

Slide 1

Presentation title: Inclusive Higher Education and Vocational Rehabilitation: New Partnerships Leading to Positive Outcomes

Slide text: Presenters:

Debra Hart & Russ Thelin

Think College National Coordinating Center

Institute for Community Inclusion

University of Massachusetts Boston

Slide image: Think College National Coordinating Center

Slide 2

Slide title: Think College National Coordinating Center

Slide text: 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

Slide image 1: Thinkcollege.net College Search screen grab. Stack of books, "College options for people with intellectual disability." 4 categories: College Search, Resource Library, Innovation Exchange, What's Happening in Your State.

Slide 3

Slide title: Rethinking college

Slide text: <https://thinkcollege.net/resources/rethinking-college>

Slide 4

Slide title: Higher Education Opportunity Act 2008

Slide image: Creates the Comprehensive Transition Program; Provides access to Federal Financial Aid; Provides funding for model demonstration projects and a coordinating center; Requires development of model accreditation standards; Requires collection of program level and student level data

Slide 5

Slide title: Definition of students with intellectual disability in HEOA:

Slide text:

A student—

- “(A) with intellectual disability 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.

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Slide title: Alternate Pathway to College

Slide image: Two arrows, each depicting a way to and through 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 credit/degree

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Slide text: Growth in inclusive postsecondary education programs in the U.S.

Slide image: Line graph illustrating growth in number of programs for students with ID in the US. Starting in 2004 with 25 programs, 149 in 2009, 228 in 2014 and 259 in 2018.

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Slide title: College options for people with intellectual disabilities, September 2018

Slide image: Map shows how many programs are in each state totaling 259 in the country. Map is updated as of September 2018.

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Slide title: Number of IHE in the United States

Slide image: 4,627

Slide 10

Slide title: TPSID at a Glance Slide chart on slide shows the following:

Slide image: Since 2010, TPSID programs have educated 3350 students on 88 campuses in 31 states.

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Slide title: Cohort 2 TPSIDs

Slide image: US map showing where the 2015-2020 TPSID are located. 25 grantees, 19 satellite sites, 2 sites with 2 programs for a total of 46 programs.

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Slide title: TPSID 2016-2017 at a glance

Slide image: 25 grantees, 44 campuses, 19 states, 10 two-year colleges, 34 four-year colleges/universities, 14 approved comprehensive transition programs

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Slide title: Student Info

Slide image: graphic of a student, with these facts next to it:

Program Size: 1-52 students

Average number: 15 students

Total 669 students

2016-17 TPSID program data

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Slide title: Student profile

Slide image: Infographic on TPSID Student Demographics

90% between 18-25 years old

95% Either ID or Autism

86% ID, 9% autism (no ID)

62% white, 24% African American, 12% hispanic, 7% asian

23% dually enrolled in HS, 77% adult students

N=669 students

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Slide title: Paid employment in college

Slide image: A line graph that compares the employment rates of TPSID students and full time undergraduate students while in school.

2015-16, the rate was 45% for both groups.

2016-17, the rate was 50% for TPSID students, and data for undergrads had not been updated for this year.

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Slide title: Predictors of Employment in Program

Slide image 1: up arrow

Slide text 1: Positive predictor: Number of years attended

Slide image 2: down arrow

Slide text 2: Negative Predictor: Number of specialized courses

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Slide title: What DIDN'T predict paid employment?

Slide text: Unpaid career development experiences was NOT a predictor of students obtaining paid employment during the program

Slide image: symbol indicating no

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Slide title: Paid employment at exit

Slide image: Bar graph comparing employment rates of TPSID students 90 days after exit to adults with IDD with a paid job.

TPSID graduates in 2015-16 had a 35% employment rate, compared to 19% for adults with ID overall.

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Slide title: Think College Outcome For Employment One Year Post Exit of Program

Slide image: 65% of 100 students who completed a TPSID program had a paid job one year after exit compared to 17% of adults with developmental disabilities in general population had a paid job in 2014.

of the 32% who were not working were:

looking for work

attending postsecondary education non-TPSID program

doing unpaid career development activities

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Slide Title: Predictors of Employment at Exit

Slide Image: arrow arching to the right with text: Before, During, After

Slide 21

Slide title: Predictors of paid employment at exit

Slide text: Paid work prior to enrolling in TPSID

Slide 22

Slide title: Paid work predicts paid work!!!

