



**Georgia Inclusive Post-Secondary Education  
Consortium for Students with  
Intellectual and Developmental Disabilities**

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Think College

Institute for Community Inclusion

University of Massachusetts, Boston

- ★ What is Think College?
- ★ What's the Point of College for Students with ID?
- ★ Overview of Higher Education Opportunities Act
- ★ Overview of postsecondary education options
- ★ Funding Options
- ★ Standards, Quality Indicators, & Benchmarks
- ★ Resources

# think COLLEGE!

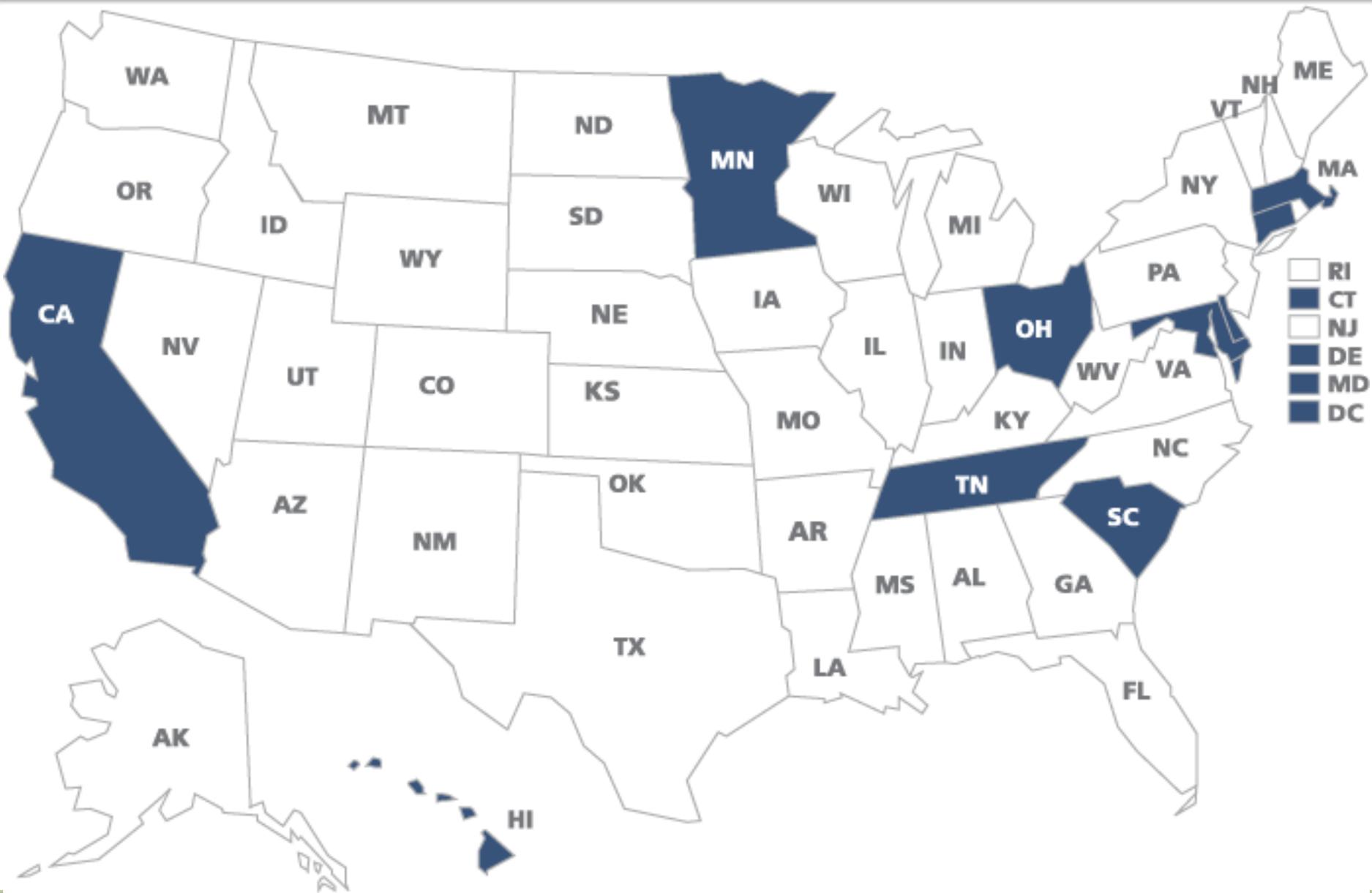
- ★ Research
- ★ Training
- ★ Dissemination

