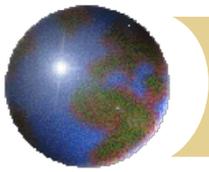


*Post Secondary Education for Students with Disabilities: Why and what can University Centers for Excellence in Developmental Disabilities Contribute*

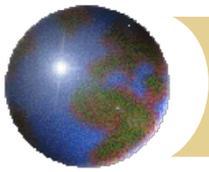
George Jesien, Ph.D.  
Executive Director  
Association of University Centers on Disabilities  
November 6, 2009





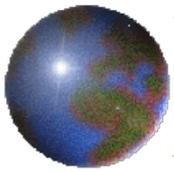
## *Points to be covered...*

- ✦ Post-Secondary Education (PSE) is the critical next frontier we must address to improve the quality of life for people with disabilities
- ✦ We have under-invested in making PSE a real possibility for students with disabilities
- ✦ National interest and working models are increasing in number and quality
- ✦ We have an infrastructure and resources upon which we can build



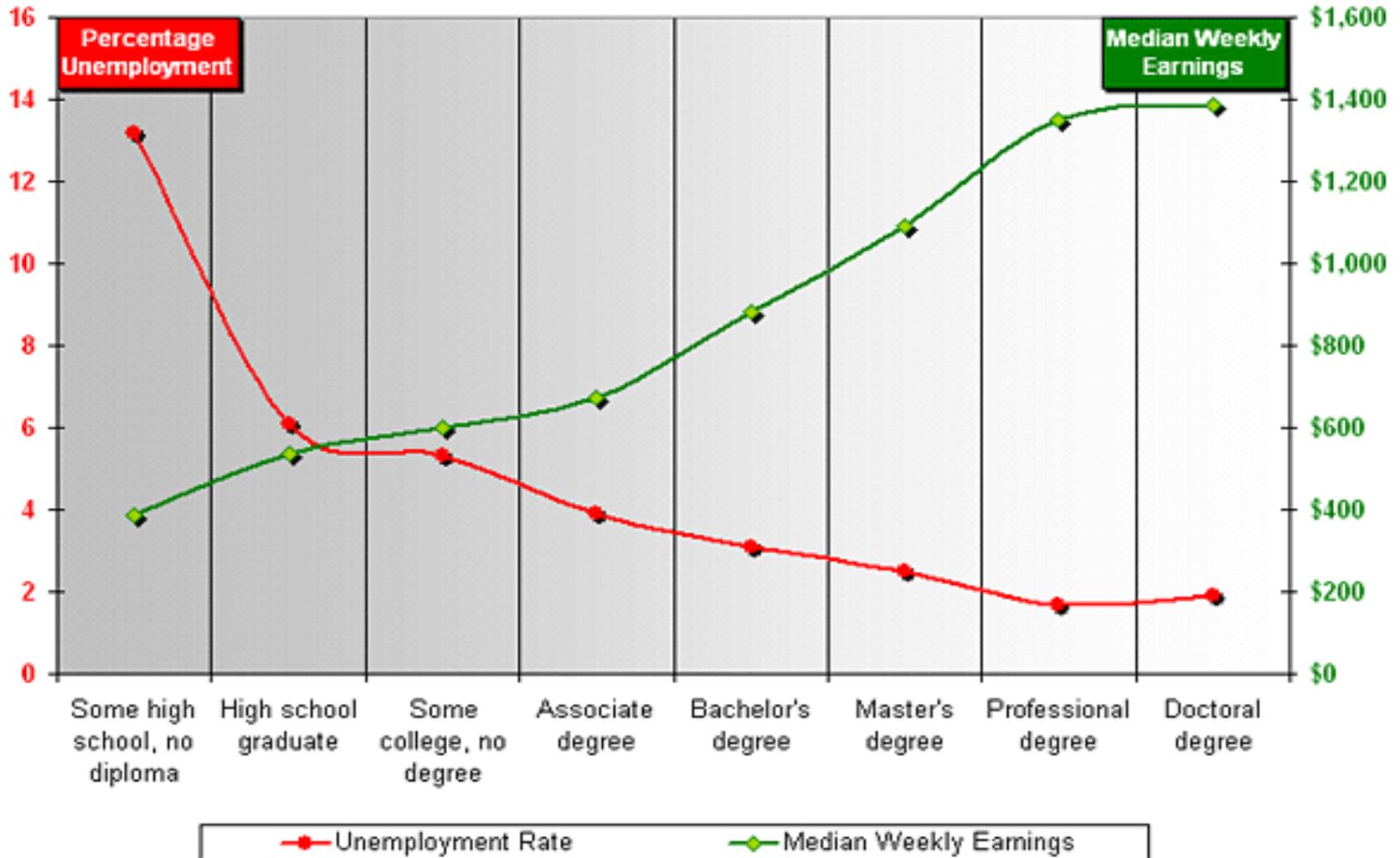
# *Clear Link between Education & Employment*

