


**ALLIANCE**

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# The Higher Education Opportunity Act and Students with Intellectual Disabilities

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Conference Room #: 5401250



**ALLIANCE**

## Questions?

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## Why NOT College?

*Inclusive Postsecondary  
Education for Students with  
Intellectual Disabilities*

**Madeleine C. Will  
Stephanie Smith Lee**

National Down Syndrome  
Society Policy Center

Executive Committee Members,  
Consortium for PSE for  
Individuals with Developmental  
Disabilities and  
Center for PSE for Individuals  
with Intellectual Disabilities



April 1, 2009

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## The Power of Parent Involvement

Parents, parent advocacy organizations and parent training centers are playing a key role in creating and expanding postsecondary opportunities for students with intellectual disabilities and in promoting the systems change needed for high-quality services and sustainability



## Factors leading students and families to ask for postsecondary opportunities

- 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



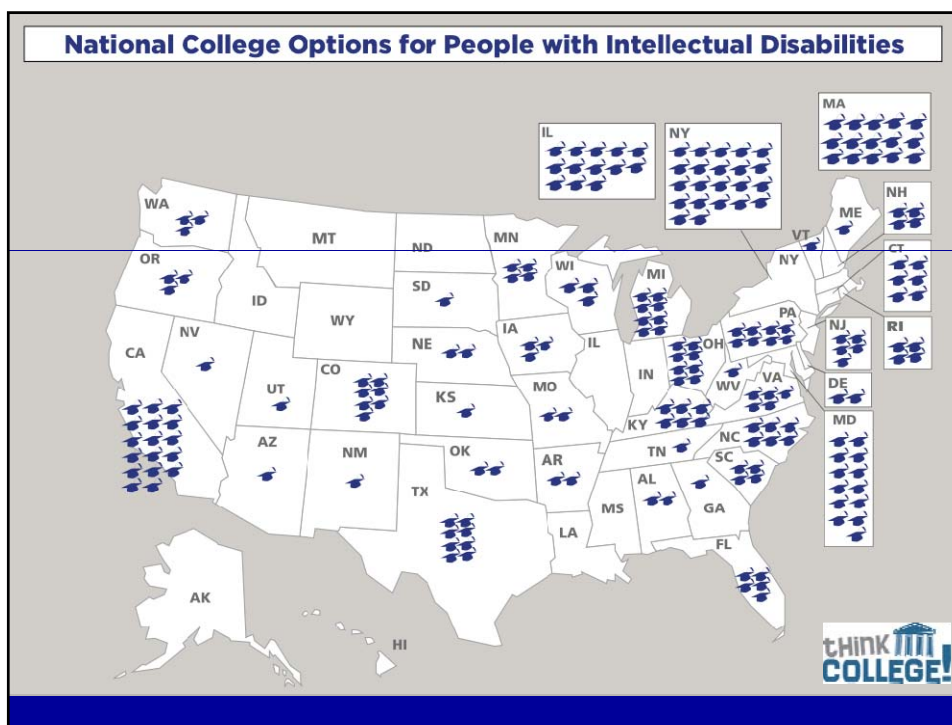
## The Power of Advocacy in Promoting PSE

