College to Career (C2C): Creating Equity for Students with Intellectual Disabilities

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Purpose of the Presentation

- **Discuss outcomes data and recent federal and state policies designed to ameliorate disparities**

- **Provide an overview of the C2C program**

- **Describe the landscape of postsecondary and preliminary results**

- **Share insights on lessons learned in C2C program**

Takeaways

- **Federal and state policy require Inclusive Higher Education and Competitive Integrated Employment**

- **Evidenced Based Practices are Available**

- **When we challenge students with intellectual and developmental disabilities AND provide the supports they need they do as well as other students**

- **Training and Technical Assistance for Including Students with IDD is Available at NO COST**

2013 Comparison of California Employment Rates to the United States Employment Rates

General Population[1]
- 76.8% U.S. Working-Age
- 73.8% CA Working-Age

People with any disability[1]
- 34.5% U.S. Working-Age
- 32.8% CA Working-Age

People with developmental disabilities[2&3]
- 23.4% U.S. Working-Age
- 12.5% CA Working-Age

**Please see footnotes for Working-Age

Legend: ■ General Population ■ People with any disability ■ People with developmental disabilities

|	General Population	People with any disability	People with developmental disabilities
U.S. Working-Age	76.8%	34.5%	23.4%
CA Working-Age	73.8%	32.8%	12.5%
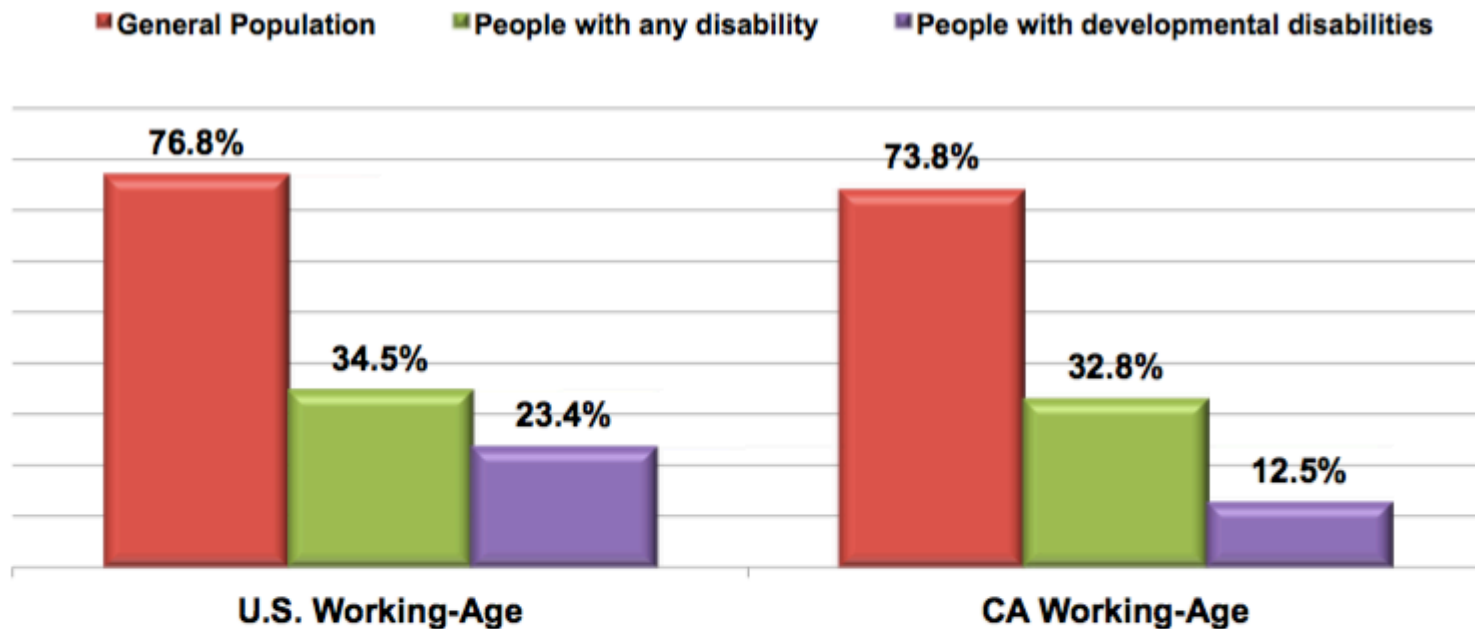
[1]The data is from the 2013 Disability Status Report, United States, by Cornell University, by calendar year based on analysis of the US Census Bureau's, American Community Survey (ACS). The data reflects non-institutionalized working-age people (21-64) with disabilities who work full-time/full year in the United States. Types of disabilities included in the data are: hearing disability, visual disability, cognitive disability, self-care disability, and independent living disability.

