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and
The Maryland Developmental Disabilities Council



A series of webinars providing the tools, information, and ideas for people with developmental disabilities and families to improve quality of life and effect change!

- **September 24: Making Inclusive Child Care a Reality**
- **October 15: Post Secondary Options for Transitioning Youth: What's Next after High School?**
- **November 19: Achieving a Better Life Experience (ABLE):
New Opportunities to Save for Disability
Related Expenses**

Post Secondary Options for Transitioning Youth: What's Next After High School?



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Services



**Inclusive Higher Education:
The Future for Students with Intellectual
Disability**

+ The Transformative Power of College

- Classes
- Friends
- Networks
- Content
- Internships



+ Result in.....

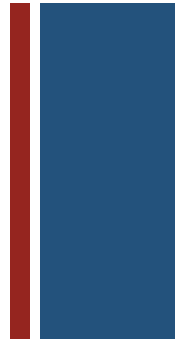


- Career
- Friends
- Experience
- Maturity
- Confidence
- Opportunities



+ 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



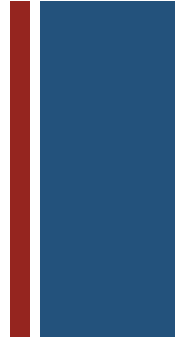


Connection between Postsecondary Education and Employment

- Youth with ID who participated in PSE 26% more likely to exit their vocational rehabilitation program with employment and earned a 73% higher weekly income.

■ Migliore and Butterworth, 2008

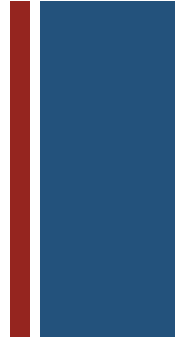
+ Poor Transition Outcomes



- In 2011, employment rates for transition- aged individuals (ages 16-21) were 18% **or less than half** the employment rate for people without disabilities

-Butterworth et al., 2013

+ Poor Adult Outcomes

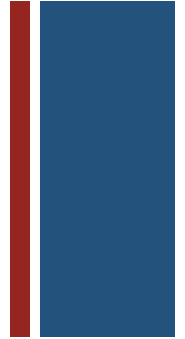


- This gap becomes worse as people with IDD age with only 32% of adults ages 20-30 having employment compared to 74% of people without disabilities

-Sulewski, Zalewska, Butterworth, & Migliore, 2013

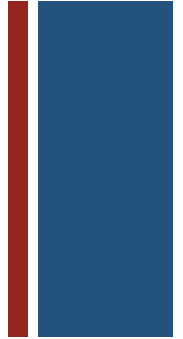


“Parents hopes vanish when confronted with insufficient information and seemingly impassible barriers for their children’s matriculation into college.”



-Martinez, Conroy, Cerreto, 2012





“Parental expectations for employment and postsecondary education are some of the strongest predictors of successful postschool outcomes for youth with intellectual and developmental disabilities.”

-Papay 2011

+ Family Expectations

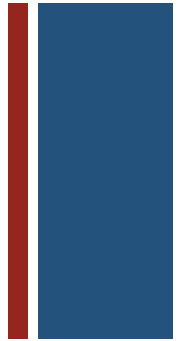
are influenced by professional

↓
guidance

↓
knowledge

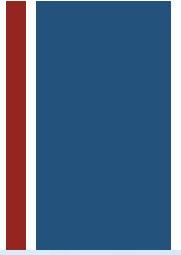
↓
expectations

All of which are influenced by their past experiences

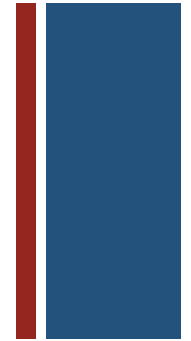




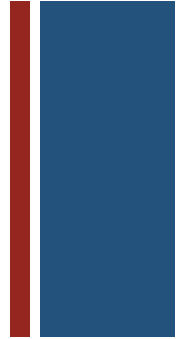
Which usually is not higher education



+ Sheltered workshops and day habilitation

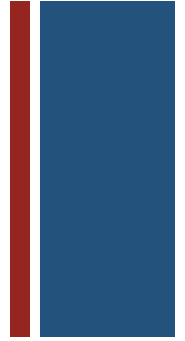


+ Facsimiles of LIFE



- In 2011, 81% of people with I/DD were being served in facility-based and non-work settings

■ Butterworth, Hall, Smith, Migliore, Winsor, Domin, & Sulewski, 2013



The POWER of EXPECTATIONS

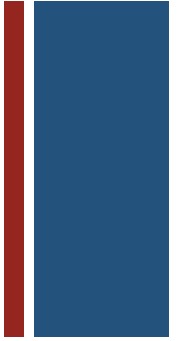
+ Impact on Employment

Youth with IDD whose parents expected they would be employed after high school were **58 times** more likely to be employed up to 2 years out and **50 times** more likely to be employed between 2 and 4 years out of high school than youth whose parents did not expect they would be employed.

-Papay 2011

+ Impact on Postsecondary Education

Youth with IDD whose parents expected they would be employed **were 28 times** more likely to have enrolled in postsecondary education after leaving high school than youth whose parents did not expect employment (Papay, 2011).

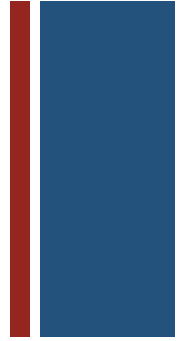


What do you believe?



Do you
BELIEVE your
students can
work?

Do you **BELIEVE** your
students can go to
college?