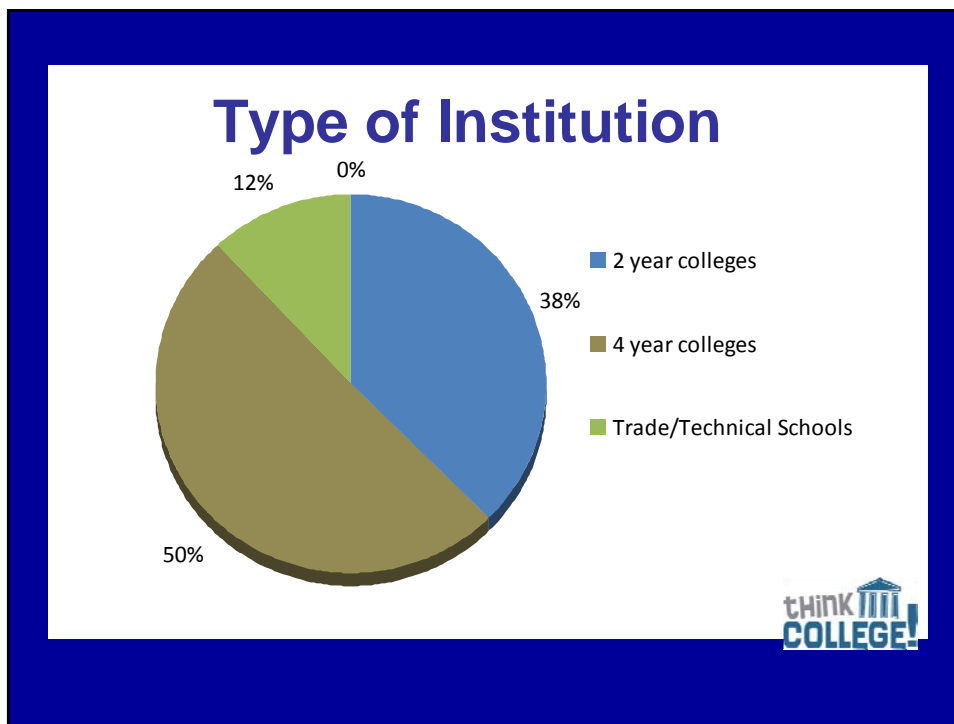
- Now 151 initiatives on [www.thinkcollege.net](http://www.thinkcollege.net)
- 108 + additional programs identified
- In 41 states
- Individual students receiving services as well
- Parents, self-advocates, advocacy groups, professionals and state systems change key to growth and success



## 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)





## 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



## 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



## 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



## 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)



## 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

(Negotiated rule-making process and regulations now final.)



## 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



## Coordinating Center for Model Demos:

- TA regarding development, evaluation, and continuous improvement
- Develop evaluation protocol to measure student outcomes and program strengths
- Assist model demos in awarding a meaningful credential
- Develop recommendations for necessary program components
- Analyze possible funding streams and develop model MOUs for IHEs and State and local agencies
- Regular communication, outreach and dissemination to programs, families and prospective students
- Convene workgroup to develop and recommend model criteria, standards, and components of programs for model accreditation standards



## 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)
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## Center: Research

(Disability Rehabilitation Research Program)

- Funded by National Institute on Rehabilitation Research (NIDRR)
- Co-Coordinated (ICI & TransGen)
- National Survey of postsecondary options
- Secondary Data Analysis
- Database of Training/TA materials
- Dissemination



## Consortium: Training & Technical Assistance

- Funded by Administration on Developmental Disabilities (ADD)
  - Partnering with University Centers of Excellence in Developmental Disabilities
  - Training & TA via:
    - Capacity Building Institutes
    - On-site & phone-based Technical Assistance
    - Webinars
    - On-line self-paced training modules
- [www.thinkcollege.net](http://www.thinkcollege.net)

