

# Promoting Post-Secondary Education Opportunities for People with Intellectual Disabilities



**NIDRR State of the Science Conference, November 6, 2009**

Jennifer Johnson, Ed.D.

Supervisory Program Specialist

Administration on Developmental Disabilities (ADD)

Administration for Children and Families

US Department of Health and Human Services

# The Administration on Developmental Disabilities (ADD)

---

- Responsible for implementation of the Developmental Disabilities Assistance and Bill of Rights Act of 2000, known as the DD Act.

# Developmental Disabilities

---

- Developmental disabilities are severe, life-long disabilities attributable to mental and/or physical impairments which manifest themselves before the age of 22 years and are likely to continue indefinitely.

# Developmental Disabilities

---

- They result in substantial limitations in three or more of the following areas:
  - self-care
  - comprehension and language
  - skills (receptive and expressive language)
  - learning
  - mobility
  - self-direction
  - capacity for independent living
  - economic self-sufficiency
  - ability to function independently without coordinated services (continuous need for individually planned and coordinated services).

# Developmental Disabilities

---

- Persons with developmental disabilities require individually planned and coordinated services and supports (e.g., housing, employment, education, civil and human rights protection, health care) from many providers in order to live in the community.

# DD Act Programs

---

- ❑ State Councils on Developmental Disabilities (SCDD)
- ❑ State Protection and Advocacy Agencies (P&As)
- ❑ National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Services (UCEDD)
- ❑ Projects of National Significance (PNS)

# Common purpose

---

To assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs

# State Councils on Developmental Disabilities (SCDD)

---

- ▣ Contribute to a coordinated, consumer- and family-centered, consumer- and family-directed, comprehensive system of community services, individualized supports, and other forms of assistance

# State Protection and Advocacy Agencies (P&As)

---

- Protect the legal and human rights of individuals with developmental disabilities

# University Centers for Excellence in Developmental Disabilities (UCEDD)

---

- Provide leadership in, advise Federal, State, and community policymakers about, and promote opportunities for individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life

# Projects of National Significance

---

- ❑ Create opportunities for individuals with developmental disabilities to directly and fully contribute to, and participate in, all facets of community life; and
- ❑ Support the development of national and State policies that reinforce and promote, with the support of families, guardians, advocates, and communities, of individuals with developmental disabilities, the self-determination, independence, productivity, and integration and inclusion in all facets of community life of such individuals

# Initiatives to Support Post-secondary Education Opportunities - DDCs

---

## □ ***Wisconsin DDC***

- About 3 years ago, the DDC funded a program at the UW-Stout. It was a joint effort between local school systems and the UW. Students ages 18-21 attended the UW, living in the dorms and learning independent living skills. Some took university courses; some took courses at a nearby tech school. Most had part-time jobs on campus.

## □ ***New Hampshire DDC***

- Provided funding to the Transition Resource Network (TRN) to start a certificate program for adults with disabilities at the Great Bay Community College. Provides structured work experience outside the college as well as academic and hands-on instruction at the college.

## □ ***New York DDC***

- The Council plans to invest in a project that will move forward research, knowledge, leadership, access and opportunity for inclusive post-secondary services and supports in the State.

# Initiatives to Support Post-secondary Education Opportunities - DDCs

---

## □ ***Illinois DDC:***

- The Council is underwriting a summit for higher education administrators to educate them on the opportunities in the reauthorization of The Higher Education Opportunity Act and to challenge them to be ready to apply for demonstration programs or initiate programs on their own campuses.

## □ ***Iowa DDC:***

- Advocating to ensure post-secondary program the University of Iowa is inclusive.

## □ ***Massachusetts DDC:***

- The Council partners with MA Advocates for Children. The Special Education Collaborative Project works on implementation of the Inclusive Concurrent Enrollment pilot program, which provides opportunities for students with disabilities ages 18-22 to participate in inclusive college programs. Six (6) pilot programs were funded by the legislature in the second year, including 7 colleges and 26 school districts representing urban, rural, and suburban areas throughout the state.

# Initiatives to Support Post-secondary Education Opportunities – P&As

---

- Education is one of the major areas of emphasis for the P&A System.
- P&As are working on transition issues from school.

