

State of the Science Conference  
on  
Postsecondary Education for  
Students with Intellectual Disabilities

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# Factors leading students and families to ask for postsecondary opportunities

- Result of success of IDEA, K-12 inclusion technology, health care, living with families
- Desire to learn and socialize with age-appropriate peers, make friends, have a life!
- Desire to continue education, improve employment and independent living outcomes
- Few other positive options

# National Down Syndrome Society: Inclusive Transition and Postsecondary Education Initiative

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- Improve public policy
- Promote federally funded:
  - research (NIDRR project)
  - model demos (HEOA)
  - TA, outreach and dissemination (ADD grant & HEOA coordinating center)
- Promote public awareness

# NDSS Initiative, *continued*

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- New Jersey & South Carolina models
- State systems change support
- Technical assistance to emerging programs
- Funding for students & programs (HEOA)
  - O’Neill Tabani Enrichment Fund
  - ABLE bill introduced: HR 1205 & S493

# *Possible* sources of funding and support for students

- Private pay
- IDEA funds through school districts
- Vocational Rehabilitation: tuition assistance, assessment, job development, job coaching
- Developmental Disability agency funding
- Other sources such as Medicaid waiver, Social Security funds; scholarships, organization donations

# NDSS Partnerships for State Systems Change

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- New Jersey
- South Carolina
- Ohio
- Tennessee
- Indiana

# NDSS Transition & Postsecondary Education Project in New Jersey

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- A demo project funded by a grant from Laura and Steve Riggio through NDSS
- Task Force of experts recruited:
  - family members
  - individuals with disabilities
  - educators
  - state agency administrators

# NDSS in New Jersey, *continued*

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- Task Force research and analysis of existing programs and policies, desired outcomes, key components
- RFP to all 2 & 4 year IHEs, 2 programs funded for 3 years each with ongoing TA

# The College of New Jersey: Career & Community Studies (CCS)

[www.tcnj.edu/~ccs](http://www.tcnj.edu/~ccs)



First CCS  
Students

## Mercer County Community College: DREAM Program

Developing Real Expectations and Achieving Mastery

[www.mccc.edu/student\\_services\\_needs\\_dream.shtml](http://www.mccc.edu/student_services_needs_dream.shtml)

# SC Action Steps Summary

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- Partnership with College Transition Connection (CTC) and NDSS
- NDSS administered grant, provided TA
- CTC Board raised substantial funds, obtained non-profit tax status, website
- Task Force reviewed NDSS/N.J. model, RFP and visited TCNJ and Mercer
- Invitation-only Roundtable funded by DD Council, UCEDD, NDSS & CTC

# Action Steps Summary, *continued*

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- Task Force reviewed applications, visited sites, recommended funding to CTC Board
- Obtained funding from State – S.C. General Assembly. Four grants awarded
- Ongoing TA and collaboration through Task Force, included UCEDD in partnership

CTC: [collegetransitionconnection.org](http://collegetransitionconnection.org)

# South Carolina LIFE Programs

*Learning Is For Everyone*

**USC Columbia: Carolina LIFE™**  
[www.sa.sc.edu/sds/carolinalife](http://www.sa.sc.edu/sds/carolinalife)

**Clemson LIFE™**  
[www.clemson.edu/culife](http://www.clemson.edu/culife)

**Coastal Carolina University LIFE™**  
[www.coastal.edu/cec/LIFEprogram](http://www.coastal.edu/cec/LIFEprogram)

**College of Charleston LIFE™**  
<http://blogs.cofc.edu/life>



# Strategies for Success:

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- Organize a planning group with parents, self-advocates and disability leaders
- Involve UCEDD, DD council, VR and DD agencies, Higher Education, Special Education Director, PTI, and others in Task Force
- Identify funding sources such as: State, DD Council, grants, donations

# Strategies for Success: *continued*

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- Hold a Roundtable/Invitation only conference
- Develop an RFP for model funding and award \$\$ to one or more models
- Continue involvement with monitoring and evaluation, technical assistance and networking, and model replication

# Research Implications of HEOA

- Issues around requirements for comprehensive programs:
  - Academic, career and technical, and independent living instruction
  - 1/2 time in academic components thru inclusive coursework or work-based training
  - Inclusion in coursework and other activities
  - How to determine satisfactory academic progress

# HEOA Research Implications

## Program Requirements: *continued*

- Determining instructional time and equivalent credit/clock hours for noncredit/reduced credit courses or other activities
- Developing educational credentials or identified outcome(s) for program
- Issues related to student eligibility, especially if no official record of intellectual disability

# HEOA Research Implications

- Model demos - preference given for:
  - Partnerships with other agencies (such as VR)
  - Inclusive housing (if housing offered)
  - Involvement of students studying special or general education, vocational rehabilitation, assistive technology, or related fields

# HEOA Research Implications

- Model demos must provide:
  - individual supports and services for academic and social inclusion in academic courses, extracurricular activities, and other aspects
  - A focus on:
    - (A) academic enrichment;
    - (B) socialization;
    - (C) independent living skills, including self-advocacy skills; and
    - (D) integrated work experiences and career skills that lead to gainful employment

# HEOA Research Implications

- Model demos must:
  - Use person-centered planning
  - Partner with one or more school districts, including using IDEA funds to support the students' participation in the program
  - Create and offer a meaningful credential for students with ID upon the completion of the model program.

# HEOA Research Implications

- Model Demo Coordinating Center must:
  - Develop evaluation protocol with quantitative and qualitative methodologies to measure student outcomes and program strengths in: academic enrichment, socialization, independent living, and competitive or supported employment
  - Develop recommendations for necessary program components (such as: academic, vocational, social, and independent living skills: student progress evaluation, program administration and evaluation; student eligibility and participation equivalency)

# HEOA Research Implications

- Model Demo Coordinating Center must:
  - Analyze possible funding streams
  - Develop model MOUs for IHEs and State and local agencies
  - Convene workgroup to develop and recommend model criteria, standards, and components of programs for model accreditation standards



# About NDSS

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The National Down Syndrome Society is a nonprofit organization representing the more than 400,000 Americans who have this genetic condition. The mission of the National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome.

[www.ndss.org](http://www.ndss.org)

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