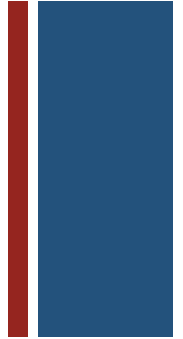


Your beliefs and expectations have a *greater* impact on a student becoming employed or going to university than that student's skills or disability



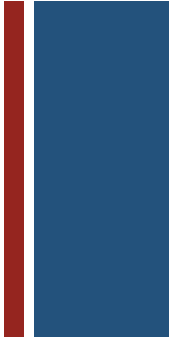
Its not what students bring to the table....

It is how the table is set that determines outcomes.





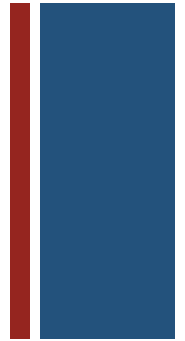
"What do you want to bring to the table when you grow up?"



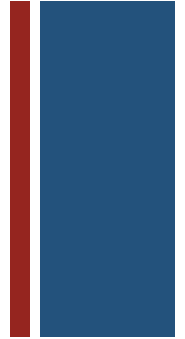
“Progress lies not in enhancing what is, but in advancing toward what will be.”

-Kahlil Gibran

+ Assessing Progress in Inclusive Higher Education



- Higher Education Opportunity Act 2008 (legitimacy & inclusion)
- TPSID National Coordinating Center
- Think College Standards, Quality Indicators, & Benchmarks
- Emerging Data — Building a body of knowledge



What are the current higher education options for students with intellectual disability?

COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, SEPTEMBER 2015 (N=242)



think COLLEGE!

WWW.THINKCOLLEGE.NET

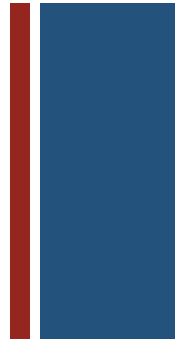
Think College Database

+ Higher Education Opportunity Act (HEOA)

- Federal Legislation enacted August 14, 2008
- Reauthorizes the Higher Education Act of 1965, as amended
- Created Model Demonstration Projects – Transition Postsecondary Education Programs for Students with Intellectual Disabilities (TPSIDs)
- Coordinating Center (@Think College UMASS Boston)
- Financial Aid access for students with ID

+ Outcomes of the Legislation

- Programs at 50 colleges and universities
- Data on +1800 students (courses, employment)
- Legitimized flexible access into universities and financial aid
- Set standards for inclusion
- Emphasized employment as a goal of higher education



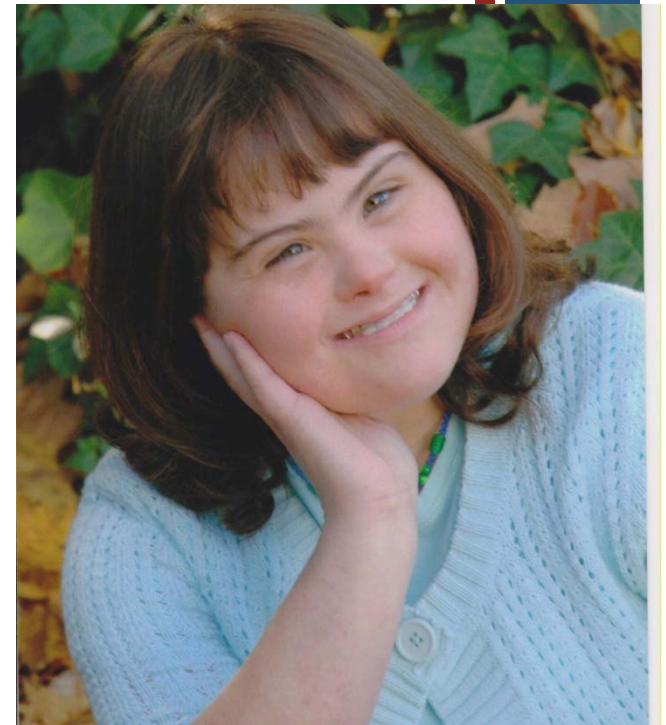


What are the options in the US?

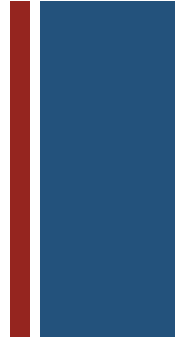
- 241 programs listed on the Think College website (www.thinkcollege.net)
- 34 Comprehensive Transition Programs
<http://studentaid.ed.gov/eligibility/intellectual-disabilities>
- 27 TPSIDs (2010-2015) and 25 TPSIDs (2015-2020)- Transition Postsecondary Program for Students with Intellectual Disabilities (Grant funded model demonstration projects)

+ TPSID Snapshot

- Year 1-470 Students in 42 IHEs
- Year 2- 760 in 43 IHEs
- Year 3- 856 Students in 44 IHEs
- Year 4 -885 Students in 44 IHEs
- 1815 individuals students
- 67% provide access to housing
- 90% use peer mentors



+ Integration within Institute of Higher Education



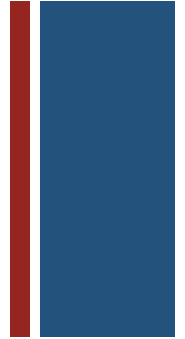
- 93% follow IHE' s academic calendar
- 98% hold students with ID to same code of conduct as other students
- 91% issue student university identification cards to students with ID
- 62% issue students with ID a regular transcript

+ College Classes

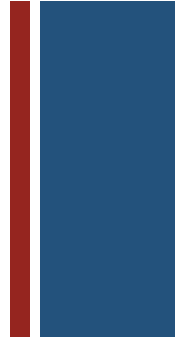




Course Access 2012-2013



- 733 students enrolled in a total of 5,584 courses
- 58% specialized course enrollments
- 42% inclusive course enrollments
- 53% inclusive courses enrolled for standard IHE credit



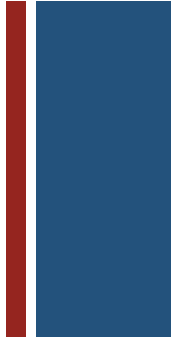
What kinds of university courses do students with intellectual disabilities take?