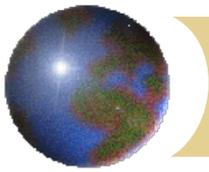
- ✦ The gap in employment rate between people with and without disabilities ranged from 24.2% in Utah to 45.3% in Kentucky, with a national average of 37%. (American Community Survey, 2005)
- ✦ People with disabilities with even less than four years of postsecondary education are employed at double the rate of those with just a high school diploma (Getzel, Stodden and Briel, 1999).
- ✦ Employment rates for people with disabilities demonstrate a stronger positive correlation between level of education and rate of employment than appears in statistical trends for the general population (Stodden, 1998).
- ✦ Graduates of post-secondary education institutions can expect to earn at least \$250,000 to \$600,000 more over their lifetime than high school graduates (High Hopes, 1998).



# Importance of PSE

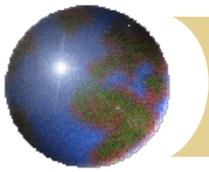
Bureau of Labor Statistics (2004)





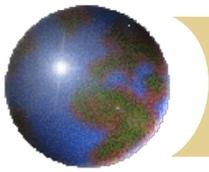
# *Barriers to Post-Secondary Education*

- ❖ Low high school expectations & inadequate preparation
- ❖ Lack of availability of supports and services in higher education
- ❖ Faculty attitudes and academic culture
- ❖ Lack of knowledge and experience of higher education faculty & teaching assistants to accommodate diverse needs
- ❖ Access to financial support



## *Historical Federal Focus on Education for Individuals with Disabilities*

- ✚ 1975 – Access to Education: K-12
- ✚ 1986 – Early Intervention
- ✚ 1990 – Transition Services
- ✚ 1997 – Access to the General Curriculum
- ✚ 1999 – Demonstration Grants in Higher Education



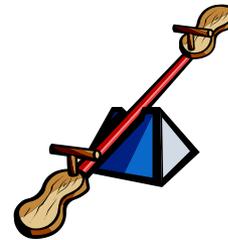
# *Federal Investment in Education*

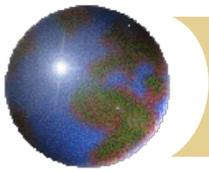
## ✦ EI/Elem./Secondary

- ✦ State SE improvement grants
- ✦ IDEA state funds
- ✦ Demonstration
- ✦ Outreach/Replication
- ✦ Personnel Preparation
- ✦ Field Initiated Research
- ✦ Institutes
- ✦ Technical Assistance

## ✦ Post Secondary

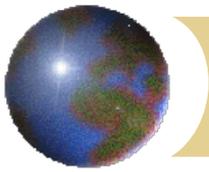
- ✦ Demonstration Grants
- ✦ Vocational Rehabilitation
- ✦ NIDRR Research





## *Rates slowly rising*

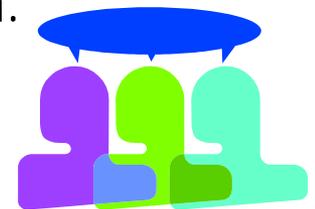
- ⊕ 9% of PSE had disabilities in 2000
- ⊕ 11% in 2004
- ⊕ 11% in 2008
- ⊕ 20% increase in California – 99 to 07
- ⊕ 40% in New York undergraduate and graduate schools