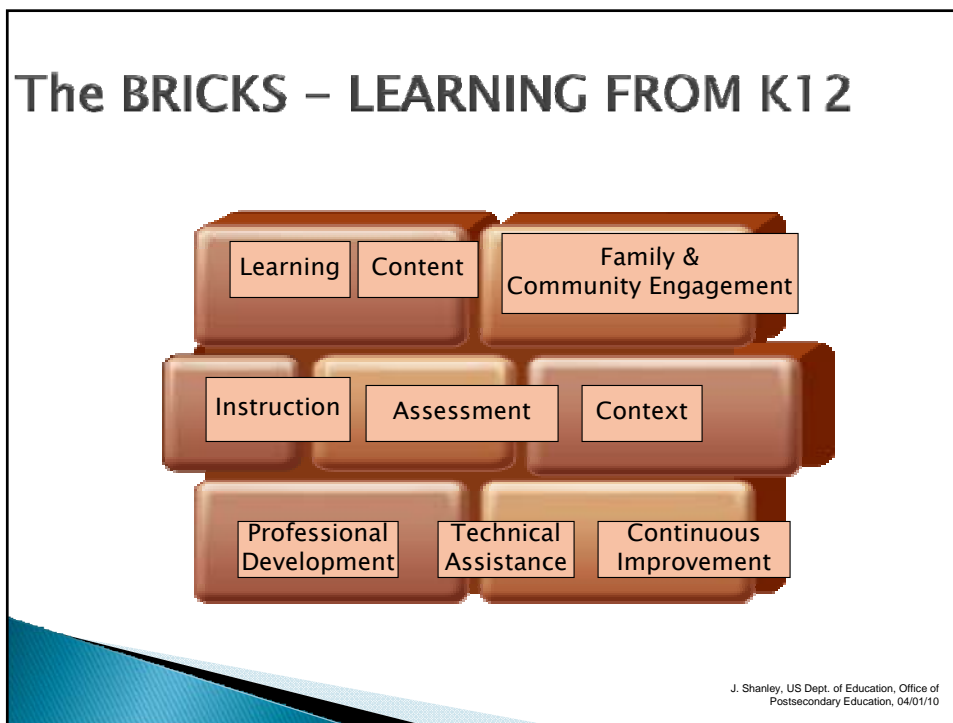
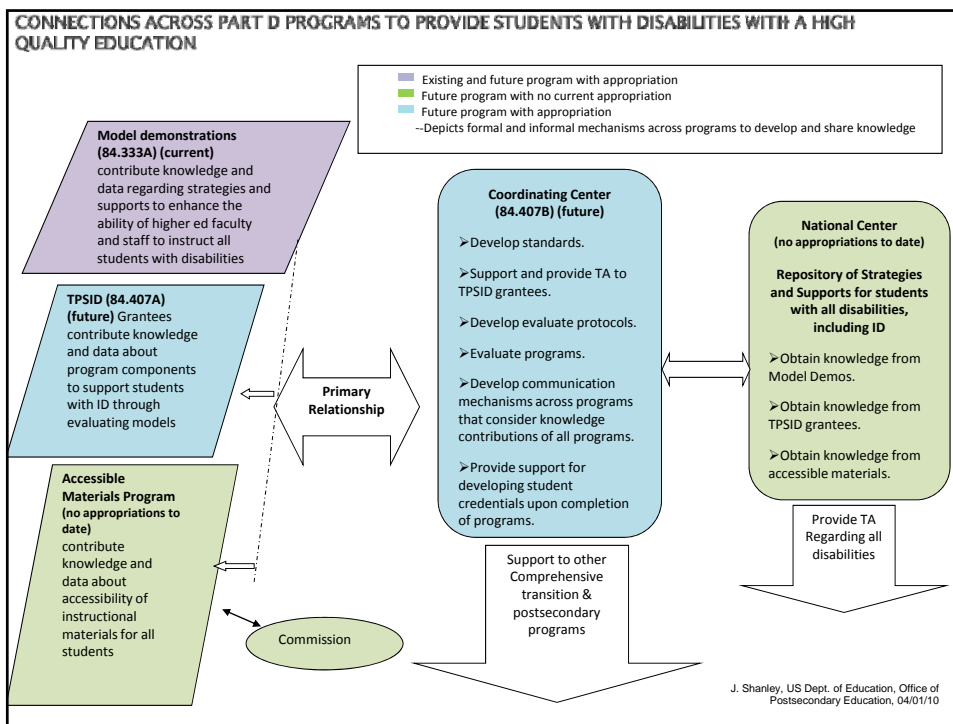


## Programs to Provide Students with Disabilities with a High Quality Higher Education

National Parent Technical Assistance Center  
Webinar  
April 1, 2010

Presenter: Judy L. Shanley, Ph.D.  
Education Program Specialist  
US Department of Education, Office of Special  
Education Programs  
On Detail to the Office of Postsecondary  
Education

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## FINANCIAL AID ELIGIBILITY