[2]The data is from National Population Statistics, page 49, table 2 (**23.4%**). Employment Participation for Working-Age People (Ages 16 to 64), StateData: The National Report on Employment Services and Outcomes 2012 published by the Institute for Community Inclusion, UMASS. The data reflects individuals with cognitive disability employed in the United States.

[3]The data is from Employment Development Department (EDD). CA EDD data is by calendar year (**12.5%**) and reflects wages reported to EDD for the purpose of unemployment insurance reporting. There is a limitation of the data, as some people have contract earnings that are unreported.

Data from Department of Developmental Service and the Employment Development Department

Average # Consumers

Year	Value
2013	~17,800
2014	~19,300
2015	~20,400
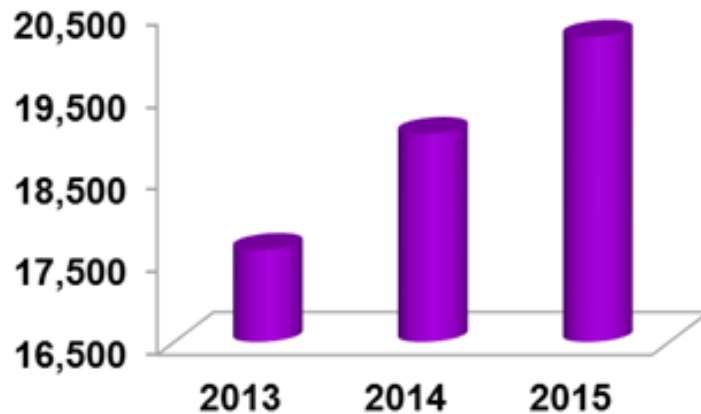
Average Monthly Earnings

Year	Value
2013	~$545
2014	~$570
2015	~$610
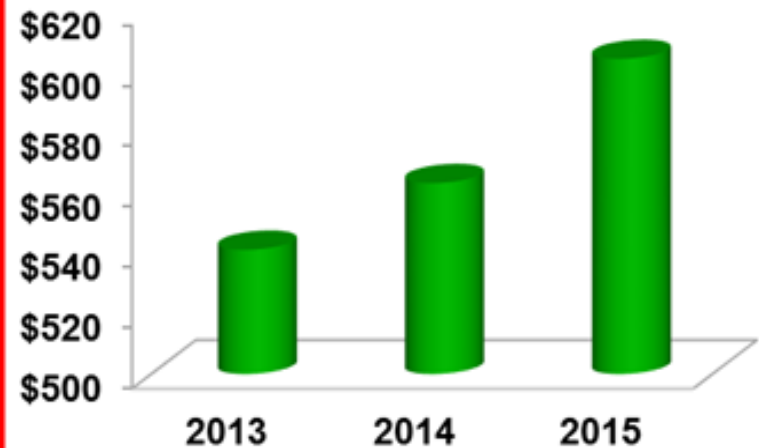
Data from EDD

Rationale (Why this was important)

According to the data …

Students ID experience the poorest postschool outcomes:

- **Outcomes become worse as people with ID and autism age (Gidugu & Rogers, 2012; Siperstien, Parker, & Drascher, 2013)**

- **Only 32% of adults between the ages of 20 and 30 are employed, compared to 74% of individuals without disabilities (Sulewski, Zalewska, Butterworth, & Migliore, 2013**

Rationale (Why this was important)

Students ID experience the poorest post school outcomes

- Most exit high school and enter a lifetime of sheltered employment and earn subminimum wage (Gidugu & Rogers, 2012; Siperstien, Parker, & Drascher, 2013)

- A recent survey of adults with ID in16 states found that only 14.7% were competitively employed (HSRI, 2012)

- In 2011, the employment rate for transition-aged individuals with ID and autism (ages 16-21) was 18% (Butterworth et al., 2013)

Movement towards increasing higher education opportunities

In the last decade there has been an increasing trend for people with intellectual disabilities (ID) to seek a postsecondary education (PSE) experience

(Source: CA Vocational Rehabilitation (VR) RFI 2014)

The growing need for PSE has emerged partially in response to:

- Historically poor employment outcomes of students with ID

- Increased expectations by parents

- Young adults experienced IDEA & want to go to college

Rationale for Development: PSE Improves Outcomes

- **Data from the national vocational rehabilitation (VR) database (RSA 911) show that youth with ID who participated in PSE were 26% more likely to leave VR with a paid job**

- **These young adults earn 73% higher weekly income**

- **But, the percentage of youth who receive these services as part of their Individualized Plan for Employment (IPE) is low**

- **Youth with ID with some PSE are more likely to be employed, earned higher wages, required fewer supports, and expanded social networks (Hart, Grigal, Sax, Martinez, Will, 2006)**

Higher Education Opportunity Act, 2008

- **Provided funding for Comprehensive Transition and Postsecondary (CTP) Programs**