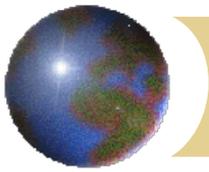


# *What Parents Say*

*Un of IOWA MARKETING STUDY FOR STUDENTS WITH DD & LD (2006)*

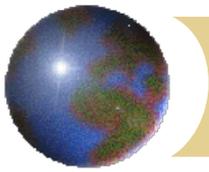
- ✦ Parents report an overwhelming enthusiasm for a post-secondary program on a university campus.
- ✦ Proximity to home or within the respondent's home state is a significant influencing factor in choosing a program.
- ✦ Approximately two-thirds of the parents have considered some form of post-secondary education program, but only 20% of the sample report that they have enrolled their child.
- ✦ Respondents show a preference for a program that is balanced equally between job training and life skills instruction.
- ✦ The more inclusive the educational program, the higher the interest level of the parents. They preferred some participation in college courses, living on campus, and, as noted, a balance of career training and life skills instruction.





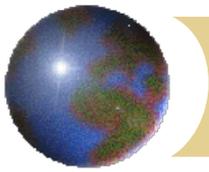
# *National Council on Disabilities, 2003*

- ✦ Formation of a National Technical Assistance Network to assist faculty and disability support programs in postsecondary education settings to provide effective practice models, training of faculty and support personnel, and technical assistance to programs and people with disabilities.
- ✦ Addressing Emerging Needs through Targeted Personnel Preparation and Research on disability-related supports and services and should emphasize recruiting, educating and providing accommodations to teachers with disabilities
- ✦ Improving Postsecondary Education Access through the Formation of a Federal Commission to resolve issues across secondary and postsecondary institutions and to develop solutions for systemic transition problems for students with disabilities.
- ✦ Improving Financial Aid for People with Disabilities in Postsecondary Education with New Flexibility to remove barriers to financial aid for students with disabilities and to provide funds for research, demonstrations, and training on disability-related financial aid issues.

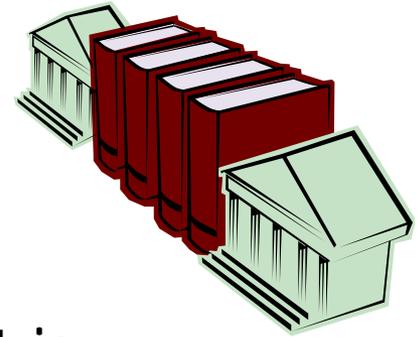


## *IES Practice Guideline Recommendations*

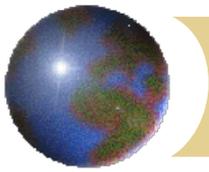
1. Surround students with adults and peers who build and support their college-going aspirations
2. Engage and assist students in completing critical steps for college entry
3. Increase families' financial awareness, and help students apply for financial aid