Title IV of the HEOA – administered by Federal Student Aid

- ▶ When an institution adds a program and wants to participate in federal student aid programs, it must update its E-app  
<http://www.eligcert.ed.gov/>
- ▶ Application requirements in HEOA final regs  
<http://edocket.access.gpo.gov/2009/E9-25373.htm>
  - A description of the comprehensive transition and postsecondary program
- ▶ Student and family completes FAFSA (Free Application for Federal Student Aid)  
<http://www.fafsa.ed.gov/>

J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10

## GETTING INVOLVED

- ▶ Talk with higher education institutions
- ▶ Provide resources and information
- ▶ Engage community organizations and human service agencies
- ▶ Serve as a conduit
- ▶ Position as knowledge leader

J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10

## MANY PIECES....



J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10

WE ARE  
**POSSIBILITIES**

*As with any major reform effort, change often happens slower than those fighting for that change would like, but, with continued effort and "relentless optimism" a new vision of higher education is emerging where all, even those who have been traditionally excluded from halls of academia, have a right to belong, succeed, and learn.*

Causton-Theoharis, Ashby, & DeClouette. (2009). Relentless optimism: Inclusive postsecondary opportunities for students with significant disabilities. *Journal of Postsecondary Education and Disability*, 22(2), 88-105.

J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10

## RESOURCES

- ▶ Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes (June 1999). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999187> (6% of college students reported having a disability – however, survey did not collect data regarding whether student had a developmental or intellectual disability).
- ▶ Condition of Education (2009).Indicator 10 – undergraduate enrollment – did not collect data regarding disability status of college enrollees ([http://nces.ed.gov/programs/coe/2009/pdf/10\\_2009.pdf](http://nces.ed.gov/programs/coe/2009/pdf/10_2009.pdf)).
- ▶ [Thinkcollege.net](http://www.thinkcollege.net)
- ▶ Article in US News <http://www.usnews.com/articles/education/2009/02/13/college-is-possible-for-students-with-intellectual-disabilities.html?PageNr=2>
- ▶ REACH (Realizing Educational and Career Hopes) (<http://news.cofc.edu/2010/02/college-launches-realizing-educational-and-career-hopes-program/> program at the College of Charleston <http://blogs.cofc.edu/life/>
- ▶ Lewis & Clark Community College Program <http://www.lc.edu/media/67984/presentation%20handout%20-%20accessible%20format.pdf>
- ▶ Master's Thesis research using an educational coaching model for students with ID in a community college. <http://74.125.95.132/search?q=cache:ds5SYnIgt4I:dscholar.humboldt.edu:8080/dspace/retrieve/537/license.txt+number+of+students+with+intellectual+disabilities+in+college&cd=18&hl=en&ct=clink&gl=us>
- ▶ Vanderbilt Program [http://kc.vanderbilt.edu/kennedy\\_files/PostSecondaryEducation.pdf](http://kc.vanderbilt.edu/kennedy_files/PostSecondaryEducation.pdf)
- ▶ University of Iowa Reach (Realizing Educational and Career Hopes) Program -- <http://www.education.uiowa.edu/reach/index.html>

J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10



THANK YOU

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J. Shanley, US Dept. of Education, Office of Postsecondary Education, 04/01/10

## 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](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)
- Pro-Parents (PTI) director Mary Eaddy serves on Task Force, assists with PR (newsletter, contacts with parent groups), promotes PSE
- 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



## Vocational Rehabilitation Agency Agreed to:

- conduct individual assessments
- provide monthly stipends to eligible students
- VR counselor assigned to each school will check in with student & school



## Ongoing CTC/NDSS Efforts

- Continue to seek collaboration & funding for projects and individual students
- Additional State funding obtained
- Council on Developmental Disabilities provided funding for national experts to participate in Task Force meetings and provide TA
- Continue to provide evaluation, TA, accountability, and networking
- New partnerships developing



## Ohio

- NDSS GAC training, Down syndrome coalition formed by 5 Ohio affiliates -- focus on postsecondary programs
- 150 attendees at conference in May 2007 sponsored by coalition (GAC) & funded by DD Council and NDSS. UCEDD supportive. Department of Education, 12 colleges participated
- Postsecondary Education Collaborative (PoSEC) formed and conference Nov 2009: regional educators, nonprofit professionals, parents and self-advocates. DD Council and University of Cincinnati helped fund.
- Students with ID now taking courses at: Northern Kentucky University, University of Cincinnati, Xavier U, Jefferson Community College, Bluegrass Community College, Miami U Middleton Campus