- **5- Year TPSID Model Demonstration Programs (27/25)**

- **Think College Coordinating Center**

- **Federal Financial Aid: Pell Grants, Supplemental Educational Opportunity Grants, and federal Work-Study Program**

H.R. 4137 (110th): Higher Education Opportunity Act , Rep. George Miller [D-CA11] passed Congress Feb 07, 2008

Comprehensive Transition and Postsecondary Programs are Degree, Certificate or Non Degree Programs for Students with ID that:

- **Are offered by a college or career school and approved by the U.S. Dept. of Education**
- **Are designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;**
- **Offers academic advising and a structured curriculum; and**
- **Requires students with intellectual disabilities to participate, for at least half of the program, in:**

  - **Regular enrollment in credit-bearing courses with nondisabled students,**
  - **Auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,**
  - **Enrollment in noncredit-bearing, non-degree courses with nondisabled students, or**
  - **Internships or work-based training with nondisabled individuals.**

COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, JANUARY 2016 (N=253)

WA 3
OR 1
CA 20
NV 1
ID
MT 1
WY 1
UT 2
AZ 2
CO 2
NM 1
ND 1
SD 2
NE 2
KS 1
OK
TX 9
MN 8
IA 3
MO 4
AR 2
LA 4
WI 5
IL 13
MS 1
AL 2
MI 2
IN 6
KY 5
TN 5
GA 4
OH 7
WV 1
VA 6
NC 10
SC 6
FL 14
PA 9
NY 28
VT 5
ME 1
NH 2
MA 18
CT 5
RI 3
NJ 6
DE 1
MD 14
AK 1
HI 3

WWW.THINKCOLLEGE.NET

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TPSID 2015–2020 Grantees

WWW.THINKCOLLEGE.NET

NUMBER OF STUDENTS

93%
increase over 5 years

5-YEAR TOTAL (UNDUPLICATED COUNT): 2246

Year	Number of Students
2010-11	461
2011-12	768
2012-13	873
2013-14	883
2014-15	888
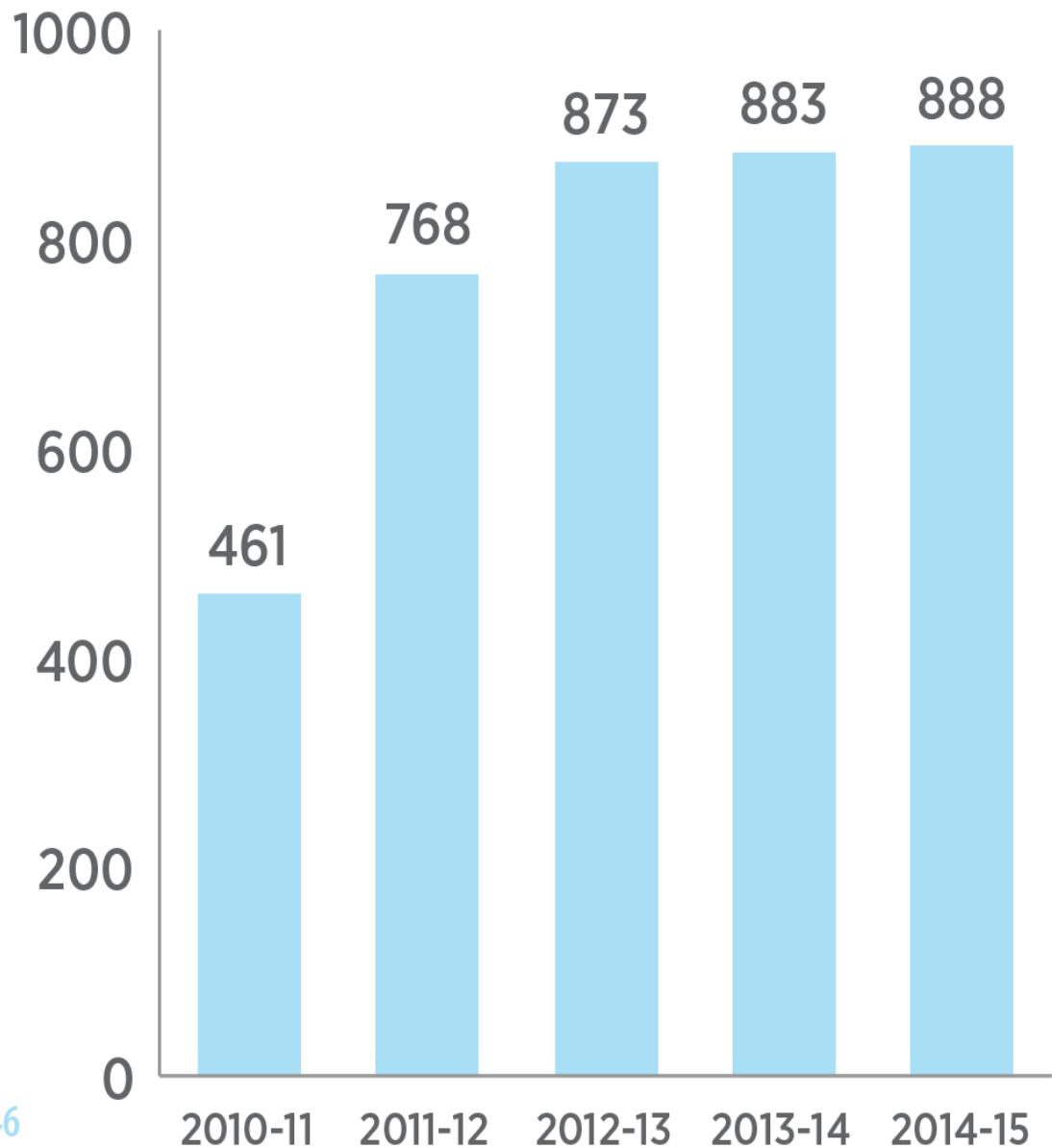
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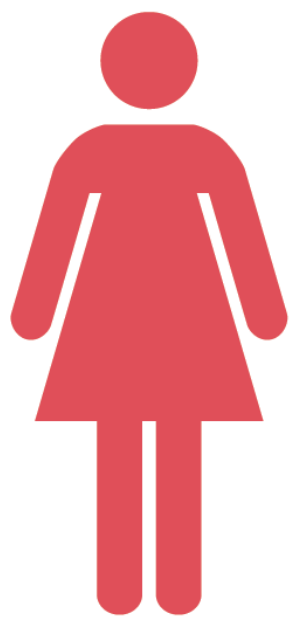
43%

