Welcome to
Increasing Diversity: Including Students with Intellectual Disability in Higher Education

Please be respectful of your colleagues by silencing your phone.
If you need to answer a call, please go to the hallway.
Presented by

• Dr. Clare Papay, Senior Research Associate, Think College
• Cate Weir, Project Director, Think College

www.thinkcollege.net
We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.
Growth of college programs for students with intellectual disability

Clare Papay, Ph.D.
Learning Objective

- Participants will be able to explain the legislative foundations that led to the growth of college opportunities for students with ID, and understand the current landscape through a presentation of data.

- Learning will be supported through a combination of presentation via visuals such as timelines and data graphics, as well as question and answer with the attendees.
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

Supports data collection

Higher Education Opportunity Act, 2008
Higher education programs for students with intellectual disability in the U.S. 2004 to 2019

See https://thinkcollege.net/college-search
Type of institution

- 101 at 2-year IHE
- 149 at 4-year IHE
- 6 at technical school
- 12 other

89 (33%) offer federal financial aid

95 (35%) offer housing

Source: Think College Programs Directory, June 1, 2019
In 2018-2019:
Of programs that reported charging for their program

$11,025 median annual cost
(tuition and other fees)

Source: Think College Programs Directory, June 1, 2019
Students

Number of students in program
- Mean = 29
- Median = 17

Acceptance rate
- Mean = 68%

Disability
- All enroll students with ID
- 225 enroll students with ID and autism

Type of students served
- 45 serve only high school students
- 165 serve only students who have exited high school
- 57 serve both

Source: Think College Programs Directory, June 1, 2019
At 138 programs, students take inclusive classes for credit

At 177 programs, students take inclusive classes for audit

At 107 programs, students take continuing education classes

168 programs offer special classes

158 programs award a credential

Source: Think College Programs Directory, June 1, 2019
Employment

In 2018-2019:

43% of students had paid, integrated employment

56% of students who completed the program the previous year had paid, integrated employment within 90 days of exit

Source: Think College Programs Directory, June 1, 2019
Disability Services and college programs for students with intellectual disability

Cate Weir, Think College
Michelle Mitchell, Lehigh Carbon Community College
Learning Objective

• Participants will be able to list three promising practices they can use to effectively participate in the development of a college program for students with ID.

• Learning will be facilitated through the sharing of real stories of program operations, discussion of the role of accreditation standards in program development, and opportunity for discussion and questions with session attendees.
SEED Program

• Partnership between Lehigh Carbon Community College and the Lehigh Valley Center for Independent Living (LVCIL)

• There are 3 tracks for the SEED Program:
  • SEED AACHIEVE
  • SEED Academic
  • SEED Career Track

• The 3 tracks are similar but all vary in the amount of hours that each student has contact with their SEED Coach.

• Video Introduction to the SEED Program
AHEAD White Paper

• While Disability Services professionals may or may not operate such programs, we are in a unique position professionally to inform institutional decisions to design and implement programs that are welcoming and inclusive for students with intellectual disabilities.
But are they “Otherwise Qualified”?

- Once a college program accepts a student with intellectual disabilities, they are considered “otherwise qualified” and eligible to receive reasonable accommodations.
Strategies to INSTIGATE

• Bring the conversation to important administrators
• Establish a Program Planning Committee to guide the development of the initiative with key IHE staff and faculty
• Include the voices of students, parents, employers, and adult service agencies on the Leadership Committee
• Gather resources to support program development (course of study, admission requirements, funding, staffing, etc.)

https://thinkcollege.net/resources/innovation-exchange/program-development
Strategies to PARTNER

- Actively participate in the Program Planning Committee
- Discuss resources that exist and resources that would be needed to support students in the program
- Help to identify champions and allies on campus
- Work with students to arrange accommodations, inform faculty
- Support accommodation requests
Partner/Collaborator

• As program “champions,” the DS professional and the program staff are in the unique positions to collaborate and customize a program that fits comfortably into the culture of the college and campus.
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