Courses that meet their GOALS!!

Just like other students!!

- **Academic:** Beginning American Sign Language II, Fundamentals of Writing, Writing for Children, Introduction to Sociology, World Civilization II, Pre-Algebra, Careers in Healthcare, American History to 1877, Introduction to Psychology
- **Business:** Microcomputer Applications for Business, Principles of Advertising, Principles of Marketing, Principles of Management, Front Office Management, Hospitality Seminar
- **Technology:** Advanced Microcomputer Applications, Web Page Development I & II, Intermediate Photoshop
- **Arts:** Painting II, Ceramics I, Ballroom Dance, Latin Dance, Vocal Performance Workshop, Introduction to Watercolor, Write Your Life Story, Drawing I
- **Career Exploration:** Professional Etiquette, Keys to Effective Communication, Criminal Procedure, Strategies for College and Career, Sanitation & Safety, Child Development, Response to Terrorism, Making Movies, Introduction to Mass Media, Career/Life Planning
- **Wellness:** Personal Fitness, Introduction to Wellness, Swimming, Yoga I & II, Handling Medical Emergencies

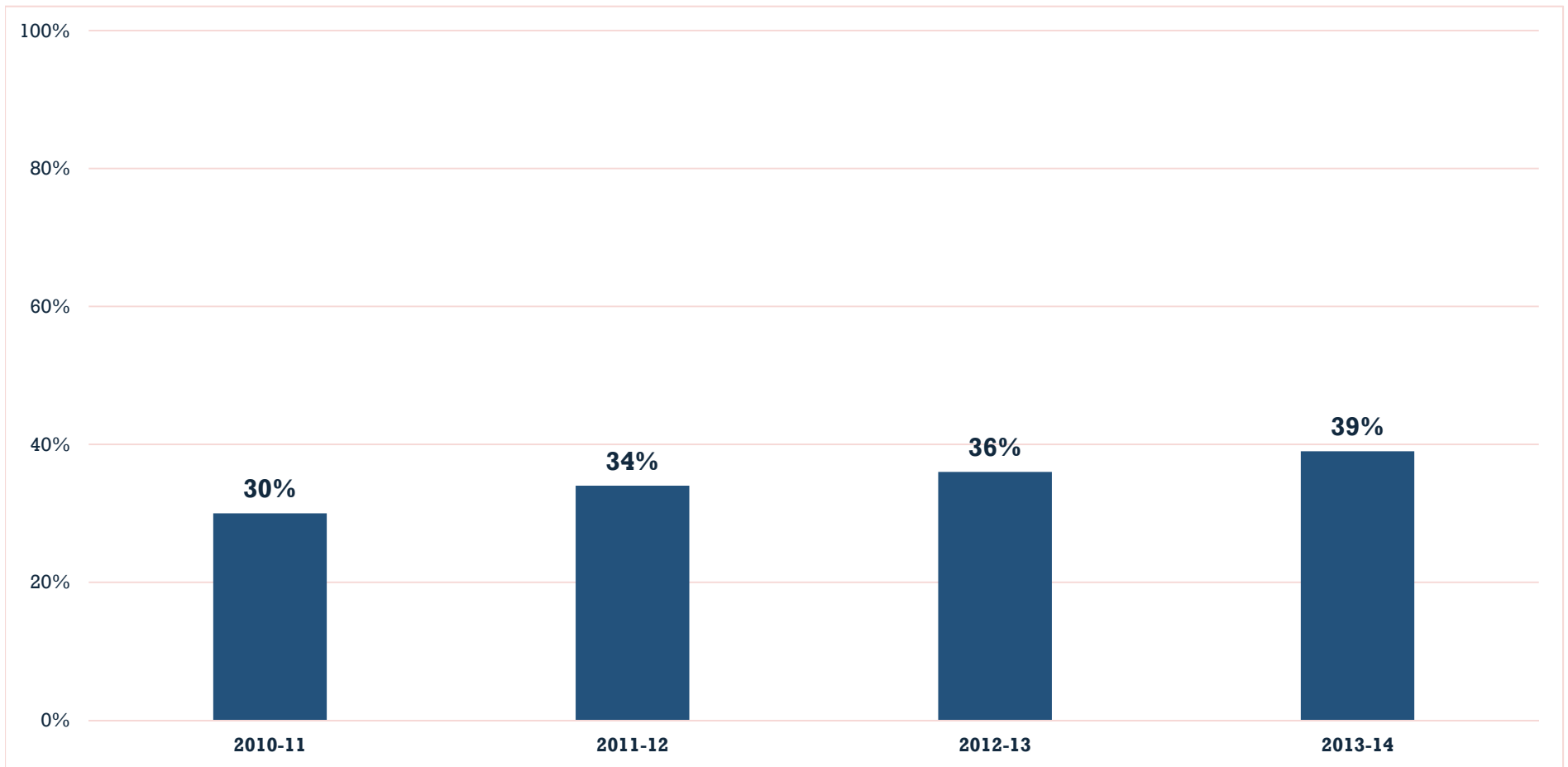
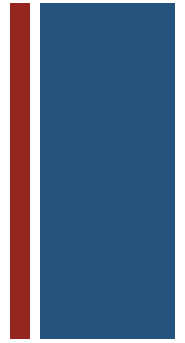
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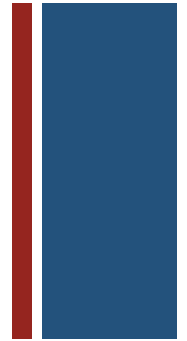
LET'S CREATE
JOBS