57%

2,166
total number
of students

22%
dually enrolled

Campus Trends

NUMBER OF CAMPUSES

42% increase over 5 years

Year	Number of Campuses
2010-11	30
2011-12	42
2012-13	44
2013-14	51
2014-15	52
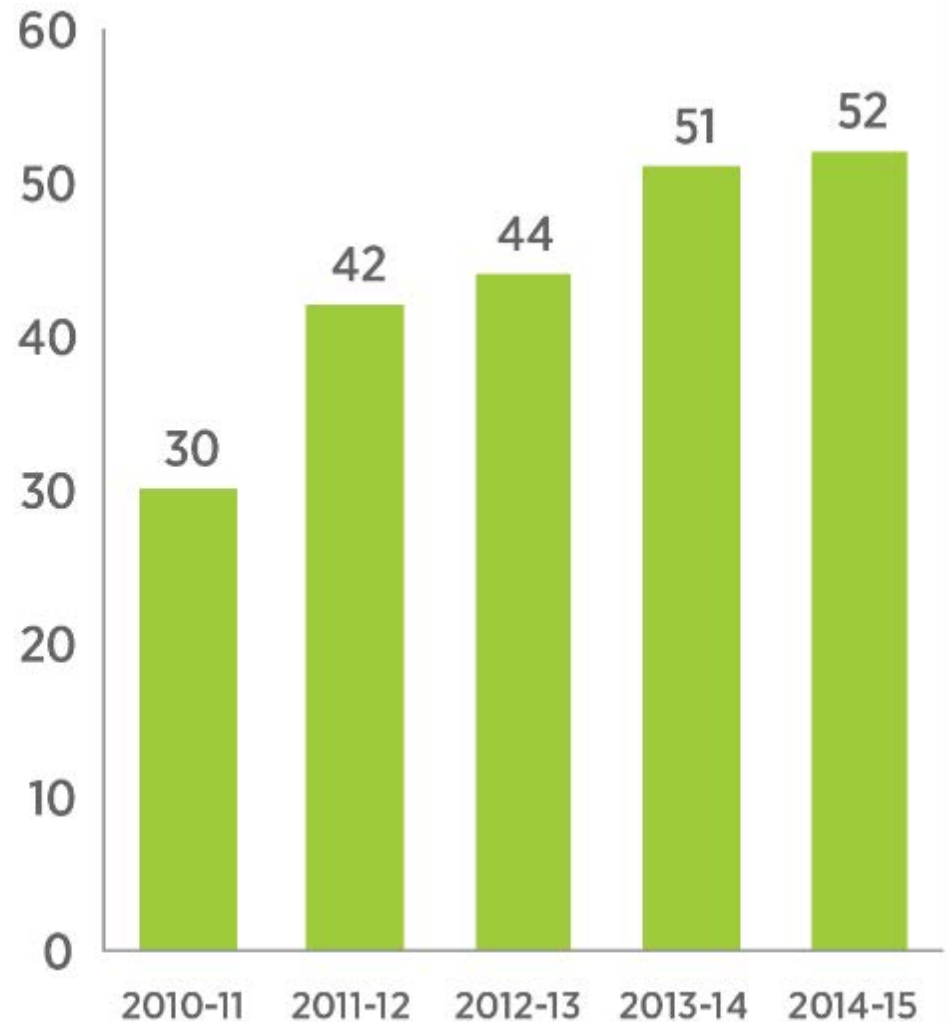
PAID EMPLOYMENT AT EXIT TRENDS

