What We Know & Why We Need to Act Now

Debra Hart

Think College National Coordinating Center
Institute for Community Inclusion
University of Massachusetts Boston

IIII ThinkCollege
NATIONAL COORDINATING CENTER

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 options for people with intellectual disability

ThinkCollege
CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.
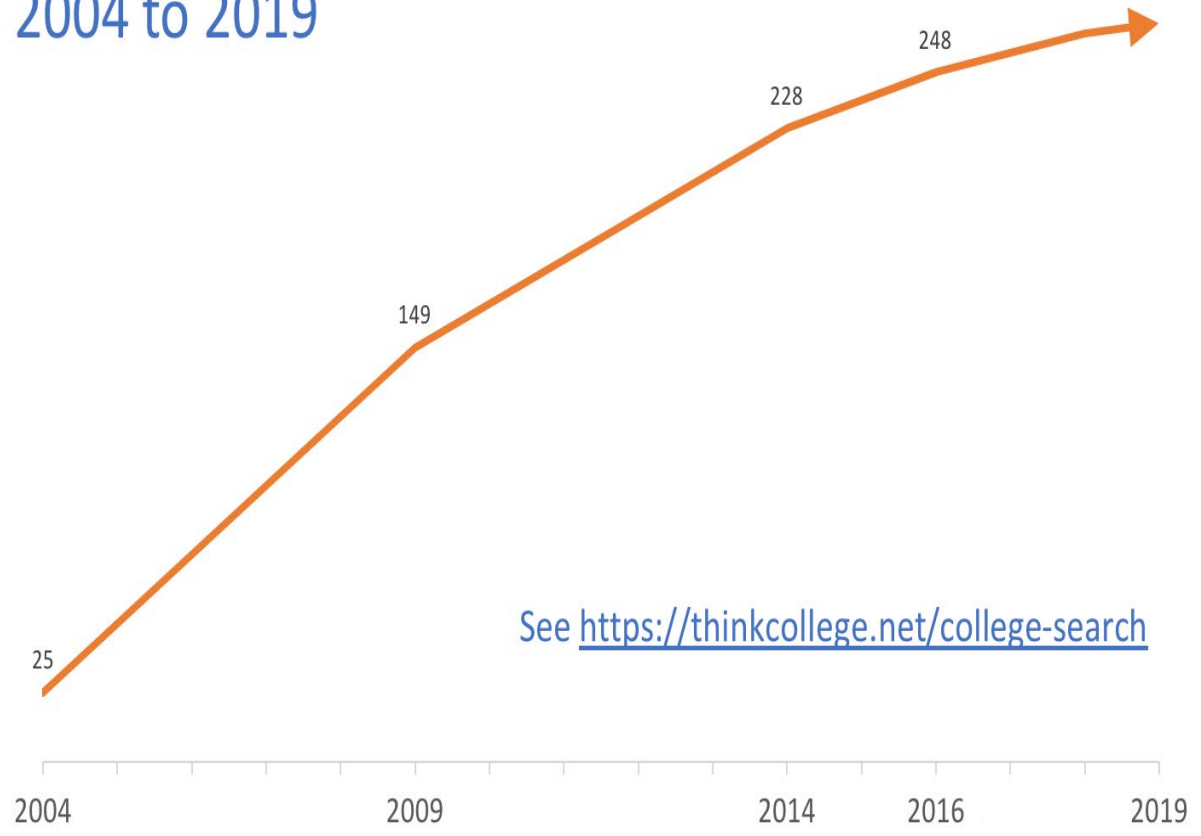
- 🔍 COLLEGE SEARCH
- 📖 RESOURCE LIBRARY
- ⇄ INNOVATION EXCHANGE
- 🗺 WHAT'S HAPPENING IN YOUR STATE