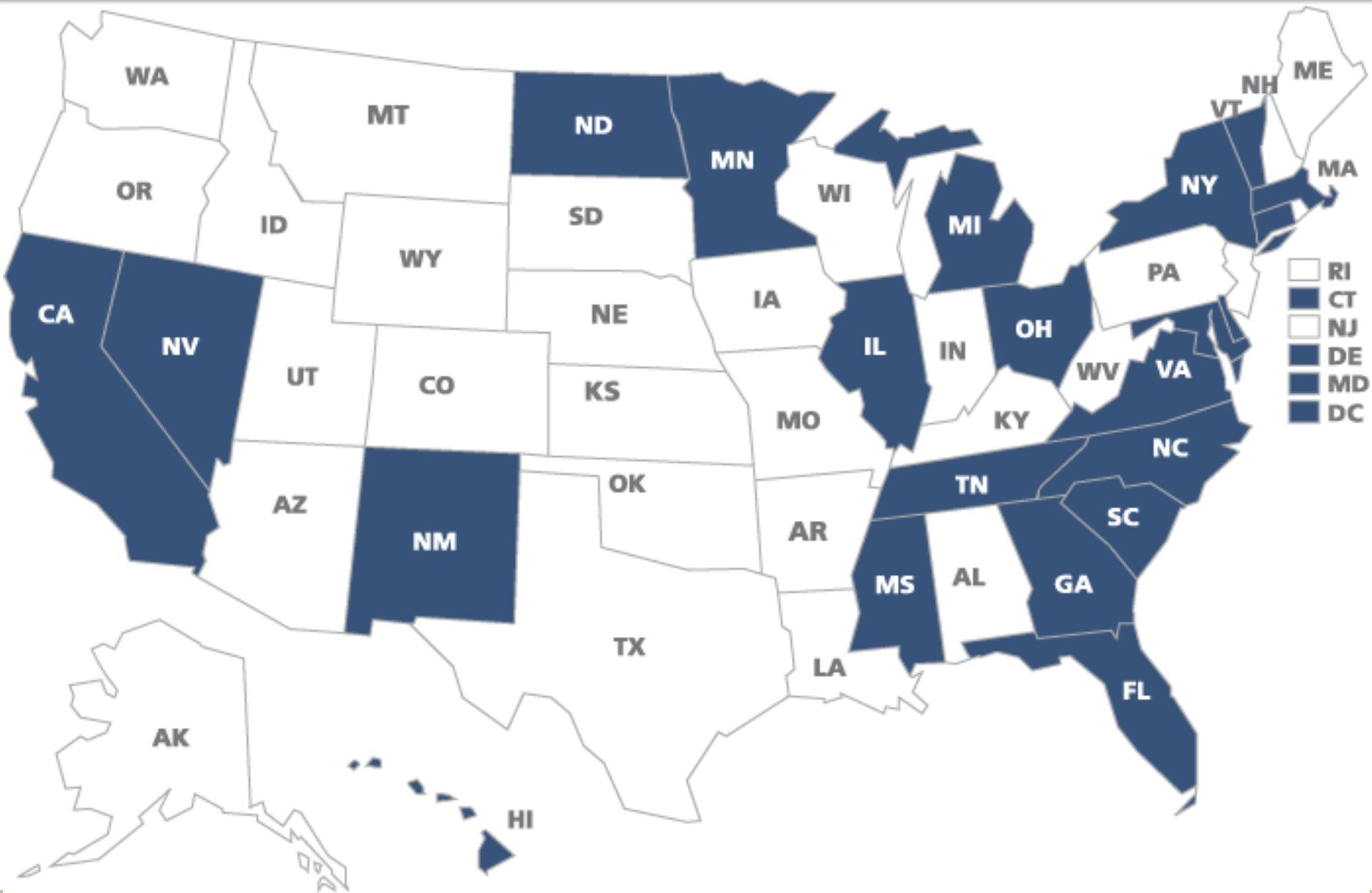


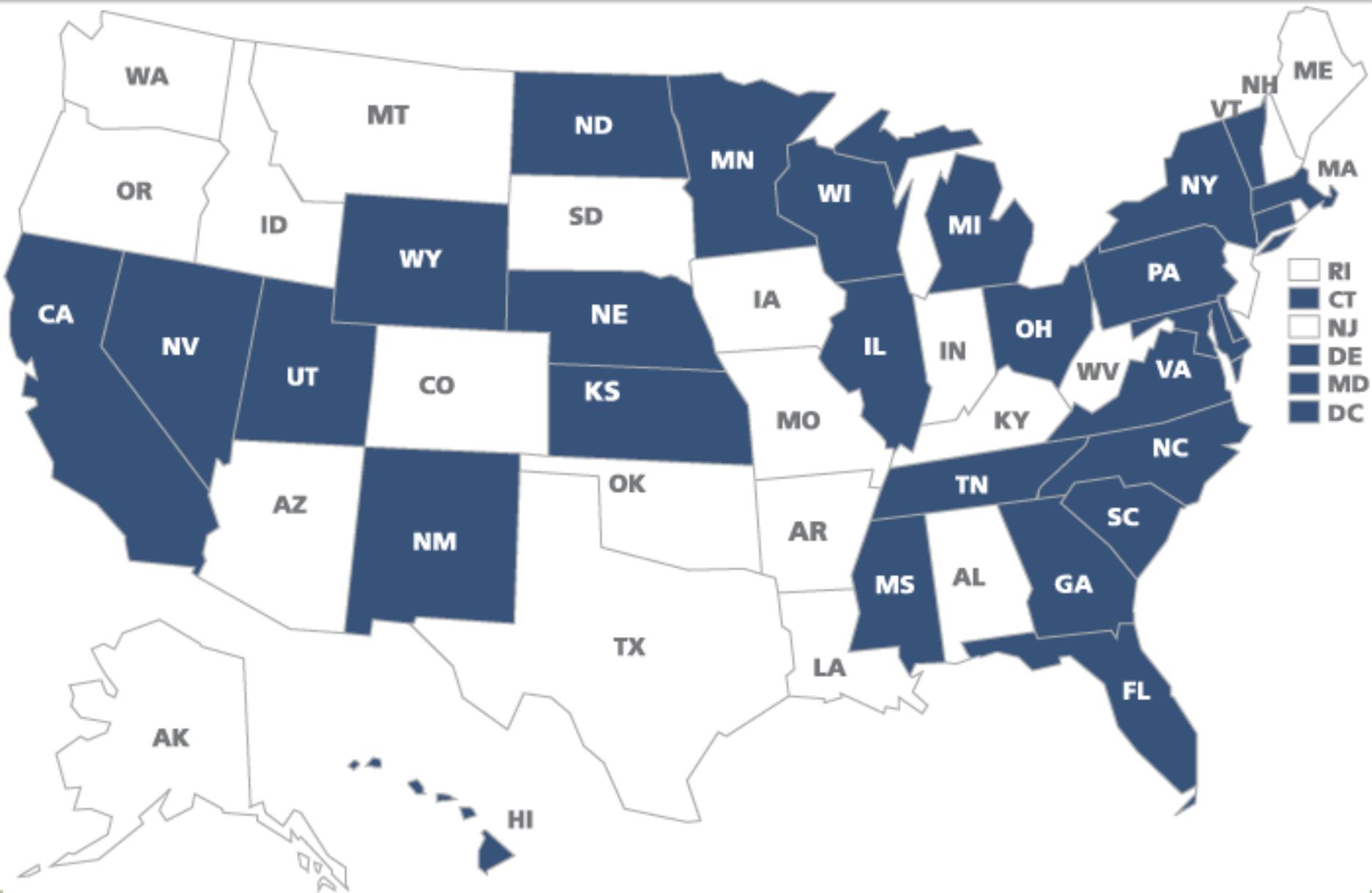
[www.ThinkCollege.net](http://www.ThinkCollege.net)  
*College Options for People with Intellectual Disabilities*