Paid Work Years 1 - 4



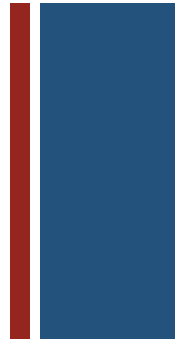
+ Paid Employment



- 39% of TPSID students worked at a paid job in during the 2013-14 academic year
 - This is up from 36% in 2012-13
- Nearly half of the students with paid jobs in 2012-13 (42%) had *never* worked prior to attending their TPSID program

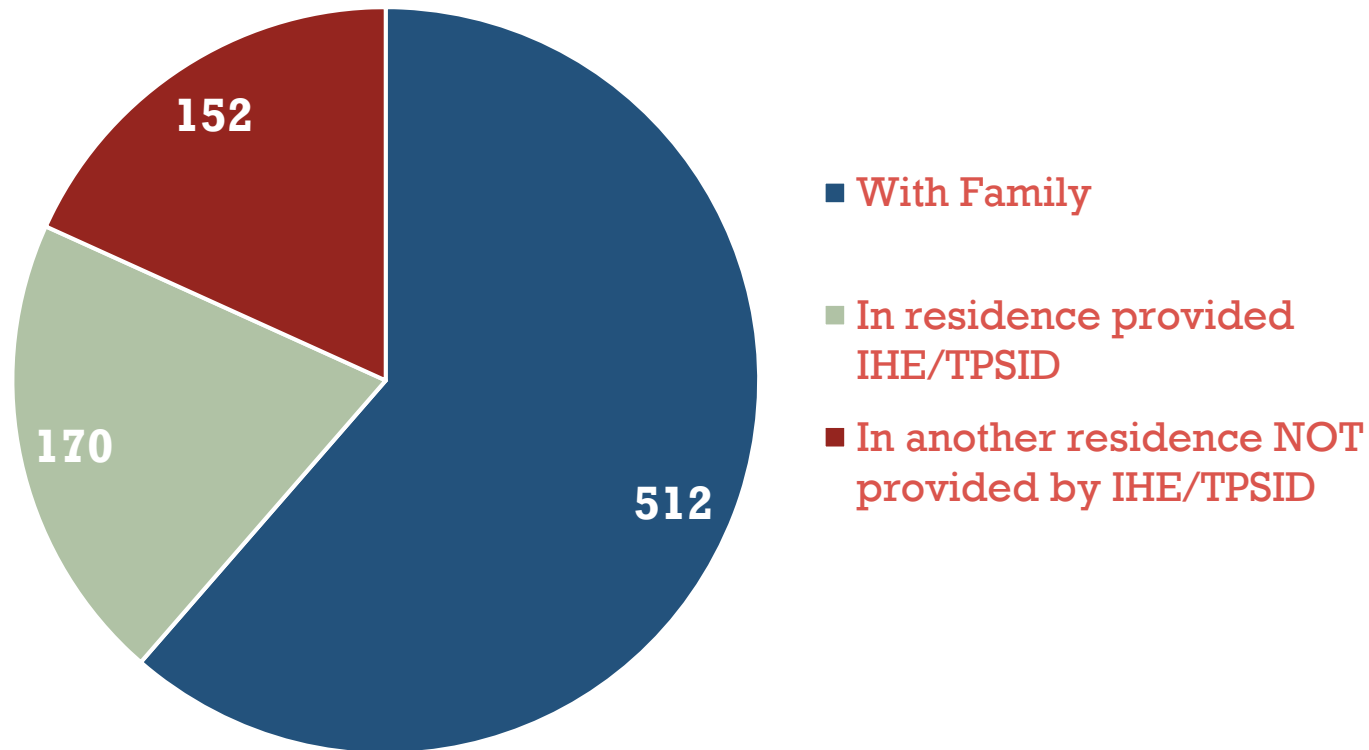