## 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



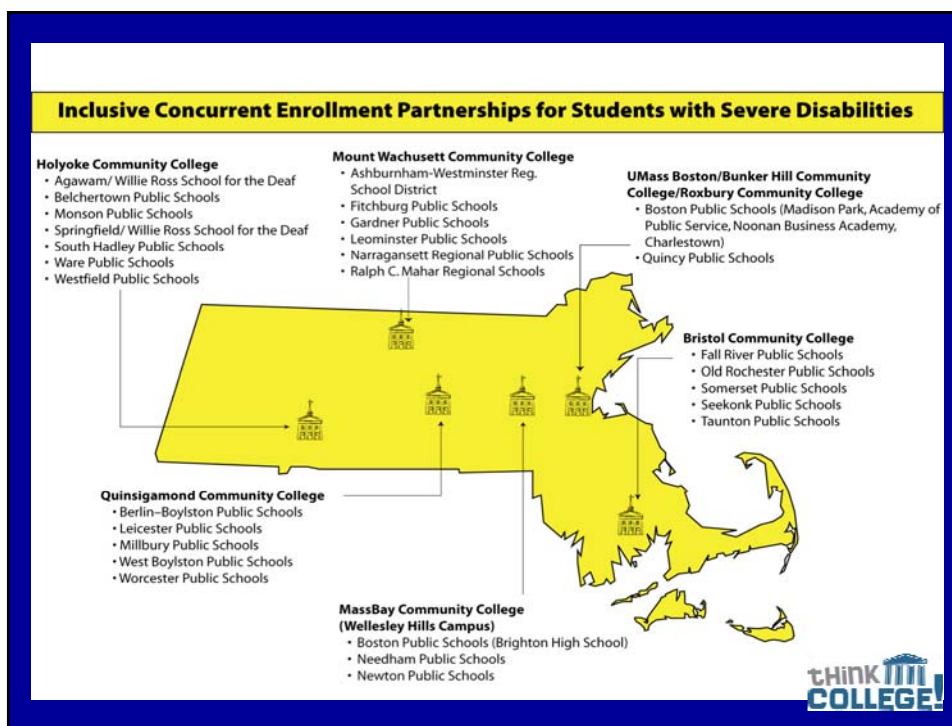
## Massachusetts Inclusive Concurrent Enrollment Initiative

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)





## 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

## Strategies for State-wide Success:

- Organize a planning group with parents, self-advocates and disability leaders
- Involve UCEDD, DD council, VR and DD agencies, Higher Education, Special Education Director, PTI, CPRC, and others
- Identify funding sources
- Hold a Roundtable/Invitation only conference
- Develop an RFP for model funding and award
- Continue involvement with monitoring and evaluation, technical assistance and networking



## How Parent Centers Can Promote PSE Opportunities

- Identify if PSE programs/services exist in your state: [www.thinkcollege.net](http://www.thinkcollege.net)
- Identify parent groups interested in supporting creation or expansion of services
- Work with parent groups, UCEDD, DD Council, other state agencies and advocacy groups, 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



## Parent Center Info for Families & Professionals

- 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



## Parent Center Info for Families & Professionals continued

Provide info on:

- ▶ possible financial aid and funding sources
- ▶ 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](http://www.ndss.org)

To locate postsecondary programs, check:

[www.thinkcollege.net](http://www.thinkcollege.net)

Universal Design for Learning (UDL)

[www.cast.org](http://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](http://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](http://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](http://www.ndss.org) or contact Stephanie Smith Lee at [slee@ndss.org](mailto: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](http://www.thinkcollege.net)

Click on the “Find us on Facebook” link in the lower left corner of the website to join the Think College Facebook page

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**Thank You**  
for attending  
today's Webinar!



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