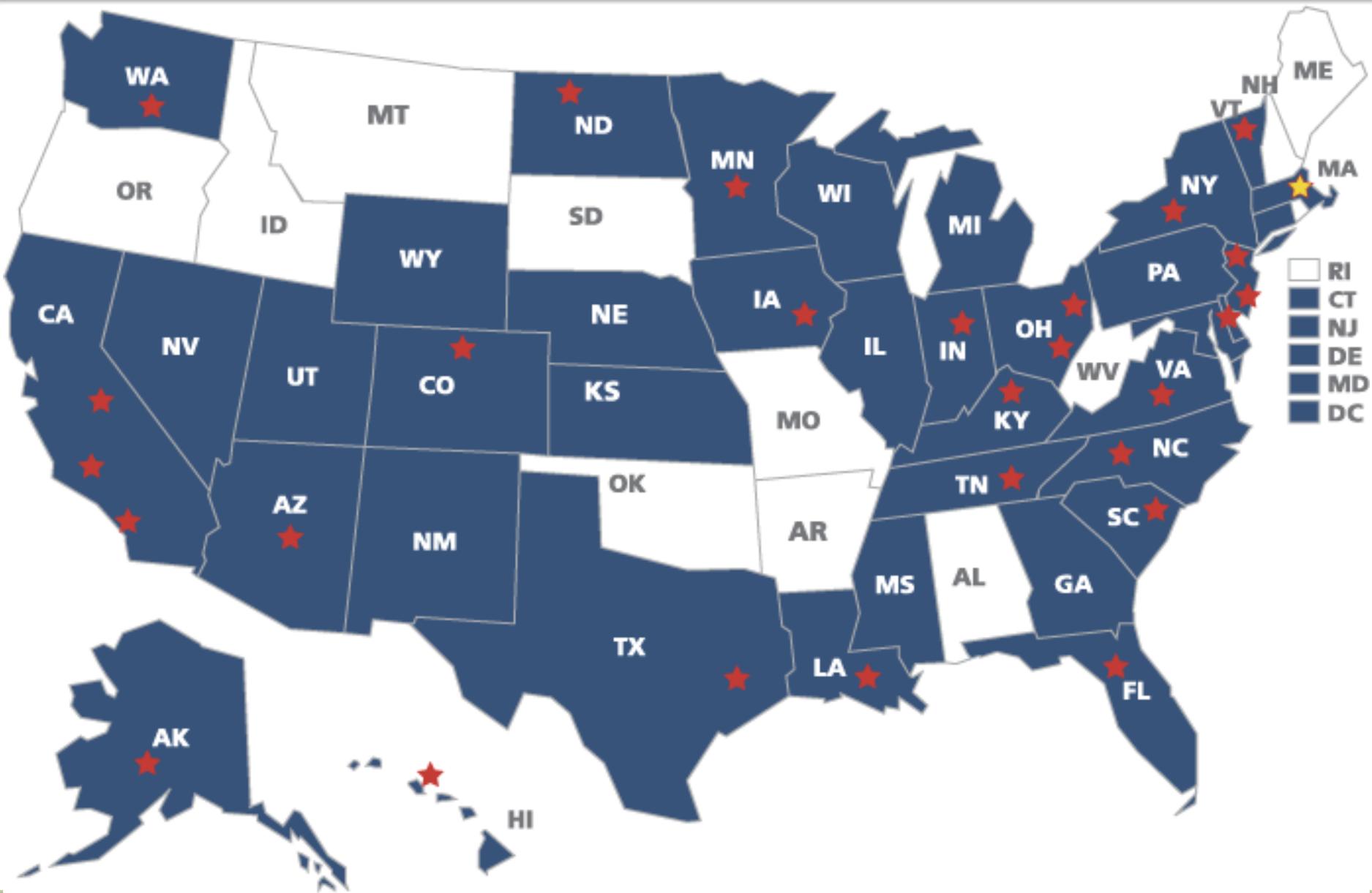


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# What do you want to do after high school?

