MAKING COLLEGE POSSIBLE: INCLUSIVE HIGHER EDUCATION

Aryn Taylor, PhD, CRC

Tracy Murphy

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JFK Webinar
PRESENTERS

Aryn Taylor, PhD, CRC
Grant Writer/Program Evaluator-
Colorado Office of Employment First at JFK Partners

Tracy Murphy
Executive Director IN! Pathways to Inclusive Higher Education
OBJECTIVES

1. Recognize inclusive higher education (IHE) as a postsecondary option for young adults with IDD
2. Understand Colorado’s history of inclusive higher education
3. Explore a recent evaluation of students enrolled in IHE living on and off campus.
4. Learn about pending legislation to expand IHE in Colorado
POLL QUESTIONS

• Employment
What percentage of adults with intellectual and developmental disabilities are employed in competitive integrated employment?

• Higher Education
Almost 70% of high school completers attend college immediately after graduation. What is the rate for students with mild intellectual disabilities attending a 4-year college?

• Independent Living
More than 70% of adults with intellectual disabilities report wanting to live independently. What percentage are actually living independently?
BARRIERS TO OVERCOME

• Youth and adults with intellectual and developmental disabilities (IDD) have historically been excluded from full societal participation (Hendricks & Wehman, 2009; Simonsen & Neubert, 2012; Bouck, 2017).

• Students with intellectual disabilities experience the lowest rates of
  • Education
  • Employment

• In Colorado, in 2020, only 4% of former students with intellectual and multiple disabilities were engaged in higher education one year after their exit (Colorado Department of Education, 2021).
TRANSITIONING TO (____)?
EMPLOYMENT OUTCOMES

- Inclusive higher education is a strong predictor of competitive integrated employment for individuals with intellectual disabilities.

- Employment  Higher Earnings

- **100% of students** with ID participating in PSE reported wanting to work, compared to 53.4% of non-students, which indicates a **high self-expectation for employment and desire of students in IHE to work** (Butler, Sheppard-Jones, Whaley, Harrison, & Osness, 2016).
One study found students with ID enrolled in PSE reported they had friends to talk to and to do things with (83%) compared to the non-student group (54.2%) (Butler, et. al., 2016).

A large majority of students with ID who participated in IHE reported one year after existing from a TPSID program that they felt either satisfied or very satisfied with their social life (92%) (Papay, et. al., 2017).

100% of the students in PSE reported they had access to opportunities to help others, compared to 43.2% for the non-student group (Butler, et. al., 2016).
INCLUSIVE HIGHER EDUCATION IN COLORADO
COLORADO INCLUSIVE HIGHER EDUCATION HISTORY

• In 2016 Colorado was **1 of 4 states that did not offer** inclusive higher education pathways

• **Colorado SB-0196 Inclusive Higher Education Act was passed**

• Provided:
  • Alternate pathway for enrollment
  • Same rights and responsibilities as other students
  • Annual evaluation
  • Courses for credit
  • Normative setting
  • Prepare for employment
  • Become a Certified Transition Program (CTP)
  • Plan for self sustainability
IN! IS FOUNDED

**Mission**
To create inclusive college opportunities in Colorado for students with intellectual disabilities to foster academic growth, social development, and career advancement.
FAST FORWARD TO TODAY.....

3 colleges in Colorado now offer inclusive higher education pathways

• 70 students are enrolled from 15 Colorado counties and 4 states
• Students are:
  
  • **Enrolled** in typical classes alongside their peers
  • **Living independently** on campus or in apartments
  • **Earning college credits** and an approved certificate
  • **Participating** on campus socially
  • **Employed** on campus

Plus, since 2020 we have had 15 graduates, with 17 this spring!
INCLUSIVE HIGHER EDUCATION (IHE) IN COLORADO

Pillars of a Quality Model

Inclusive Higher Education

Academics
- Integrated classes
- Accommodations/Modifications
- Credit/audit
- Full course catalog
- High standards

Independence
- Residential Living
- Life skills
- Safety Path to Independence
- Person Centered Planning
- Self Advocacy

Evaluation
- Normative

Social
- Campus involvement
- Mentorships
- Leadership
- Volunteer/Give back
- Integrated Social skills

Career
- Paid job internships
- Peer job coaching
- Financial/budgeting
- Career planning
- On/Off campus