■ Students with a paid job within 90 days of exit

■ Employment trends for adults with ID

40%

39%

23%

22%

16%

15%

14%

15%

16%

2010-11   2011-12   2012-13   2013-14   2014-15
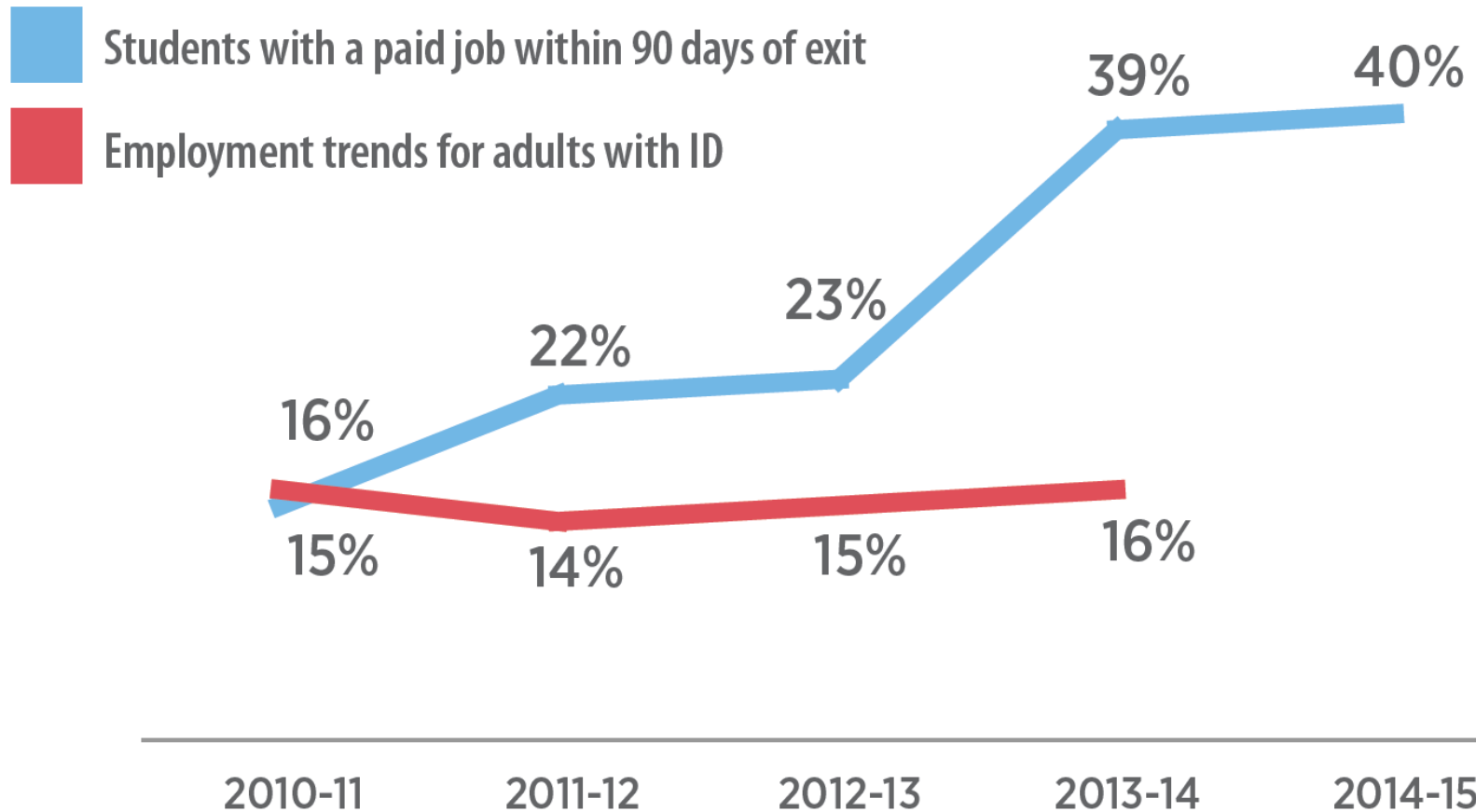
27%

Percent reduction in the number of individuals who were on SSI benefits upon exit from the program.