# Initiatives to Support Post-secondary Education Opportunities - UCEDD

---

- ***Texas Center on Disability and Development, Texas A&M University:***
  - The Disability Training Network for the TAMU System
  - Project designed to develop and implement a disability training network for the entire Texas A&M University System (TAMUS) and to provide training and technical assistance to TAMUS faculty and administrators.
  - OPE/ED grant
- ***UMKC Institute for Human Development, University of Missouri-Kansas City:***
  - Adult Continuing Education for People with Developmental Disabilities (ACED)
  - Offers adults with developmental disabilities the opportunity to attend non-credit classes in an integrated educational and social environment.
  - Local funding (Jackson County Board of Services)

# Initiatives to Support Post-secondary Education Opportunities - UCEDD

---

- ***Center for Disability Resources, University of South Carolina:***
  - College Transition Connection
  - Provides training and technical assistance to three local universities in South Carolina.
  - Funded by NDSS
- ***Institute on Community Integration, University of Minnesota:***
  - Making the Connection: Engaging and Retaining Young Adults in Post-secondary Education
  - Project to develop a set a specific intervention strategies that promote the retention of students ages 18-30 attending community colleges.
  - Funding from IES
- ***Center for Disabilities, The University of South Dakota:***
  - Provides disability services for the campus

# Initiatives to Support Post-secondary Education Opportunities - PNS

---

- ***Project TRIAD (Training, Resources and Information for the Advancement of Degrees), Institute for Disability Studies, University of Southern Mississippi***
  - To assist youth that are transitioning from school to adult life in accessing postsecondary training opportunities that will focus on the academic and leadership development skills necessary for employment, self-determination, and community engagement and leadership.
- ***Incight Consortium (Oregon)—Emerging Leaders Northwest***
  - Emerging Leaders Northwest holds trainings related to secondary and postsecondary education, including “High School Transition Plans and Programs,” “Are We There Yet? Transition for High School: Post Secondary Options,” and “Section 504 and IDEA, A Comparison.”
  - One of Emerging Leaders Northwest’s outcomes is to “increase the number of youth with developmental disabilities who complete high school with a standard diploma.” To measure this outcome, the project seeks to monitor participants through to high school graduation and monitor diploma rates in schools of participating youth. Emerging Leaders Northwest also seeks to “increase the number of youth and young leaders with developmental disabilities who transition to postsecondary education or employment.”

# Initiatives to Support Post-secondary Education Opportunities - PNS

---

- ***National Youth Leadership Network (NYLN)—National Youth Information Center***
  - NYLN links to information related to Post-High School Transition from their Web site (<http://www.nyln.org/information-clearinghouse/education/>)
  - NYLN newsletters have featured post-secondary and continuing educations as topics.
- ***Institute for Educational Leadership—National Consortium on Leadership and Disability for Youth (NCLD-Youth)***
  - NCLD-Youth publishes a “Guidepost for Success” focusing on “School-Based Preparatory Exercises.” This guide describes the standards that all youth need to perform at optimal levels in educational settings and details ways that youth with disabilities can be proactive in their education.
  - NCLD-Youth has collaborated with George Washington University in order to better inform educators.
  - NCLD-Youth has given “Transition from College to Adulthood” and other transition-related presentations to a variety of audiences, including college students.

# Collaborative Initiatives

---

- ***Kentucky DDC and Human Development Institute, University of Kentucky:***
  - Postsecondary Inclusion Partnership
  - Promotes participation in college/university life for people with intellectual and other developmental disabilities.
  
- ***Tennessee DDC and The Vanderbilt Kennedy Center for Excellence in Developmental Disabilities, Vanderbilt University:***
  - To develop and coordinate a Postsecondary Education Program for students with intellectual disabilities at Vanderbilt University.
  - Funding from Tennessee Council on Developmental Disabilities (Council)

# National Consortium

---

- Funded in 2008 a National Consortium to Enhance Post-secondary Education Opportunities for Youth and Young Adults with Developmental Disabilities
- 5-year cooperative agreement
- Led by Institute for Community Inclusion, University of Massachusetts, Boston

# Principles

---

- ❑ Post-secondary educational experiences generally lead to better outcomes
- ❑ Equal access to post-secondary education programs
- ❑ A more age-appropriate option for youth and young adults ages 18 – 22
- ❑ Inclusive learning and social experiences

# Designed to Impact Current and Future Practice

---

- ❑ The type and availability of post-secondary education programs and services to support individuals with developmental disabilities vary widely
- ❑ As an emerging national trend, it is critical to affect this promising area to ensure that youth and young adults have the opportunity to participate in post-secondary education opportunities in the most inclusive manner.
- ❑ Capitalize on the National Network of UCEDDs' unique position to influence the future of post-secondary education opportunities for youth and young adults with developmental disabilities.

# Varied Approach

---

- ❑ Youth and young adults with developmental disabilities on pursuing post-secondary education opportunities and navigating campus life
- ❑ Faculty and staff on principles of universal design as a means to including youth and young adults with developmental disabilities in general course offerings
- ❑ Family members on how to support youth and young adults with developmental disabilities as they pursue post-secondary education opportunities

# THANK YOU!

---

Jennifer Johnson

202-690-5982

[jennifer.johnson@acf.hhs.gov](mailto:jennifer.johnson@acf.hhs.gov)