On/Off Campus Housing



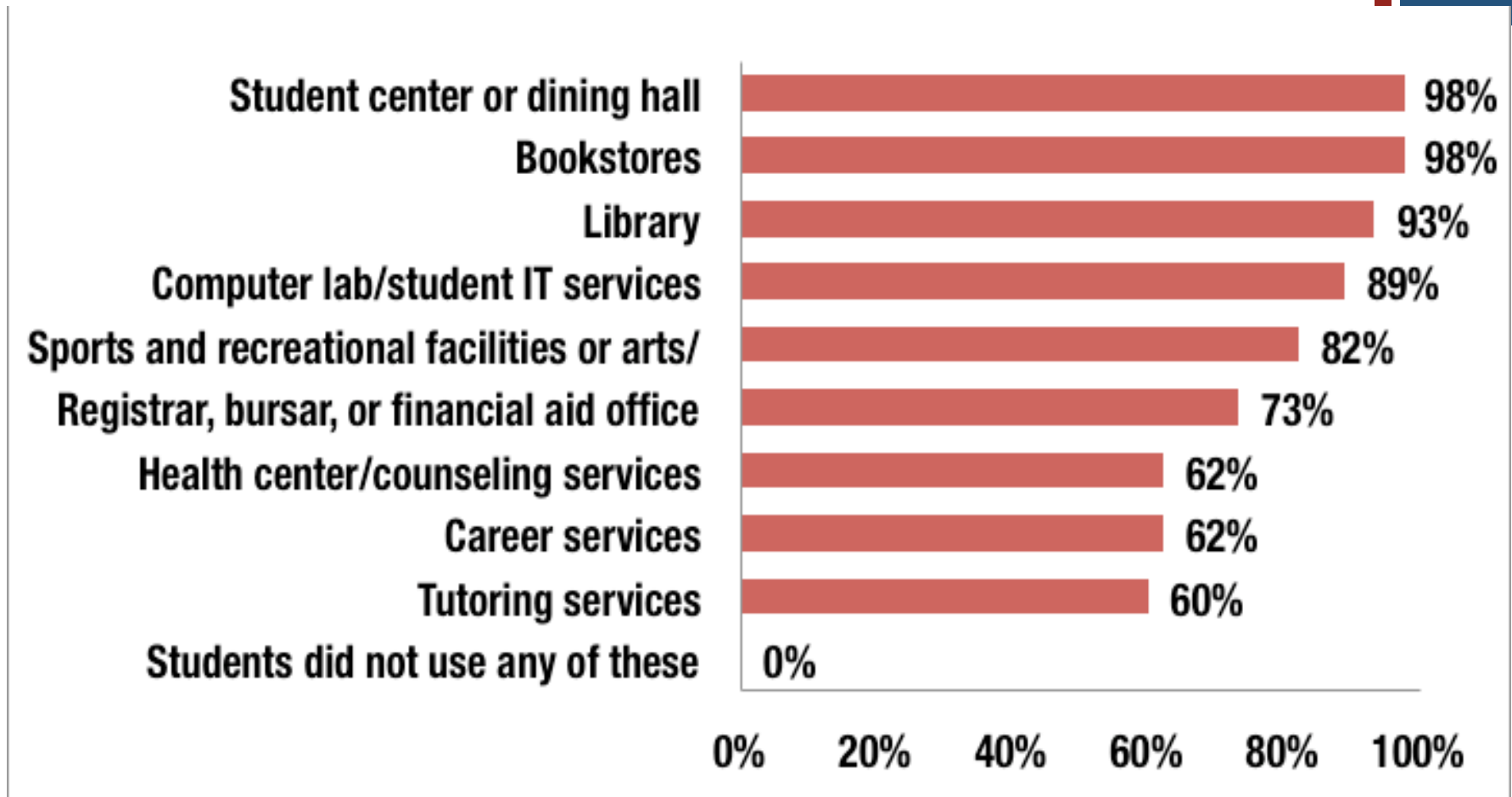
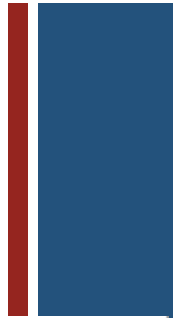
+ Student Living Situation

n = 834 students





Campus Membership



Issues to consider

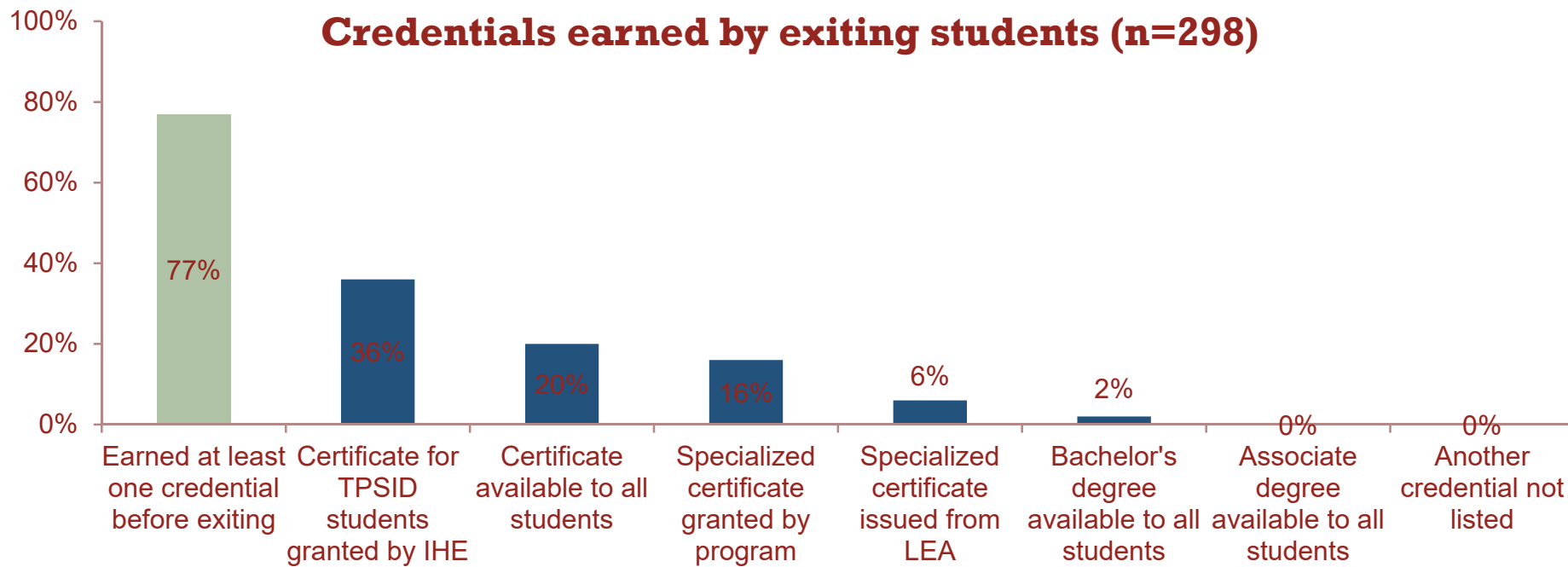


- ↑ Increase Inclusive Course Access
- ↑ Integrated competitive employment
- ↑ Campus housing
- ↑ Demand / low supply