- Get a job
- Move out
- Buy a car
- Get a boyfriend/girlfriend
- Go into the military



I want to go to college

# So -- you will need...

- High School diploma
- Good SAT scores
- Good grades
- Advanced placement courses
- Desire to earn a degree

# But what if.....

- You have an intellectual disability
- And you don't have a high school diploma
- And you're not sure about passing the placement tests
- And no one has ever said that you should think about going to college?

# The Vision

- Social connections with family and friends
- Living as independently as possible
- Paid employment in an integrated community setting with appropriate supports
- Connected to adult support systems
- Increased independence & responsibility
- Access to lifelong learning

# Current Reality

- 30% of people with disabilities report being employed full or part-time, compared to 70% of those who do not have disabilities (NOD/Harris, 2004)
- Youth with intellectual disabilities exiting high school are the only disability category not experiencing an increase in earnings above minimum wage (NLTS2, 2004)
- 34% of individuals with disabilities say they are satisfied with life, compared to 61% of individuals without disabilities

# What is the experience of a high school student with ID?

- Little input on the classes they take
- Little input on the jobs they get
- Lots of pressure to have a plan
- Low expectations that they will succeed
- No expectations that they will go to college



**But college for a kid who can't  
graduate from high school?**

**What's the point?**

# What did you get out of college?

- Explore interests
- Expand skills
- Create and expand social network
- Discover or recreate who you want to be

# What did you get out of college?

The right answers...

- A degree
- A career
- To value the importance of learning

# The REAL ANSWERS

- How the system works
- How to work the system

And how to:

A) date

B) write a paper at 3 am

C) sneak beer into a dorm

D) all of the above

# Other College Outcomes

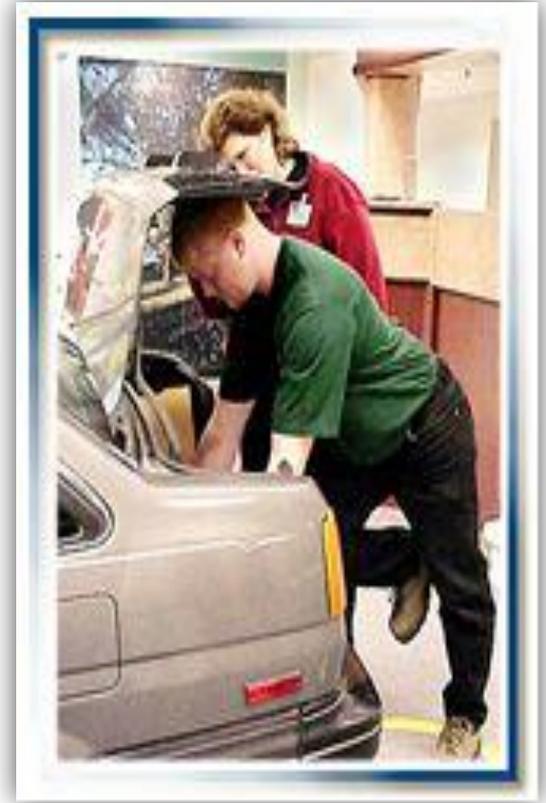
- How to handle failure
- What works, what doesn't work
- What you need to be successful
- How to access desired knowledge
- How to balance your life & schedule
- What might be the next step

# What did college give you?

- New and expanded skills
- Better employment options
- Social Network
- Time to explore
- Invent or reinvent your identity

# Paid Competitive Employment

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



(N=1,223)

Data Set: RSA 911



**“Progress lies not in enhancing what is,  
but in advancing toward what will be.”**

-Kahlil Gibran

- KSU video

# How did the postsecondary education movement begin?

- Inclusive Education
- Seven Years of High School
- No access to college or adult learning
- Low paying jobs or unemployment