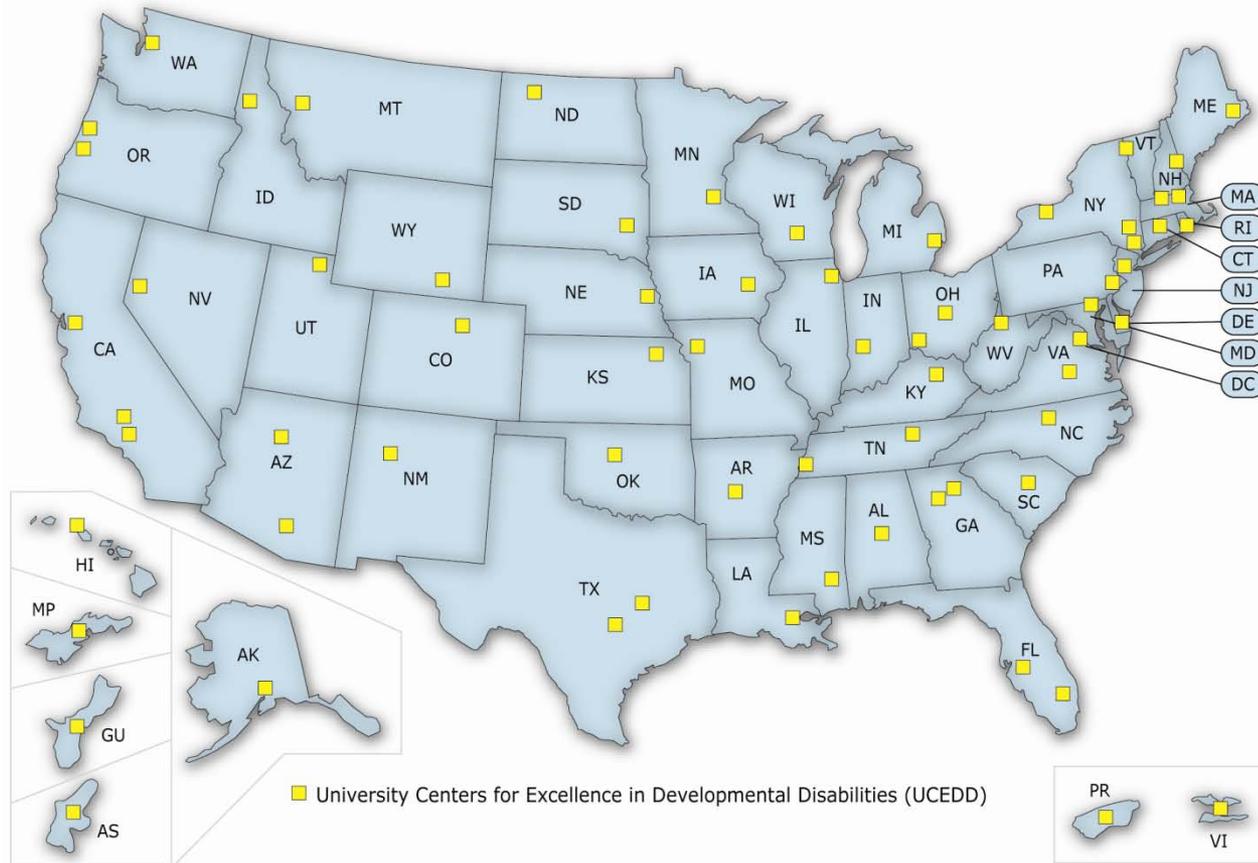
# *Policy Recommendations*

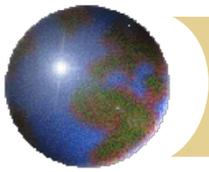


- ✦ Expand Demonstration Project Efforts
- ✦ Conduct research to expand knowledge of what is most successful for whom
- ✦ Engage Higher Education Leadership – Deans, Presidents, etc.
- ✦ Expand financial support options for parents & students
- ✦ Fully exploit assistive and internet technologies
- ✦ Provide training and TA to college & university faculty, graduate assistants and administration
- ✦ Build on existing disability infrastructure – UCEDDs, DD Councils, Disability Organizations



# *University Centers for Excellence in Developmental Disabilities (UCEDDs)*

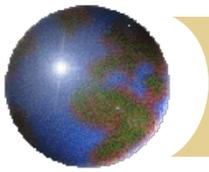




## *Mandated Core Functions*



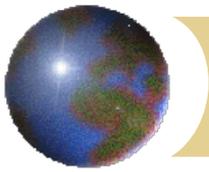
- ❖ Interdisciplinary Preservice Training
- ❖ Conduct Applied Research & Evaluation
- ❖ Develop program models and services
- ❖ Provide Training & Technical Assistance
- ❖ Disseminate information, research results, evidence-based practices and policy analyses



# *Examples of Activities in UCEDD*

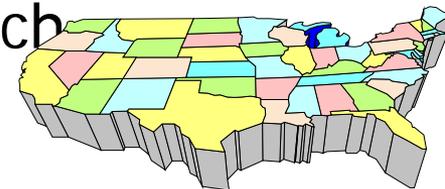
## *Network*

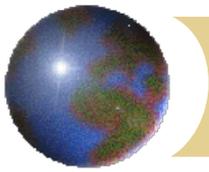
- ✦ California Consortium on Post Secondary Education Options for Young Adults with Intellectual & Developmental Disabilities- UCLA
- ✦ University of Iowa Post-Secondary Certificate Program – Realizing Educational and Career Hopes (REACH)
- ✦ State wide higher education forums & planning meetings – SC, TN, OH- IN UCEDDs & DDCs
- ✦ Higher Education for students from Culturally and Linguistically Different populations – HI-UCEDD
- ✦ Universal Course Design – ME-UCEDD with 4 other Universities
- ✦ Use of Assistive Technology in Higher Education – MS & PA– UCEDDs
- ✦ Faculty & Administrator Modules – OH - Nisonger
- ✦ College Career Connection- Use of IDEA funding for college experiences & dual enrollment- MA-ICI



