STAFF
CLOTHING STORE ASSOCIATE
AUTO BODY SHOP MECHANIC
COLLEGE LIBRARY WORK STUDY
ADMISSION OFFICE INTERN
HEALTHCARE FACILITY MARKETING INTERN

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RETHINKING COLLEGE

A FILM ABOUT COLLEGE FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Understanding Psychology
<table>
<thead>
<tr>
<th>Questions to Consider</th>
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</thead>
<tbody>
<tr>
<td><strong>What is the individual interested in?</strong></td>
</tr>
<tr>
<td><strong>How do some or all of these interests relate to long-term goals for self-esteem, employment, and ongoing self-determination?</strong></td>
</tr>
<tr>
<td><strong>Where are some places that offer learning opportunities to support these interests?</strong></td>
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<tr>
<td><strong>What kinds of learning opportunities are offered there?</strong></td>
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<tr>
<td><strong>What are the supports and who offers them?</strong></td>
</tr>
<tr>
<td><strong>What can you do to learn more?</strong></td>
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</tbody>
</table>
Questions to Consider

What is the individual interested in?

- Start from natural assets of the learner
- Consider opportunities from an early age
- Engage the individual in considering strengths and areas for ongoing learning
- Engage allies, including professional expertise, in considering interests
- Use the IEP process as an ongoing reflection of student interests
Questions to Consider

How do some or all of these interests relate to long-term goals for self-esteem, employment, and ongoing self-determination?

- Encourage ongoing learning opportunities both inside and outside of the home
- Help the individual to make direct connections between experience in school and outside of school and long-term self-esteem, employment, and ongoing self-determination?
Questions to Consider

Where are some places that offer learning opportunities to support interests?

• College or university
• Community College
• Continuing Education
• Parks and Recreation
• Community Education
• Recreational Classes
• Courses offered through stores (Home Depot; Joanne’s Fabrics)
• On-line courses
Questions to Consider

What kinds of learning opportunities are offered there?

- Degree programs
- Certificate programs
- Short-term training certificates
- Individual courses in classrooms (credit; non-credit; audit)
- Individual courses with one-on-one instruction
- On-line courses (credit; non-credit; audit; other)
Questions to Consider

What are the supports and who offers them?

• Develop supports that facilitate independent learning and group interaction
• At a college or university, review the range of support opportunities, including the disabilities services offices.
• Also consider specialized student support efforts on campus:
  • student success programs (TRIO, etc.)
  • tutoring
  • peer mentoring
  • summer bridge opportunities
Higher Education and Schools: Different Legal Frameworks

<table>
<thead>
<tr>
<th>IDEA</th>
<th>ADA/Section 504</th>
</tr>
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<tbody>
<tr>
<td><strong>Success</strong></td>
<td><strong>Access</strong></td>
</tr>
<tr>
<td>Guarantee of services to those that qualify</td>
<td>Prohibits discrimination</td>
</tr>
<tr>
<td>Ages 3 - 21</td>
<td>All ages</td>
</tr>
<tr>
<td>FAPE</td>
<td>Equivalent access</td>
</tr>
<tr>
<td>IEP</td>
<td>No formal plan</td>
</tr>
<tr>
<td>IEP Team Responsible</td>
<td>Student/Employee Responsible</td>
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INCLUSIVE CONCURRENT ENROLLMENT INITIATIVE
### Inclusive Concurrent Enrollment Initiative

#### History and Current Status

- Started in 2007
- Involved 13 two- and four-year colleges
- Currently there are programs on 10 different campuses; 5 four-year campuses and 8 two-year campuses; 2 campuses are self-sustaining
- Expanding to include more campuses and to include residence life opportunities
<table>
<thead>
<tr>
<th>Purpose</th>
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<tr>
<td>Eligible students are:</td>
</tr>
<tr>
<td>• 18 to 22, have not passed MCAS, and are eligible for special education services as documented through an Individualized Education Plan (IEP); or</td>
</tr>
<tr>
<td>• 20 to 21, have passed MCAS, but still eligible for special education with an Individualized Education Plan (IEP) because of significant functional disabilities, transition needs, etc.</td>
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Inclusive Concurrent Enrollment Initiative

Goals

- To support the academic and career goals for students through enrolling in college courses
- To get involved in the activities which colleges offer outside of the classroom, including student government, the performing arts, sports, student clubs, and other activities
**Inclusive Concurrent Enrollment Initiative**

| How does it work? | Colleges or universities partner with school districts and apply for funds to support a year of planning. Partnerships then apply for up to five years of funding to put plans into action. Students are selected to participate each semester based on their interests, motivation, and match between their interests and what the college has to offer. |
Partners in Inclusive Concurrent Enrollment Programs

- College or University Liaison or Staff
- School District Liaison or Staff
- Family Representatives
- Workforce / Employment Specialists
- Related State Agencies and Community Providers
- Student
## How does it work?

<table>
<thead>
<tr>
<th>How does it work?</th>
<th>Students participate in person-centered planning process prior to starting</th>
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<tbody>
<tr>
<td></td>
<td>Students enroll in credit and non-credit courses</td>
</tr>
<tr>
<td></td>
<td>Partnerships collaborate to build experiences to support gainful employment</td>
</tr>
<tr>
<td></td>
<td>Students may combine working and going to college.</td>
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</tbody>
</table>
**Example of a Student’s Experience**

*Jessica:*

<table>
<thead>
<tr>
<th></th>
<th>Fall semester</th>
<th>Spring semester</th>
<th>Summer</th>
<th>Fall semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College class</strong></td>
<td>Audit Pet Grooming I</td>
<td>Repeat Pet Grooming for credit</td>
<td></td>
<td>Pet Grooming II for credit</td>
</tr>
<tr>
<td><strong>Work experience</strong></td>
<td></td>
<td></td>
<td>Internship: Kennel</td>
<td>Obtained part-time job as pet groomer assistant.</td>
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</tbody>
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Inclusive Concurrent Enrollment Initiative

**Results**

- Over 1000 students have participated
- Some students have obtained meaningful work in the community
- Colleges have expanded their programs and their ability to serve a bigger audience of students
- College students, faculty, and staff without disabilities have had the opportunity to learn more about students they were not familiar with
<table>
<thead>
<tr>
<th>Next Steps</th>
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<tbody>
<tr>
<td>• Discuss college going as an opportunity as soon as transition process</td>
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<tr>
<td>begins</td>
</tr>
<tr>
<td>• Visit colleges early and often</td>
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<tr>
<td>• Contact program coordinators on funded campuses</td>
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<tr>
<td>• Contact Glenn</td>
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Resources

Inclusive Concurrent Enrollment Initiative
- Mass.gov

Think College
- www.thinkcollege.net
- Resource database
- College Search database
Inclusive Concurrent Enrollment Initiative

Contact

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