Context that led to C2C

- **CCCs were experiencing increased enrollment of students with ID**

- **More individuals had experienced inclusion because of IDEA, ADA, 504**

- **Inspired by the Reauthorization of the Higher Education Act (HEOA of 2008)**

Higher Education Perspective

- **DSPS were challenged to identify strategies to support students with ID on CCC campuses and 10,000 students with ID were enrolled**

- **Tarjan was working with Think College & CA State Council on Developmental Disabilities**

- **Focus Groups with experts, Trainings and TA were provided and Consortium supported development**

PROGRAM DEVELOPMENT & FUNDING

- **C2C programs are part of a VR funded initiative developed in FY 2010-2011 in collaboration with the California Community Colleges' Chancellor's Office**

- **VR currently funds 8 CCCs at $250,000/yr. for 3 years, no match (College of Alameda, Fresno City, Sacramento CC, Santa Rosa JC, SDCCD, NOCCCD, Shasta, West LA)**

- **Source of Funds for DOR- repurposing of existing funds**

- **Students required to be clients of both DOR and DDS system**

GOAL OF C2C

- **Employment – REAL JOBS FOR REAL WAGES in a career area of the student's choice**

- Successful case closure into employment

- Students attend local college and avail themselves of a quality inclusive higher education focused on employment

DOR RFI Content

… students with ID participate at least half time with students without disabilities **in such academically related activities as credit and non credit courses, internships or work-based training. Colleges should design their C2C programs to meet the requirements of the HEOA** and be prepared to apply for status as a Comprehensive Transition Program (CTP) which allows students with ID to attain federal financial aid.

Federal & State Legislative/Public Policy

- Higher Education Opportunities Act (2008)

- CA Employment First Policy

- Tailored Day Services (WIC 45888.21)

- WIOA (2014)

- Blueprint (DOE, DOR, DDS)

- Home and Community Based Settings - CMS Rule (2014)

Attribution: Stormy Miller, an Ed.D. student at San Diego State University compiled these related pieces of legislation

Workforce Innovation and Opportunity Act of 2014

Contains reforms that address postsecondary education and competitive Integrated employment

DOR is required to provide 5 core PETS services:

1) Job Exploration Counseling
2) Work-based learning experiences (work experience, emp. prep)
3) Counseling related to post-secondary opportunities
4) Workplace readiness training (job development, placement)
5) Self-advocacy training (related to disability)

*20,000 on sub-minimum (Career Counseling & Info Referral Srvcs)

(29 U.S.C. 701 et seq.; House Committee on Education and the Workforce, 2014)

CMS Settings Rule

The Centers for Medicare and Medicaid Services Settings Rule

Requires integrated and quality experiences
Not so much about the place (or setting; but more about the quality of the experiences

Integrated and inclusive

(CMS 2249-F and CMS 2296F)

State Policies & Actions

California enacted an Employment First Policy
Competitive integrated employment is cited as the first option
(Welfare and Institutions Code, section 4869(a)(1))

Paid Internship Program to be Administered by the Department of Developmental Services (DDS)
Provides 10,400 per year/person (Assembly Bill x2-1)

The CA Legislature passed the Competitive Employment Incentive
Program also to be administered by DDS
Provides $1, 000; $1,250; and $1,500

California Blueprint to Advance Competitive Integrated
Employment (signatories include CA DDS DOE, and CA DOR)

THINK COLLEGE!

Changing Expectations. Increasing Opportunities.

Think College is a national organization dedicated to developing, expanding, and improving research and practice in inclusive higher education for people with intellectual disability.

www.ThinkCollege.net

The Think College website is a trusted source for information, training, and resources related to inclusive higher education for students with intellectual disability. The website includes:

- A searchable program directory to learn more about available college options
- A resource library that includes published research as well as field-created tools and resources
- Online learning modules on a variety of topics
- Research to practice briefs, e-newsletters, and journal articles
- Topical information on the critical issues
- A policy and legislation clearinghouse