## *Why UCEDDs*

- ✦ Rooted in a University System – know culture and process
- ✦ Have extensive experience with wide range of disabilities across the life span
- ✦ Experience in research, program development & training and technical assistance
- ✦ Have close ties with families, community partners and state agencies
- ✦ Can serve as a hub of statewide activity that is responsible to local needs yet tied to overall national effort
- ✦ Building on already existing infrastructure is much more cost effective

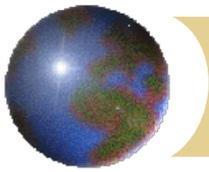




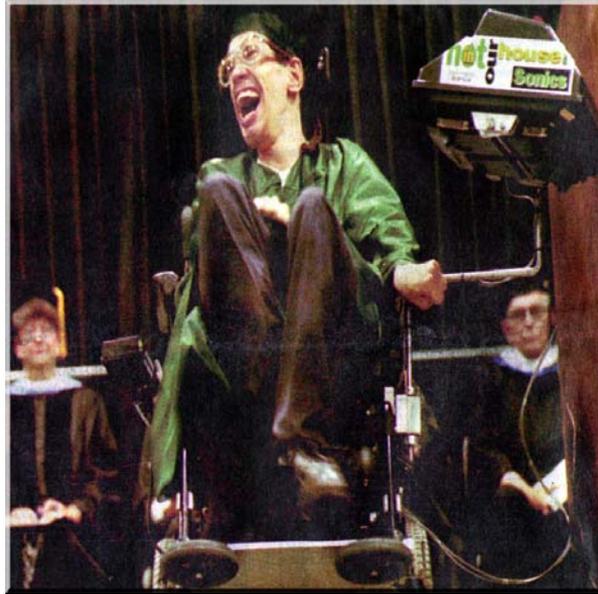
# *Bottom Line.....*



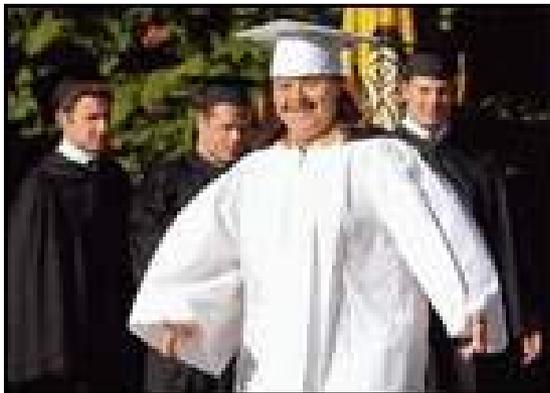
- ⊕ Higher education plays a critical role in improving the outcomes of students with disabilities and even more so for students with severe disabilities.
- ⊕ Keeping college in the mix of possibilities as students with severe disabilities explore which steps to take after high school says that we believe in their potential for success
- ⊕ Being part of campus life, taking classes and learning to navigate a world of high expectations leads to development of skills needed for successful adult life
- ⊕ Network of UCEDDs can play a national role in conducting research, developing models, disseminating practices and providing technical assistance



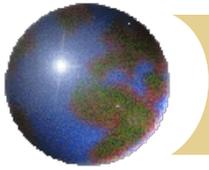
Steve Harper  
Graduating  
from  
Shoreline  
Community  
College (WA).  
Steve has  
CP.



I don't think he has  
a disability, but he  
has great joy



Alicia Vitiello  
walks at the  
Hanover Park  
High School  
(NJ). Alicia  
has Down  
syndrome



# Thank You

?’s

Resources:

<http://www.aucd.org/template/page.cfm?id=509>

<http://www.aucd.org>