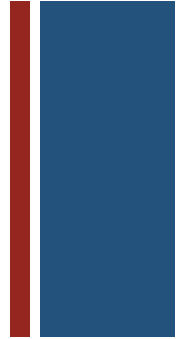


+ Credentials

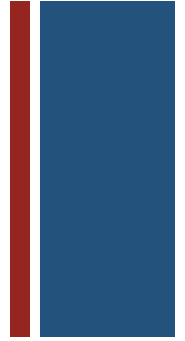




+ Partnerships



- Vocational Rehabilitation
- Local Education Agencies
- Employers
- University Centers on Excellence and Developmental Disabilities
- State IDD Agencies
- Community Rehabilitation Providers
- DD Councils

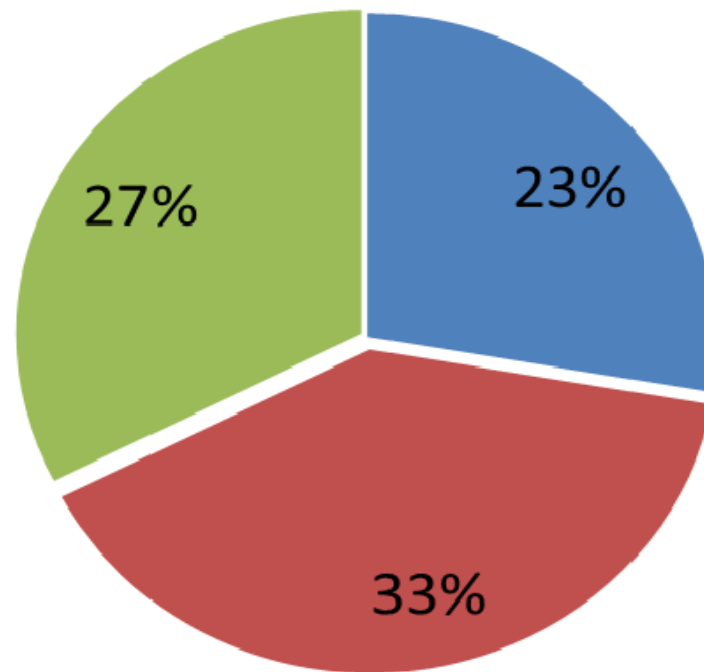


What is happening in Maryland?



+ Post-Secondary Outcomes Based on Students Exiting in 2013

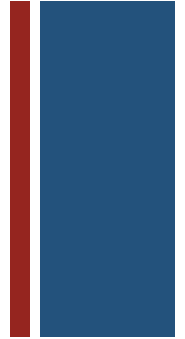
82.59% of young adults were engaged in Meaningful Adult activities in Maryland. Students who exited were engaged in the following:



■ Training or Supported Employment ■ Employed ■ Higher Education



+ Postsecondary Options in Maryland



Good news!

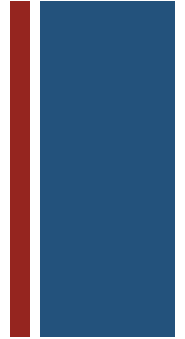
We have partnerships throughout the state with community colleges and 4-year institutions

We have interest in the majority of local school systems to expand or develop new postsecondary transition initiatives

We have support from MSDE and the Division of Special Education/Early Intervention Services to pursue postsecondary offerings for students with disabilities



+ Postsecondary Options in Maryland



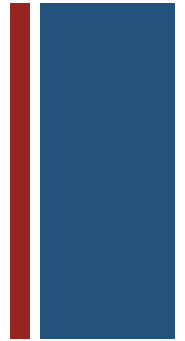
Not so good news

Many local school systems do not have knowledge of
“effective” postsecondary programs

The partnerships are not operating under specific indicators

The programs are not aligned with outcomes (in some cases)

+ Moving Forward



- Results of Postsecondary Program Survey
- Pursuing strategic planning for development of PSE programs
- Spotlighting effective practices based on existing programs
- Data-informed decisions- Focus on Outcomes
- State Task Force
- Maryland transition Digital Portfolio