thinkcollegeTA@gmail.com

College Options for Students with Intellectual Disability

Standards Based Conceptual Framework for Inclusive Higher Education

- Academic Access
- Career Development
- Campus Membership
- Self Determination
- Alignment with College Systems and Practices
- Coordination and Collaboration
- Sustainability
- Ongoing Evaluation
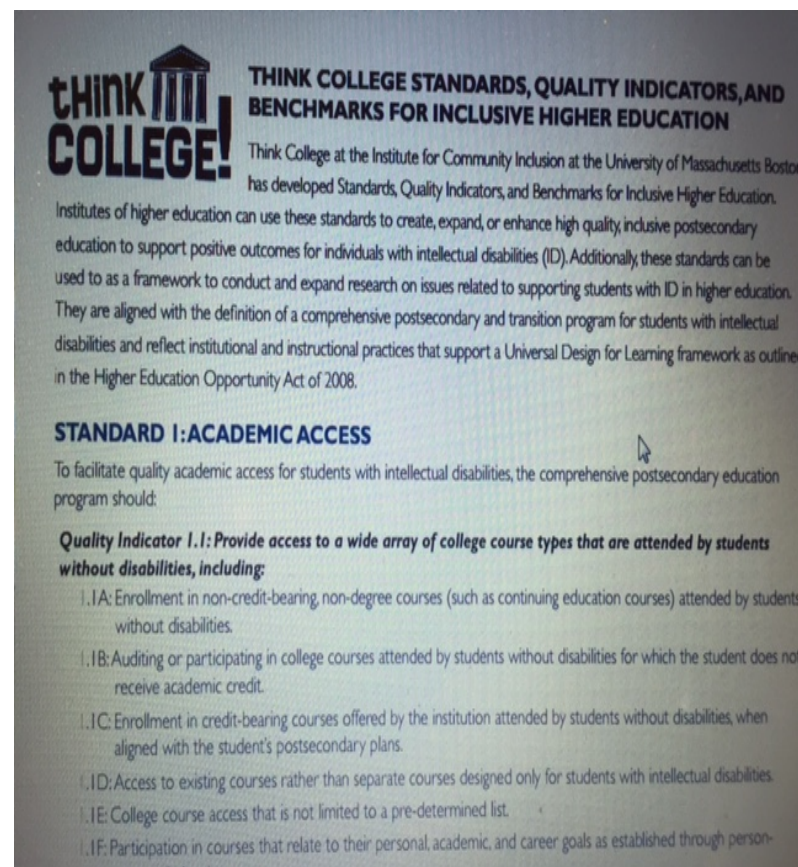
Resources including this Standards Based Conceptual Framework are included at the end of this PowerPoint presentation

Supporting Students with ID in Higher Education

Students first

Personal Goals and student's interests-

- students actively participate in their education planning and career goals
- Based on their interests, skills and strengths

Collaborations with support teams

Parent Participation

- Clarify expectations, goals of the program, roles and responsibilities
- Identify employment expectations and ideas

Regional Center

- Transportation/mobility training, ILS services, personal counseling

Department of Rehabilitation

- IPE goal, Tuition, books/supplies, transportation, interview clothes, workplace uniform

Matriculation
Getting in Checklist

Assist with-

- Application
- Orientation
- Assessment process

Meet with a DSPS counselor to-

- Map out an education plan
- Complete an intake for accommodations & Services

Meet with C2C Coordinator to-

- Complete C2C Intake
- Choose classes according to plan

DSPS Services

- Counseling (Academic and Vocational)
- Registration Assistance
- Test-taking Accommodations
- Interpreters for the deaf
- Note-taking accommodations
- Adaptive technology & Alternate formats
- Tutoring (through the Learning Center)
- Advocacy & Referral

Education Coaches

- Guide to the resources on campus:

-tutoring, accommodations, workshops, labs, counseling, etc.

- Support with time management and organization skills

- Understanding course outlines and assignments

- Understanding how to use online class system

- Teaching how to track their academic progress

- Coaching on self advocacy skills

- Assist with understanding College Code of Conduct -peer-peer, student-teacher, on campus safety, in/out of class rules

- Support in job developing process

Additional Collaborations at SCC

Occupational Therapy Program Students

- Assist students with social/behavioral skills, organization and time management

Weekly Specialized Tutoring

- Collaborate with English department faculty

Sister Colleges (ARC, CRC, FLC)

- Collaboration to serve students who may choose a major at a sister college that SCC does not offer

C2C Circles

- Weekly meeting space for students to do homework, talk with coaches and peers, art therapy, listen to music, etc.

C2C Workshops

- Social (game day, movie day)
- Lifestyle (healthy habits)
- Career (C2C Job Club workshops)

# Supporting students with ID transition from school to competitive integrated employment

- Awareness that this is a program with an end goal of job placement

- Focus is on integrated, competitive employment

-explained from the C2C information meeting onward

- On-going communication with student and parents is essential

-what to expect when in job placement phase, SSI information, job search is a team effort and the road to independence

Internships

Time limited internships/work-based training in integrated settings

- Work Experience course w/goals

- Site visits-constructive feedback

- Shadowing for 2-4 weeks

- Work tolerance-hours, workload, tasks

- Participate in 1 or more internships-summer and last semester of courses

- Learning independence

      -transportation, taking directions, follow through, interpersonal and

       workplace etiquette
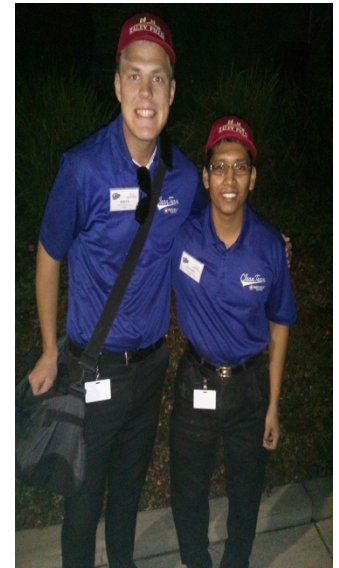
C2C Job Club

- Weekly mandatory workshop
- Learning job search skills and creating portfolios

    -Resume & Cover letter writing

    -Master application

    -Workplace Etiquette

    -Dress for success-interview and workplace attire

    -How to network-job fairs, family, family friends, etc.