# Emerging Programs

- Grassroots efforts (parents/teachers)
- Few state funds & federal dollars
- Now federal funds
- Wide variability in services and outcomes
  - Employment
  - Independent living
  - Academic and personal development

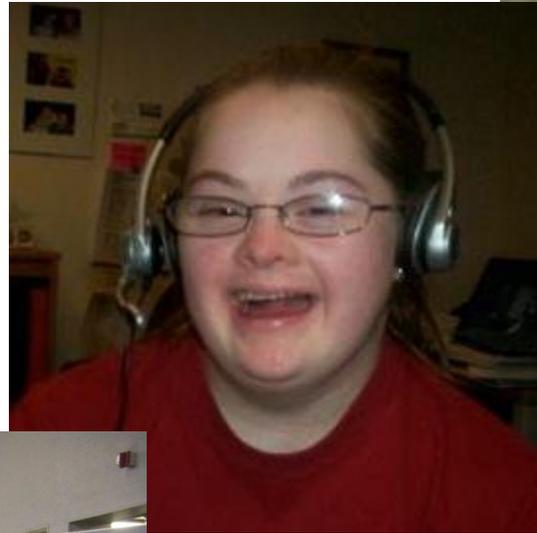
# Higher Education Opportunity Act of 2008

Added significant momentum to  
this fledging field...

# Definition of Intellectual Disability

defines a student with an intellectual disability to be a student:

- (A) With 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 IDEA.



# Eligible Program - HEOA

- Physical Attendance
- Academic, career, and independent living
- Prepare for gainful employment
- Includes an advising and curriculum structure
- Provides students with intellectual disabilities opportunities to participate in coursework and other activities with students without disabilities

# Inclusive Academic Opportunities

- At least 50% time on academic components with students without disabilities:
  - Credit-bearing courses
  - Auditing
  - Non-credit-bearing, non-degree courses
  - Participating in internships or work-based training

# Title IV Programs-Financial Aid

- The Higher Education Opportunity Act (HEOA) of 2008 allows an eligible student with an intellectual disability (ID) attending an eligible Comprehensive Transition and Postsecondary (CTP) program to receive aid from the following Title IV programs:
  - Pell Grant
  - Supplemental Education Opportunity Grant
  - Federal Work-Study

# **What do we mean by access to higher education?**

# Pathways to College

## Traditional Matriculated

- Placement tests, essays
- Pursuing a degree
- Reasonable accommodations

## Alternate Non- Matriculated

- Person centered planning
- Individual support plan
- Focus on employment goals
- May not pursue degree/credit



Katie Apostolides

# College Course Access



- Full access to course catalogue
- Partial or limited access
- No access – all specially designed courses only for students w/ID



Claire Bible

# Why college for students with ID?

- Ability to access adult learning opportunities
- Expanded social networks
- Opportunity to connect learning to personal desired outcome
- Enhanced Employment outcomes
- Socially valued roles and experience

# Win/Win: Colleges Get...

- **Mission of Diversity**
- **Enhanced collaborations**
- **Increased revenue**
- **Student Opportunities**
- **Opportunities for faculty and staff**
- **Funding opportunities**

# Funding Options

- Vocational Rehabilitation
- IDEA
- Self-pay
- Medicaid
- Corporation for National and Community Service
- Financial Aid
- Private Foundation Funding
- Developmental Disabilities Councils
- State Budget Funding

# Think College Standards-Based Conceptual Framework



# Standard 1: Academic Access

**To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:**

*Quality Indicator 1.1: Provide access to a wide array of college course types that are attended by students without disabilities, including:*

1.1A: Enrollment in non-credit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.

1.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.

1.1C: Enrollment in credit-bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.

1.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.

1.1E: College course access that is not limited to a pre-determined list.

1.1F: Participation in courses that relate to their personal, academic, and career goals as established through person-centered planning.

1.1G: Collection of objective evaluation data on college course participation



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