



MAKING COLLEGE POSSIBLE: INCLUSIVE HIGHER EDUCATION

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JFK Webinar

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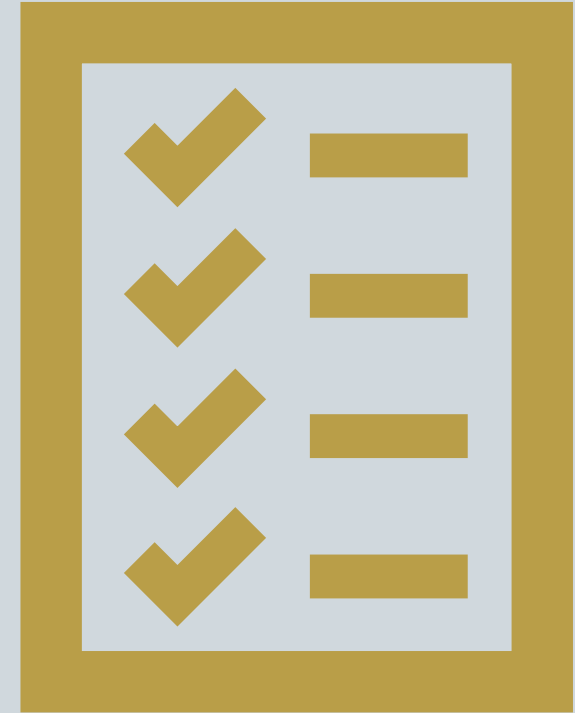


Tracy Murphy

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
 - Independent living (U.S. Department of Education, 2011).
- 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 (____)?



BACKGROUND



SECONDARY
EDUCATION



INCLUSIVE HIGHER
EDUCATION



EMPLOYMENT AND
INDEPENDENT LIVING

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).

PARTICIPATION AND INCLUSION

Friendship

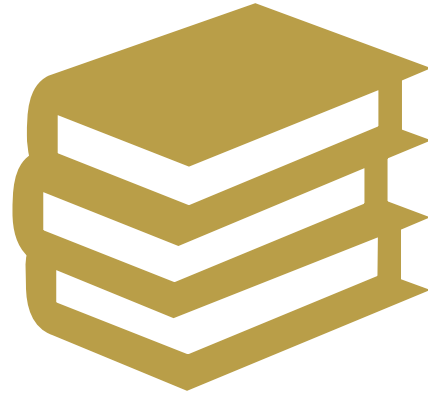
- One study found students with ID enrolled in PSE reported they had friends to talk to and to do things with (83%) compared to the non-student group (54.2%) (Butler, et. al., 2016).

Social life

- 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)

Opportunities to help

- 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

EDUCATION

OUTREACH

EXPANSION

STUDENT SUCCESS

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:

