POSTSECONDARY EDUCATION OPPORTUNITIES FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN NEVADA: PROGRESS & EARLY RESULTS
PEOPLE WITH IDD & POVERTY

- Youth with IDD have the lowest rate of education, works or preparation for work after high school of all disability groups.
- Only 28% of adults with IDD are working.
- 30% people with IDD live in poverty
  - Making less that $11,490/ yr
  - Making less than $957.50/month
WHY COLLEGE?

• Early research shows that students with IDD who attend some PSE:
  • Are 26% more likely to be employed
  • Earn 73% higher wages
  • Build social networks beyond people with disabilities
  • Require fewer supports
Study in the Journal of ID (Jan, 2015) compared students who attended PSE with students from 2009 Nat’l Longitudinal Transition Study:

- 100% of those who attended a PSE said they had been employed in the past two years, compared to 53.5% who did not attend PSE
- Current employment: 73% PSE, compared to 37.2%
- Students of inclusive PSE programs had higher levels of employment outside of traditional settings & achieved a higher hourly rate
FINDINGS AT TAFT COLLEGE

- Has had PSE program for 25 years
- Tracks students for 10 years
- 95% live independently, 93% are employed
- In CA, adults average 88 hours of supported living arrangement/month; Taft College graduates average 30 hours/month; One third use no SLA.
WHY COLLEGE?

- Behaviors & expectations in college life prepare for career
- More appropriate setting for students with ID from 18-22
- Integrated competitive employment with natural supports, not long-term supported employment (natural supports) is the expected outcome
THINK COLLEGE

- Over 250 U.S. programs
- Three models
- National Coordinating Center: www.thinkcollege.net
- HEOA of 2008
  - TPSID grants
  - Coordinating Ctr
  - CTP
SOME EXAMPLES

UCLA Extension

• Accepts no federal or state money
• All family funded
• Cost: $51,000/yr including housing

Taft College

• Tuition, fees paid through Regional Centers (Medicaid)
• Housing paid with Social Security
**MORE EXAMPLES**

**College to Career**
- Consortium of 5 community colleges in CA with UCEDD at TA
- VR grants $250,000/yr to each college for 20 students/yr
- 2 year program plus 3rd year to secure employment

**DEIS-Hawaii**
- Dual Enrollment Individual Supports
- VR pays tuition, supplies, technology
- Person-centered planning
- Several days of orientation
- Students access front-door services and then program fills in
- Academic coaching 3-5 hrs/week
- Employment coach
WHAT IS HAPPENING IN NEVADA?

• Path to Independence
  At UNR

• UNLV F.O.C.U.S.
  (Forming Occupational
  and Community
  Understanding for
  Success)
NEVADA PATH TO INDEPENDENCE 2013-2015

• Collaborators:
  • NCED
  • College of Education-DD Minor Mentors
  • Extended Studies-Registration & Certificate
  • NNCIL-Travel Training & other classes
  • BVR-Job Developer (vendor)
  • SRC-In class supports for students
  • CNS (VISTA)-Member to work on social issues
  • WCSD- Transition age youth 18-22
PATH TO INDEPENDENCE- THREE FOCUS AREAS

• Academic & Campus Activities:
  ▪ 2 academic classes at UNR with in-class supports funded by SRC
  ▪ Student Success Series
  ▪ Social mentors/tutors from DD Minor program

• Independent Living Classes:
  ▪ Transportation training at NNCIL
  ▪ Cooking & Nutrition
  ▪ Relationships & Sexuality
  ▪ Money Smart
  ▪ Employability

• Employment:
  ▪ Person-centered planning
  ▪ Pre-employment skills
  ▪ Job developer explores interests & abilities, CBAs, helps find integrated, competitive employment
PERSON-CENTERED PLANNING: STAR
PATH TO INDEPENDENCE: CURRENT STATUS

• Three students
• Classes: Intro to Computing, Intro to Communications, Intro to Digital Photography, Digital Photography II, Radio Production, Yoga, Karate, English 98, Art
• WCSD interested in dual enrollment
• UNR becoming VR vendor of supported employment
• SRC pays for in-class supports
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WHAT ARE THE REQUIREMENTS FOR ADMISSION TO P2I?

- Be at least 18 and not more than 28 years old when starting the program.
- Have completed a high school program with a diploma certificate of completion.
- Be able to safely get around campus during class transitions, meal times and recreational activities after initial orientation training.
- Be able to actively participate in completing the Path to Independence application forms and personal interview process.
- Have basic safety skills in unsupervised setting.
- Have family support and a personal desire to gain the skills necessary for employment and independent living.
- Have academic, vocational and social experiences that contribute to successful independent living.
- Must be eligible for the Regional Center services.
- Have family support to develop financial resources and/or have the ability to purchase services privately.
WHO PAYS FOR TUITION & FEES & IN-CLASS SUPPORTS?

• Parents
• BVR (benchmark basis)
• Developmental Services/Medicaid funds/State funds
  • JDT dollars
  • SLA dollars
• School Districts – Dual Enrollment with IDEA funds
• Braided funding
• College Savings Plans: Nevada Pre-Paid College Tuition/529 Plan
COMMENTS FROM INSTRUCTORS

• “Student did great in class. He responded with enthusiasm and put in time and effort on his assignments. He was clearly engaged in the material. Slow and steady improvement over the course of the semester.”

• “Student was great to have in class. He participated fully and added to the discussion. It was certainly a positive experience for the other students, especially because he is so creative and expressive. He interacted with the other students during lab days and talked to them about their photographs.”

• “Student is a responsive, diligent student. It was a pleasure to have her in my class. I think she became more confident as the semester progressed.”

• “I think this was a positive experience. She interacted well with other students in appropriate ways. She worked well in her small group.”

• “I find it a welcome challenge to work with students whose abilities or needs are different from the norm. This helps me avoid becoming too complacent in my own styles and strategies.”
“I would welcome more information about what I might expect from the students. I am not sure how to set a standard because I do not really know their abilities or challenges.”
EARLY RESULTS: P2I ACADEMICS

 Attendance

 Participation

 Much Less Than Expected
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 Much Less Than Expected
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Less Than Expected in Assignments resulted in:

- Starting to use mentors as tutors
- Assigning one mentor per student
- Coordination between student, educational coach, and mentor
- Monthly lunch meetings with mentors and educational coaches
PLANS FOR THE FUTURE

- Five new students in fall
- New relationship with WCSD
- TPSID grant
- More work with mentors/ed coaches
- Participatory Action Research (PAR)
QUESTIONS?

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