    -What to expect-interviews, follow up calls/emails, rejection, on the job

    -Workplace retention-communication, completing tasks, being on time,   taking initiative, etc.

C2C Job Placement

- Successful completion of courses-earning a certificate
- Focus is on job search

     -work with job developer and education coach

weekly

- Communication-phone calls, emails, interviews, job offers
- Attend job fairs
- Employment Expectations Workshop
- SSI workshop

YOU GOT a JOB!

- Shadowing for 2-4 weeks
- Site visits
- Monitor progress for 90 days
- Close case successfully

Lessons Learned

Anecdotes from C2C staff

- **"We relearn on a daily basis that students with ID are as different from one another as any group of individuals"**

- **"The colleges can be taught how to accommodate a greater range of diversity among students than one might predict"**

- **"Saying a person has an intellectual disability does not mean that they don't have intellectual curiosity. C2C gives students a chance to explore classes that they might not otherwise have tried."**

Lessons Learned
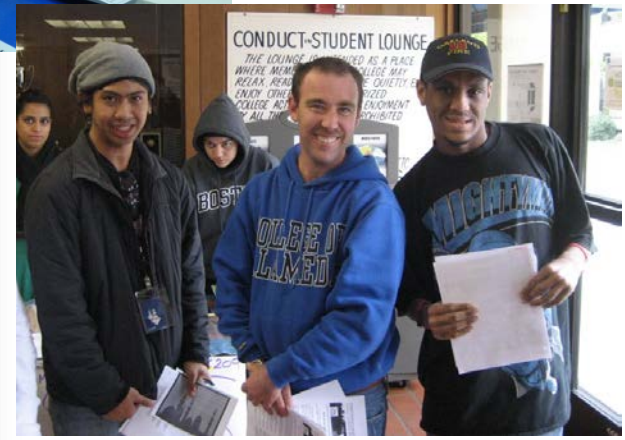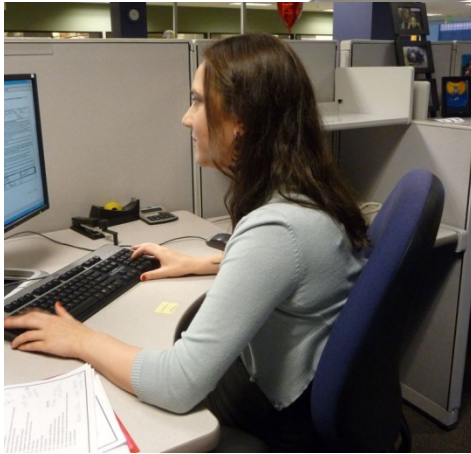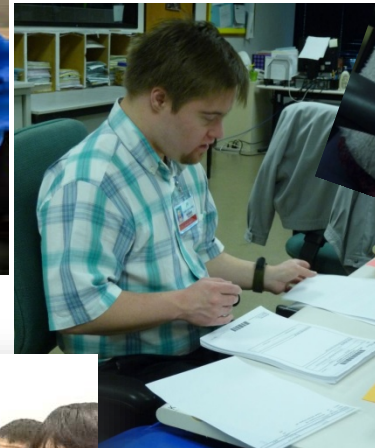
Anecdotes from C2C staff

- **"There can be options for students with ID, other than PE and art. Given support and job goals, they can succeed (or not) on a college campus."**

- **"The C2C students bring so much to the classroom and the benefits are mutual."**

- **"The C2C experience is raising expectations for this population which in turn is increasing performance, maturity, responsibility and independence."**

Resources

- **Higher Education Opportunity Act (HEOA 2008):**
  http://www.thinkcollege.net/topics/opportunity-act

- **Think College National Higher Education Resource:**
  http://www.thinkcollege.net/

- **Standards Based Conceptual Framework for Inclusive Higher education:**
  http://www.thinkcollege.net/images/stories/standards briefinsert_F2.pdf

- **California Employment First Policy:**
  http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Employment%20First%20Policy%20Summary%20SCDD%20CECY.pdf

Resources

- **California Tailored Day Services: http://www.disabilityrightsca.org/pubs/F05501.pdf**

- **Workforce Innovation Opportunity Act: http://www.doleta.gov/wioa/**

- **California Competitive Integrated Employment Blueprint: http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx**

- **Home and Community Based Settings (CMS) Rule: http://www.thearc.org/document.doc?id=4596**

- **UCLA Tarjan Center: http://www.semel.ucla.edu/opendoors/college-career**

QUESTIONS

Takeaways

- **Federal and state policy require Inclusive Higher Education and Competitive Integrated Employment**

- **Evidenced Based Practices are Available**

- **When we challenge students with intellectual and developmental disabilities AND provide the supports they need they do as well as other students**

- **Training and Technical Assistance for Including Students with IDD is Available at NO COST**

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