Slide text: 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

Slide image: Arrow with the word employment in it

Slide 23

Slide title: Predictors of paid employment at exit

Slide text: Earning a credential awarded by the IHE almost doubled the odds of having a paid job at exit

Slide image: dictionary entry for the word credentials

Slide 24

Slide title: RRTC on Vocational Rehabilitation Practices and Youth

Slide image: RRTC logo

Slide text 1: Study 1

Secondary analysis of TPSID data to identify levels of VR partnership, role, financial support, and impact on outcomes

Slide text 2: Study 2

Case studies of 4 college programs identified as having effective partnerships with VR

Slide text 3: <http://vrpracticesandyouth.org>

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Slide title: High level of partnership and frequent interaction between VR Agencies and IHEs hosting TPSID programs

Slide text: 77% (40/52) of the TPSIDs partnered with VR

Slide image: pie graph showing how frequently VR agencies and IHEs hosting TPSID programs meet

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Slide title: VR financial support for students

Slide image: Two bar charts, one for VR-Partnered Programs and another for non-partnered programs. Each chart shows one bar for percentages of VR funds used for tuition, and another bar for VR funds used for other expenses. VR partnered programs are 24.1% tuition and 31.2% other expenses. Non-partnered programs are 6.3% tuition and 7.8% other expenses.

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Slide title: Primary findings summary

Slide text:

- Partnership status significantly affected use of VR funds to pay for tuition and non-tuition expenses for enrolled youth
- Programs that partnered with VR were more likely to have students enrolled in segregated classes
- Partnership status affected career development and employment at exit and type of credential attained

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Slide title: VR case studies

Slide image: a pile of colorful books on lawn in front of brick wall that says university

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Slide title: Who did we talk to?

Slide text:

- 4 higher education programs (4 serving adults, 1 serving transition-aged youth)
- Program length 1-4 years

- 1 junior college, 1 provided 2 & 4 year degrees, 2 were 4-year colleges
- 2-3 day site visits
- Interviewed program staff, VR counselors, supervisors, students & parents

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Slide title: Primary findings theme

Slide text:

- Partnerships & elements of successful collaboration
- Role of VR in supporting higher education
- Student & family experiences & outcomes
- Counselor role
- Opportunities for personal growth
- Communication strategies

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Slide title: 1. Understanding each other's goals and systems

Slide image: Image of a compass with the arrow pointing toward the north position with the word goal noted in the north position.

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Slide title: 2. Create formal communication structures

Slide image: Image of a group of individuals around a conference table talking over a work project.

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Slide title: 3. Contract for services

Slide image: Image of the lower arms and hands of a man and woman reviewing a contract document on top of a table. The man is pointing at a place to sign, and the woman has a pen in hand to sign the contract.

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Slide title: 4. Ensure students are connected both partners

Slide image: Image of an application form on a light blue table top, partially covered by a pair of glasses. The lower right corner shows a hand holding a pen to begin filling the application form out.

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Slide title: 5. Make documentation meet everyone's needs

Slide image: Image of a tabletop with a keyboard and papers on it. One paper is illegible and the other has a bar and pie chart taking up the page. Over the edge of the table are the crossed forearms of a woman, covering portions of the papers.

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Slide title: 6. Encourage informal communication and teamwork

Slide image: A wooden tabletop with an iPad, journal and pair of glasses on top of it. Over these are a pair of forearms in a sweater entering text on a cellular phone.

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Slide title: 7. Have a clear delineation of job support roles while students are in school...

Slide image: Image of a storage or supply room with a young student with Down Syndrome wearing glasses looking at you and smiling while holding a green t-shirt in a plastic wrap.

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Slide title: 8. And in the transition to longer-term employment

Slide image: A light blue colored classroom wall with a white board, covered left to right with poster pages of phrases, images and shapes reflecting the work of teams to address an otherwise unidentified assignment or issue.

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Slide title: 9. Keep the focus on the goal of supporting students

Slide image: A university campus open space during autumn and a campus building in the near distance with a young male student with Down Syndrome carrying a book bag walking toward the building while looking over his left shoulder toward you, wearing glasses and smiling.

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Slide title: 10. And share in those successes

Slide image: A sunset image with the sun low on the horizon while five silhouetted students wearing gowns are throwing their mortar board caps and tassels into the air.

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Slide title: Current innovations between VR & inclusive higher education programs

Slide text:

- Regional consortium working to increase IHE participation
- Foundational seed money with VR, DD, & CMS matching dollars
- VR/IHE jointly seeking legislative allocations for IHE to employment
- Joint policy development for each agency

- Programmatic alignment for VR Common Performance Measures
- Inter-organizational cross training

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Slide title: The VR affinity group

Slide text 1: An online community for review and discussion of issues, strategies, and results related to the partnership between VR agencies and IHEs

Slide text 2: <http://www.surveygizmo.com/s3/3834983/VR-Affinity-Group-Participant-Survey>

Slide text 3: For more information contact Russ Thelin at: russell.thelin@umb.edu

Slide image 1: Think College logo

Slide image 2: Two conversation boxes overlapping with profile silhouettes in each facing in each facing one another suggesting conversation is taking place.

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Slide title: Thank you!

Slide text:

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Slide image 1: An orange horizontal bar within which are inset images of individuals with disabilities in educational settings walking on campus, painting, writing, looking, and wearing a cap and gown. Also inset is the Think College logo.

Slide image 2: The logo and designation of the Institute for Community Inclusion of the University of Massachusetts Boston.