ThinkCollege NCC

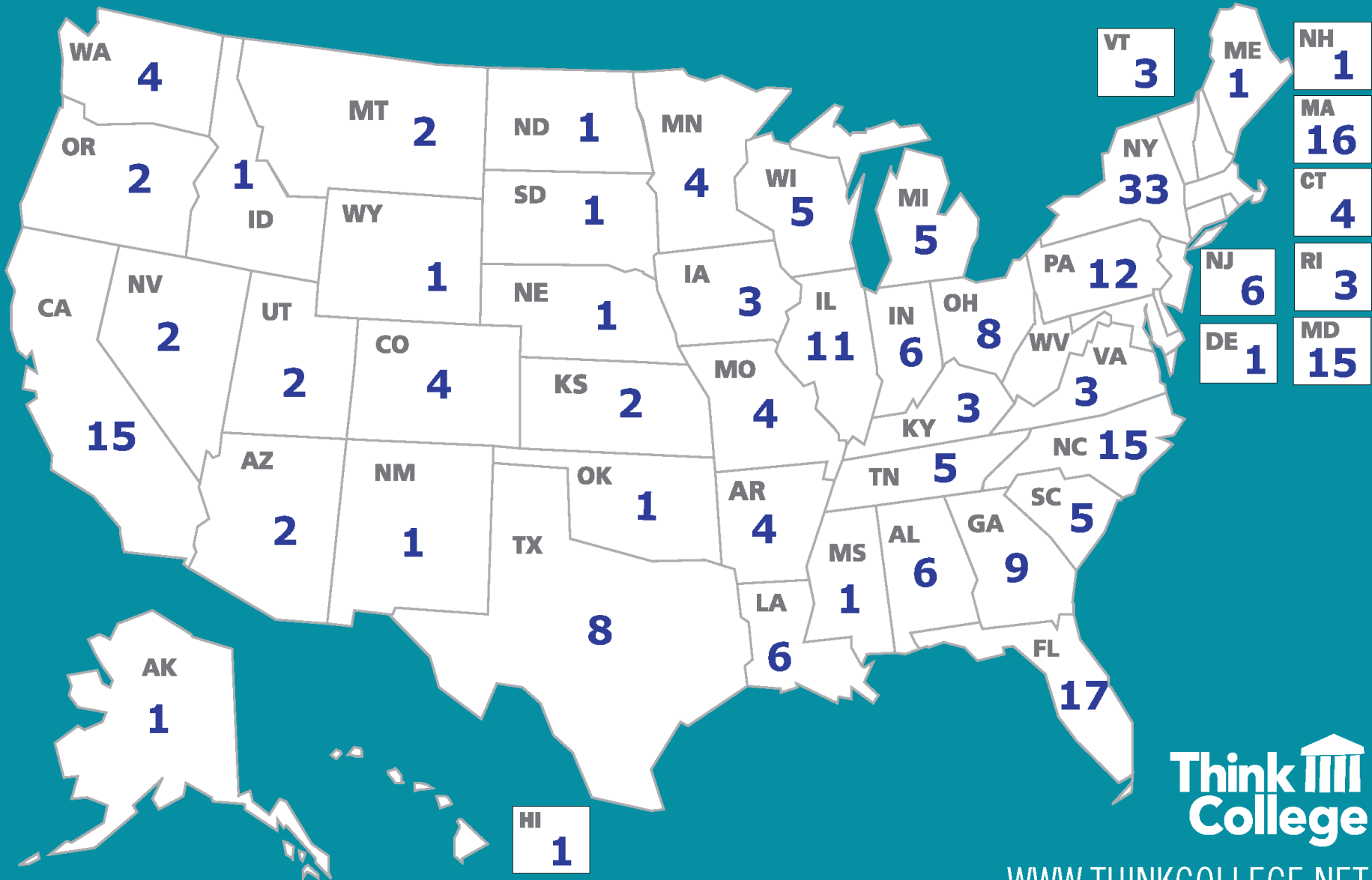Higher education programs for students with intellectual disability in the U.S. 2004 to 2019

266

248

228

149

25

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

2004   2009   2014   2016   2019

COLLEGE OPTIONS for PEOPLE with INTELLECTUAL DISABILITIES, March 19 2019

TOTAL NUMBER OF PROGRAMS: 266

WA 4
OR 2
ID 1
MT 2
ND 1
SD 1
MN 4
WI 5
MI 5
NY 33
VT 3
ME 1
NH 1
MA 16
CT 4
RI 3
NV 2
UT 2
WY 1
NE 1
IA 3
IL 11
IN 6
OH 8
PA 12
NJ 6
DE 1
MD 15
CA 15
AZ 2
CO 4
KS 2
MO 4
KY 3
WV 3
VA 3
NC 15
NM 1
OK 1
AR 4
TN 5
SC 5
TX 8
LA 6
MS 1
AL 6
GA 9
FL 17
AK 1
HI 1

Think College

WWW.THINKCOLLEGE.NET

4,627

Florida Focus Group Draft Barrier Themes:

1. Staff/Faculty resistance
2. Family resistance
3. Procedural barriers
4. Financial barriers
5. Inconsistencies between IHE, Secondary ED, VR & DD
6. No clear path to postsecondary education from K-12
7. Transportation

ThinkCollege NCC

CALL TO ACTION

AGE

90%

Between 18-25 years old

DISABILITY

96%

Either intellectual disability and / or autism

4%

Autism (no intellectual disability)

GENDER

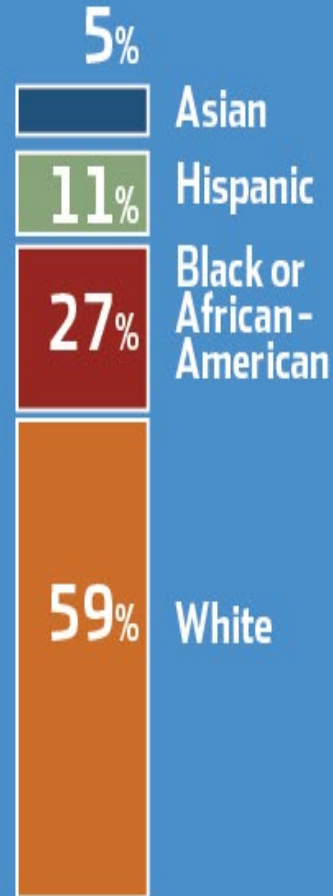38% Female

62% Male
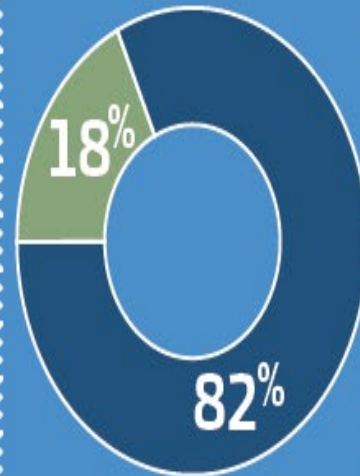
RACE/ETHNICITY

5% Asian

11% Hispanic

27% Black or African-American

59% White

ENROLLMENT STATUS

Dually enrolled

18%

82%

Adult student

TPSID Students 2017 - 2018

ThinkCollege NCC

ACADEMICS

COURSE ACCESS

Inclusive vs. specialized course enrollments

57% 55% 47%

Specialized courses

43% 45% 53%

Inclusive courses

2015-16   2016-17   2017-18
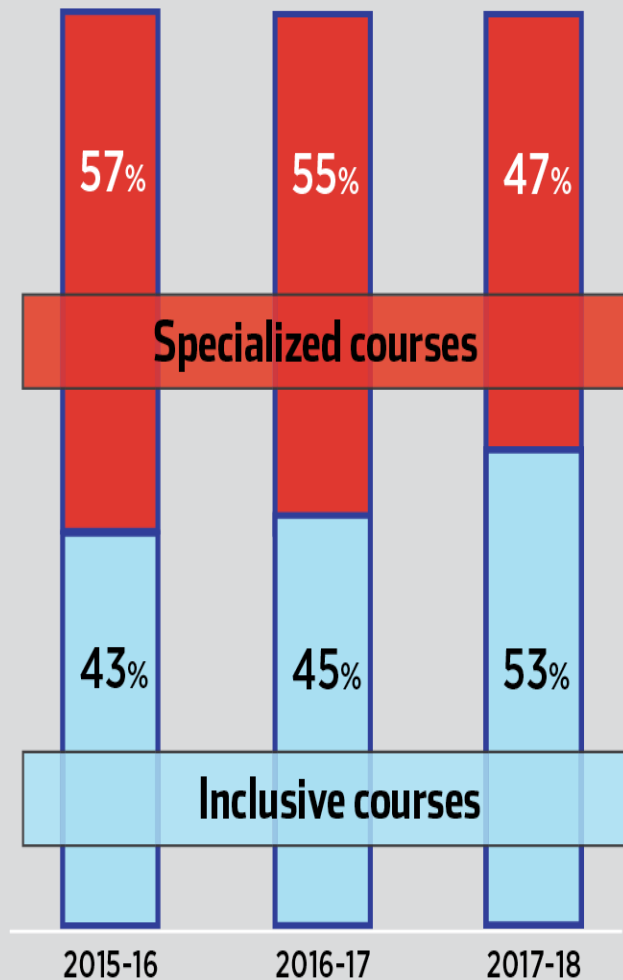
TPSID Cohort Trend Data (2015–2018)