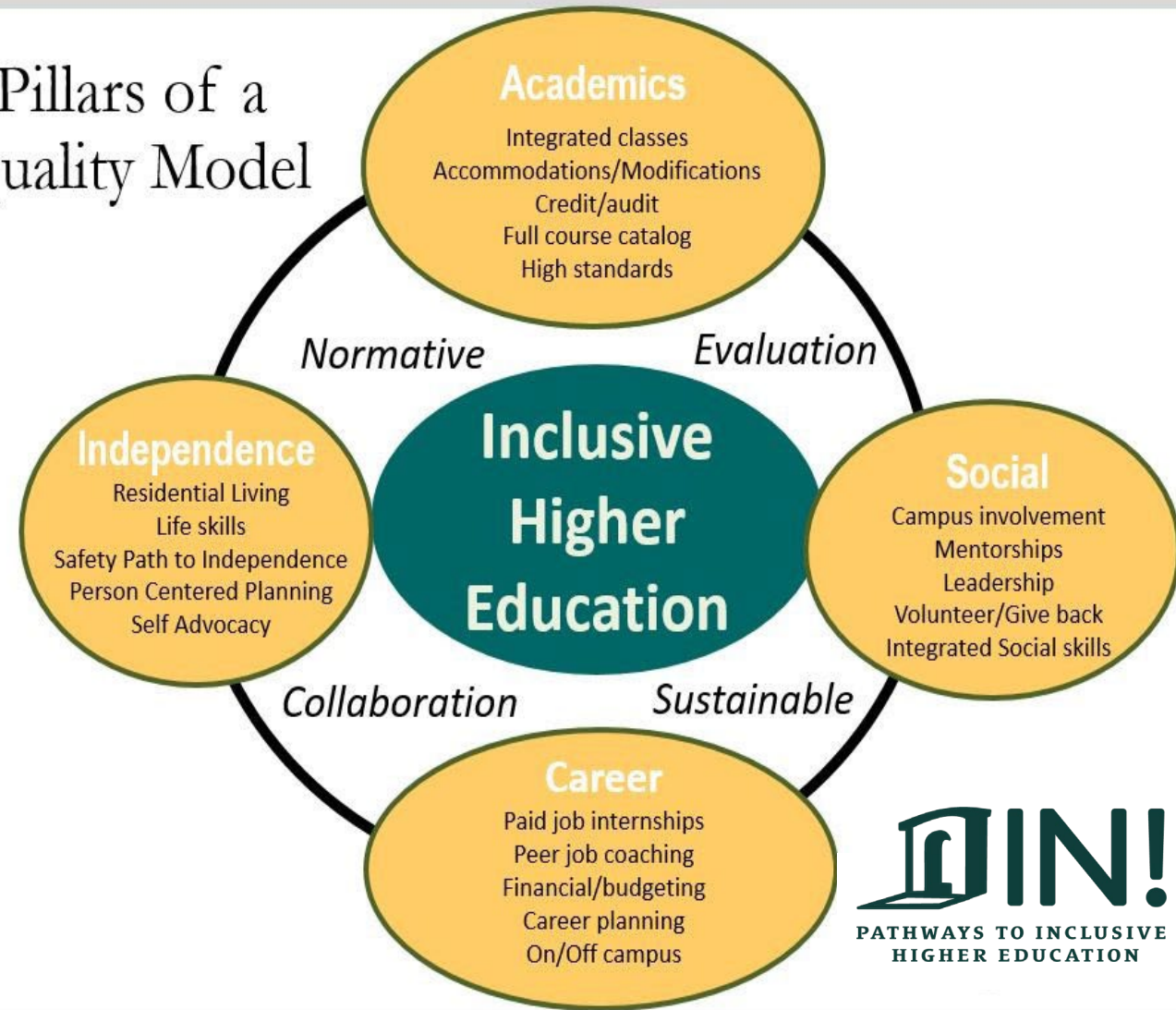
- **Enrolled** in typical classes alongside their peers
- **Living independently** on campus or in apartments
- **Earning college credits** and an approved certificate
- **Participating** on campus socially
- **Employed** on campus

Plus, since 2020 we have had 15 graduates, with 17 this spring!



INCLUSIVE HIGHER EDUCATION (IHE) IN COLORADO

Pillars of a Quality Model





RECENT EVALUATION

DISABILITY CHARACTERISTICS

Table 3 Disability Reported by Participants
Disability Characteristics of Evaluation Sample

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

* Totals are greater than 100% because of co-occurring disorders and reporting of multiple disabilities.

EVALUATION QUESTIONS

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

<i>Differences in Campus Participation</i>	<u>Off-Campus</u>	<u>On-Campus</u>
	% Change	% Change
Academic Activities	-20.71	-23.37
Sports Teams and Fitness	-71.92	-67.68
Sporting Events	-100	-100
Entertainment and Leisure	20.23	10.00
Social Groups	-41.56	-43.53
Government	0	0

INCLUSIVE HIGHER
EDUCATION FAMILY
PERSPECTIVE



PAIGE AND KAREN GRAY



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

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