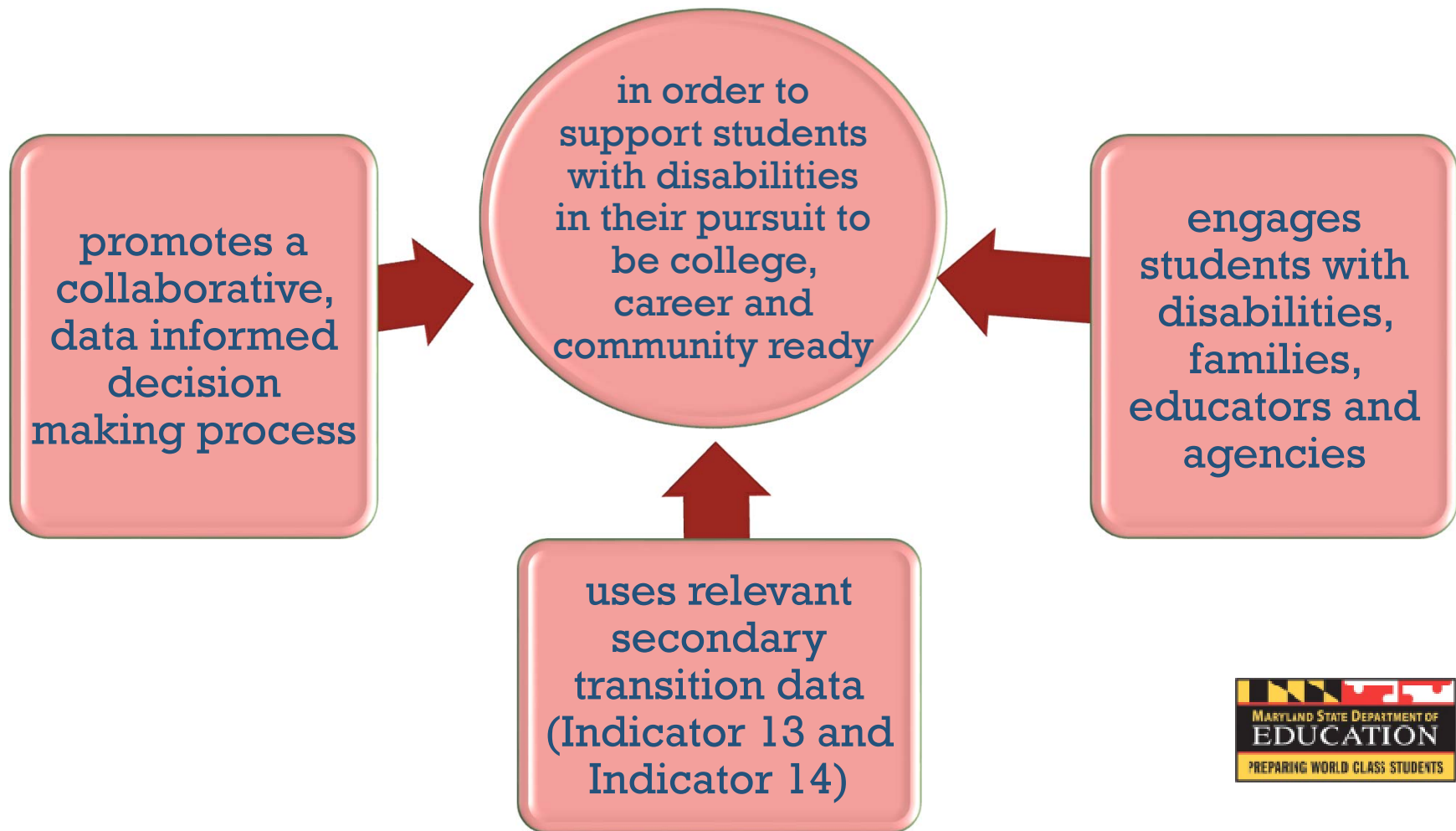
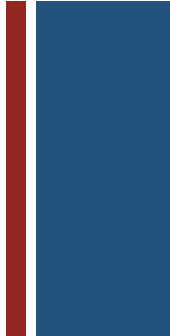
+ State Task Force

- The Task Force to Study the Impact of Expanding Credit and Noncredit Courses for Students with Intellectual and Developmental Disabilities was formed in July 2013 ([Chapter 392, Acts of 2013](#)).
- For students with intellectual and developmental disabilities, the Task Force will consider the expansion of courses at public institutions of higher education. The Task Force is to study the impact of credit, and the offering of both credit and noncredit courses to these students.
- Authorization for the Task Force ends June 30, 2016. (see link <http://msa.maryland.gov/msa/mdmanual/26excom/html/33studdisab.html>)

Secretary Hunter-Cevera- Maryland Higher Education Commission
6 North Liberty St., 10th floor, Baltimore, MD 21201
www.mhec.maryland.gov

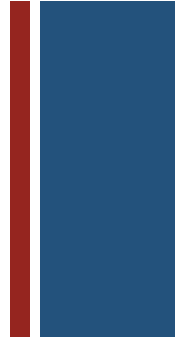


+ Support Secondary Transition in Maryland through the use of the Digital Portfolio System that:





Maryland Transition Digital Portfolio System Highlights



Seamlessly
integrated with the
Maryland Online IEP
System

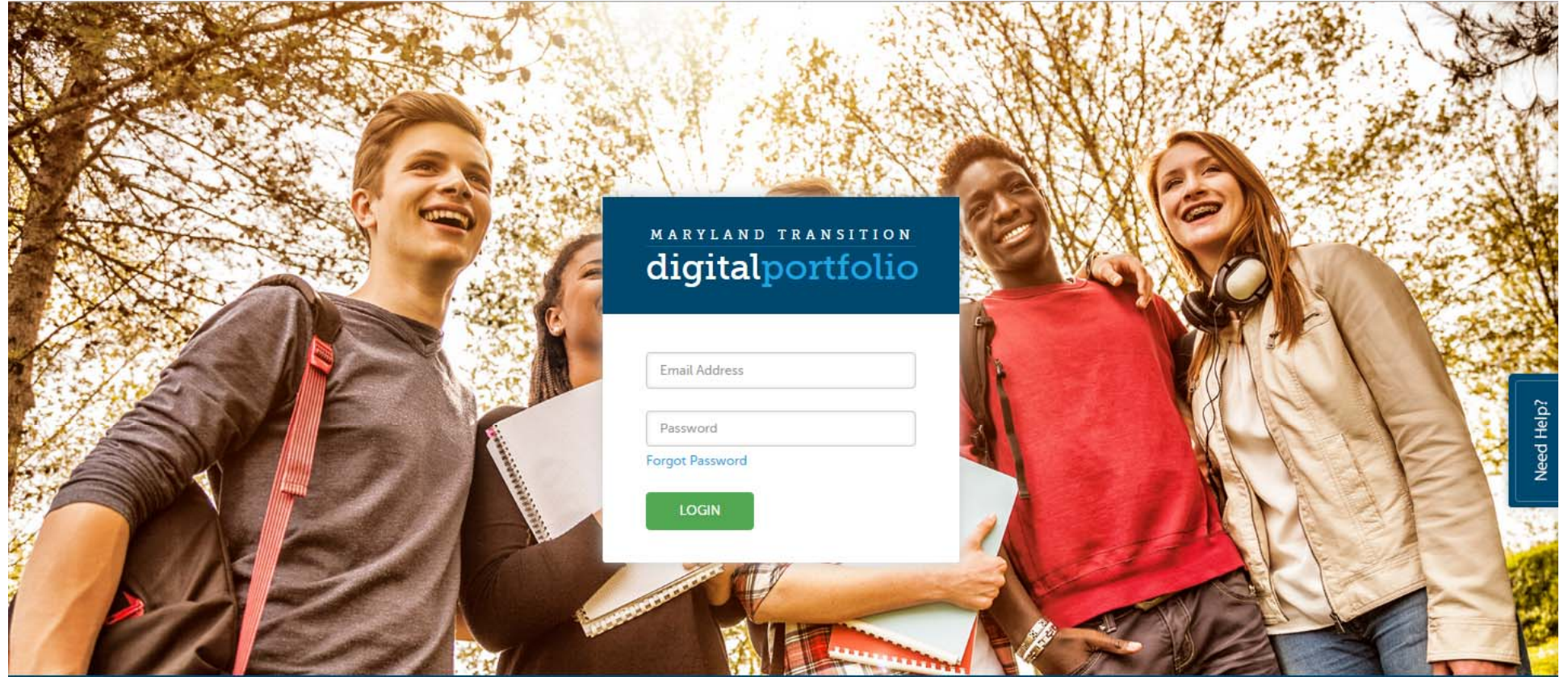
Students can send a
task to case manager
or teacher for
feedback

Ability for families to
have a login and
participate in the
process

Ability to upload
artifacts, files,
pictures and videos

Ability to make work
in the digital
portfolio public and
share with people





Welcome Sam

15 of 37 Suggested Items Completed

Portfolio is **Not Live**

Home

Click on a box below to get started



Profile

These tasks explain about me like who I am and what I enjoy.



Education

These tasks explain what I've learned, how I learn, and preparing for what's next.



Work

These tasks prepare me to find work that interests me.



Life



These tasks prepare me to succeed in the world outside of school.

Education

These tasks explain what I've learned, how I learn, and preparing for what's next.

Tasks

Click on a task below to get started

 Academic Supports The academic supports that I need. >	 Applications Applications that I have submitted to colleges, universities or training programs. >	DORS My DORS application and counselor. >
Educational Support Contacts My Educational Support Contacts. >	Essay My college application essay. >	Financial Aid My financial aid sources for colleges, universities or training programs. >
Graduation/Program Requirements My graduation/program requirements. >	Recommendations The recommendations I have requested. >	Scholarships and Loans The scholarships and loans that I am qualified for and intend to submit an application. >
Self-Advocacy What I need to disclose about my disability (How, When and Who) to access my education. >	Testing My standardized testing reports. >	Transcript My transcript. >
Visits My college, university or training program visits. >		

Visits

What you need to do:

List all of the college, university or training programs that you have conducted visits or plan to visit.

How you can do it:

There are many ways to complete a task.

Some tasks may ask you to upload a file as your response. Files can be documents, photos, videos or audio clips.

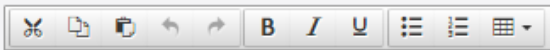
- You can click the Upload New Files button on the task page to find and select the file you want to upload as your response.

Some tasks may ask you to identify, track, list or name things for your response.

- You can type your response in the box on the task page or you can upload photos, videos or audio clips as your response.



Your Response:




Add files:

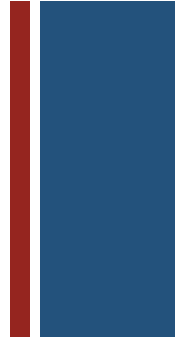
Task History & Feedback

Write a short message to explain what you've done and what you would like to have reviewed.

Your Message

Reviewers:

 Test McNolnc ()



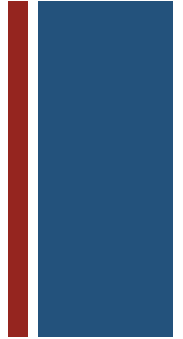
So what can you do?

+ College Knowledge

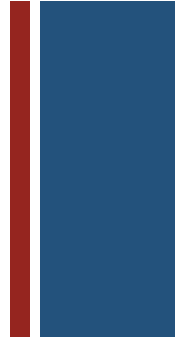
- Get and share information about college options with all staff
- Build college related goals into the IEP
- Talk with families in elementary, middle and high school about college options
- Encourage students to explore learning options
- Insist that ALL STAFF and FAMILIES know about the various paths to and through college for students with IDD.



Expect that Students with Intellectual and Developmental Disabilities will



- Desire and deserve learning after HS
- Have some non-traditional college goals
- Get real jobs and earn minimum wage or above
- Be dissatisfied when they have a crummy job
- Grow and change in their desires and skills



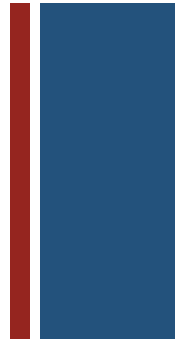
Believe what YOU say about
THEIR potential!!!

The Payoff





thank you!



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