CHECKLIST FOR BUILDING INCLUSIVE HIGHER EDUCATION COMMUNITIES

Definition of Inclusive Higher Education (Section 1)	Inclusion is a human right. It involves belonging to a community, having access to equal opportunities, being free to choose one's own life path, being actively engaged with and alongside others, and being valued for what one brings to the interaction.		
Questions for Reflection		Yes	No
Do students with ID take the same courses in the general course catalogue as other students on campus? *(Check no if students take at least one course specifically designed for students with ID or choose from a limited list of courses.)*			
Do students with ID choose their own courses, activities, jobs, and services with or without support? *(Check no if program staff develop student schedules and opportunities.)*			
Are students with ID physically on the same campus as students without disabilities? *(Check no if program is off campus or on a separate campus.)*			
Does enrollment of students with ID demonstrate natural proportions? *(Check no if enrollment of students with ID at each campus setting exceeds the national average of 0.8%.)*			
Do students with ID have access to all the activities and services available to other students? *(Check no if some activities and/or student services are not accessible to students with ID.)*			
Are students with ID enrolled at the college or university? *(Check no if students are enrolled in a separate program located on or off campus.)*			
Are students with ID governed by the same policies as students without disabilities? *(Check no if separate or different policies for students with disabilities exist.)*			
Do students with ID participate in the IHE's commencement/graduation ceremonies alongside their peers without disabilities? *(Check no if students do not participate in commencement/graduation ceremonies or if a separate graduation celebration is provided to students.)*			
Do students with ID live in campus housing alongside peers without disabilities if the IHE has campus housing? *(Check no if students with ID do not have access to campus housing or if they are in separate housing.)*			

CALL TO ACTION

STUDENT LIFE

ThinkCollege
NATIONAL COORDINATING CENTER

STUDENT PLACE OF RESIDENCE

11% Lived in IHE housing

21% Lived in non-IHE housing, not with family

68% Lived with family

inkCollege
iNCC

CALL TO ACTION

EMPLOYMENT

ThinkCollege
NATIONAL COORDINATING CENTER

Predictors of Employment at Exit

ThinkCollege
🏛 **NCC**

EMPLOYMENT

47% Employed while in college

31% Received services from Vocational Rehabilitation

56% Never held a paid job prior to enrollment

ThinkCollege NCC

PREDICTORS OF PAID EMPLOYMENT AT EXIT

✓ Paid work **prior to enrolling** in TPSID

ThinkCollege NCC

Paid work predicts paid work!!!

Students who obtained a paid job while enrolled were almost **15 times more** likely to have a paid job at exit than those who did not

ThinkCollege
NCC

What DIDN'T predict paid employment?

Unpaid career development experiences **was not found** to be a significant predictor of students obtaining paid employment during the program.

CALL TO ACTION

Predictors of Employment in Program

Positive predictor
- Number of years attended

Negative Predictor
- Number of specialized courses

ThinkCollege NCC

CALL TO ACTION

Options for Credentials

- Program creates a new credential that **only their students** earn.
  - Aligned with an industry-recognized credential
  - Certificate of completion of a program of studies

- Program creates a new credential that **all students** can earn

- Offer **access to an existing credential** already approved by and awarded by the IHE

ThinkCollege NCC

PREDICTORS OF PAID EMPLOYMENT AT EXIT

✓ Earning a credential awarded by the IHE almost **doubled the odds** of having a paid job at exit

CALL TO ACTION

ThinkCollege
NCC

Post-College Outcomes

EMPLOYMENT

65% (N=100) of those who completed a TPSID program had a paid job one year after exit.

PAID JOB

In comparison, **17%** of adults with developmental disabilities in the general population had a paid job in the community in 2014–2015*.

Source: National Core Indicators, 2017

*2014–2015 is the most recent year for which data are available

32% (N=49) were not working.

These students reported they were doing other things such as...

- Looking for work (N=28)
- attending postsecondary education at a non-TPSID program (N=19)
- doing unpaid career development activities (N=25)

SOCIAL LIFE

satisfied or very satisfied with their social life

=90.5% 👍

(this excludes 19 students who did not answer this question)

In comparison, **40%** of adults with developmental disabilities report feeling lonely

Student Resource Guide

FREE

https://thinkcollege.net/sites/default/files/files/resources/FinalStudentResourceGuide.pdf

?
Think College
can help...

thinkcollegeTA@gmail.com

ThinkCollege
🏛 **NCC**