Collaboration
- Sustainable
RECENT EVALUATION
# Disability Characteristics

Table 3 Disability Reported by Participants

*Disability Characteristics of Evaluation Sample*

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th></th>
<th>Group 2</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>2</td>
<td>20.0</td>
<td>1</td>
<td>11.1</td>
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<tr>
<td>Cerebral Palsy</td>
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<td>0</td>
<td>0.00</td>
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<tr>
<td>Deaf</td>
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<td>0.00</td>
<td>1</td>
<td>11.1</td>
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<tr>
<td>Developmental Delay</td>
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<td>20.0</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>Down Syndrome</td>
<td>3</td>
<td>30.0</td>
<td>3</td>
<td>33.3</td>
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<tr>
<td>Epilepsy</td>
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<td>10.0</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>Fragile X</td>
<td>1</td>
<td>10.0</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>Intellectual Disability</td>
<td>5</td>
<td>50.0</td>
<td>4</td>
<td>44.4</td>
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<tr>
<td>Traumatic Brain Injury</td>
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<td>0</td>
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<tr>
<td>Neurofibromatosis</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>11.0</td>
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</table>

* Totals are greater than 100% because of co-occurring disorders and reporting of multiple disabilities.
**EQ1:** Does campus participation differ between IHE students with IDD who live independently on-campus and IHE students with IDD who live with family off-campus?

**EQ2:** Do educational outcomes differ between IHE students with IDD who live independently on-campus and IHE students with IDD who live with family off-campus?
MEASURING INCLUSION AND ACADEMIC SUCCESS

Campus Participation domains:
1. Academic Activities
2. Sports Teams and Fitness
3. Attendance at Sporting Events
4. Entertainment and Leisure
5. Social Groups
6. Student Government

Educational Outcomes:
• Grade point average (GPA)
• Credits Earned
# CAMPUS PARTICIPATION DURING THE COVID-19 PANDEMIC

Table 9 Differences in hours spent in campus participation between Fall 2019 and Fall 2020

<table>
<thead>
<tr>
<th>Differences in Campus Participation</th>
<th>Off-Campus</th>
<th>On-Campus</th>
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<tbody>
<tr>
<td>% Change</td>
<td>% Change</td>
<td></td>
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<tr>
<td>-------------------------------------</td>
<td>------------</td>
<td></td>
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<tr>
<td>Academic Activities</td>
<td>-20.71</td>
<td>-23.37</td>
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<td>Sports Teams and Fitness</td>
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<td>-67.68</td>
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<td>Sporting Events</td>
<td>-100</td>
<td>-100</td>
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<td>Entertainment and Leisure</td>
<td>20.23</td>
<td>10.00</td>
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<td>Social Groups</td>
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<td>-43.53</td>
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<tr>
<td>Government</td>
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KIM FULLER
WHAT’S NEXT FOR COLORADO?

Expand IHE pathways in Colorado

- While great strides have been made in five years to bring Inclusive Higher Education to Colorado, it is not enough
- Success has led to significant demand for more options
- Support new and existing colleges to develop, fund and implement expansion
- Create opportunities to close gaps in equitable geographic and enrollment access

Ensure Measurable Long-Term Outcomes

- Utilizing student outcome data, we must make sure graduates are positioned for success as it relates to:
  - employment outcomes
  - increased community involvement
  - increased independence
PROPOSED LEGISLATION

• HB22-1107: Inclusive Higher Education Opportunities
• Bi-Partisan Sponsorship
• Enormous support from school and community partners state-wide
• The bill in summary:
  1. Creates a grant program allowing for colleges across the state to apply for needed funding to establish or expand Inclusive Higher Education pathways.
     • Expansion is defined 2 ways
     • $450,000/year for 5 years
     • Funding available 2023
  2. Establish procedure and methods in which to gather, analyze and report on student outcome data to track and quantify the
GET INVOLVED

• Visit our website to sign up for IN!’s newsletter to receive updates on inclusive higher education including current legislation efforts

• Write or contact your local senate or house representative in support of the bill (reference HB22-1107 Inclusive Higher Education Opportunities)

• Contact me at tracy@inclusivehighered.org
  • Be on IN!’s board of directors or young professional's board OR join a committee to work on Expansion/Legislation or Events/Fundraising
  • Help us to increase school district and community agency partnerships
  • Volunteer to help with local community outreach, education and events
RESOURCES

• IN! - https://inclusivehighered.org/about/

• UNC GOAL: https://www.unco.edu/unc-goal

• UCCS Inclusive Services: https://inclusiveservices.ucce.edu

• Elevate at ACC: https://www.Arapahoe.edu/advising-support/disability-access-services/elevate-acc
QUESTIONS
CONTACT

• Aryn Taylor

Aryn.Taylor@cuanschutz.edu

• Tracy Murphy

Tracy@inclusivehighered.org