



# Think College National Coordinating Center: *A National Perspective*

*Susanna Miller-Raines, Rebecca Lazo, Russell Thelin,  
and Stephanie Smith Lee*

Think College

Institute for Community Inclusion  
University of Massachusetts Boston

**SEPSEA Meeting**  
**April 18-19, 2018**



**NATIONAL COORDINATING CENTER**

# Good Morning and Welcome!



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Inclusive Postsecondary Education: *A National Perspective*

What's new with Think College?

What's going on nationally with vocational rehabilitation?

What's new on Accreditation Standards?

What's new with Higher Education Act Reauthorization?



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Think College National Coordinating Center

Federally funded since 2010 to provide coordination, training, and technical assistance to any college or university who wants to establish or improve postsecondary education opportunities to students with intellectual disability on their campus.

[www.thinkcollege.net](http://www.thinkcollege.net)

*College  
options for  
people with  
intellectual  
disability*



🔍 COLLEGE SEARCH

📖 RESOURCE LIBRARY

⇌ INNOVATION EXCHANGE

📖 WHAT'S HAPPENING IN YOUR STATE



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Think College Publications

SNAPSHOT  
 HIGHER EDUCATION ACCESS FOR STUDENTS WITH INTELLECTUAL DISABILITY IN THE UNITED STATES  
ThinkCollege  
NATIONAL COORDINATING CENTER  
SEPTEMBER 14, 2017

270 HIGHER EDUCATION PROGRAMS  
 IN 47 STATES

31 STATES  
 HAVE RECEIVED TPSID GRANTS (2010–2020)

63 CTPs in 25 states

15 STATES  
 have policy or legislation on inclusive higher education

22 STATES  
 have state or regional coordination

Higher education options for students with intellectual disability (ID) have grown due to changes in federal funding, access to Title IV aid, as well as state legislation and leadership. The Higher Education Opportunity Act (HEOA, 2008) created model demonstration programs, called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs). Five-year grants were awarded to institutions of higher education for 2010- 2015 and 2015-2020 to develop TPSID programs. The HEOA also created a new designation – Comprehensive Transition and Postsecondary (CTP) program – that allows approved IHEs to offer specific kinds of federal student aid to qualified students with ID. Additionally, growing numbers of states are conducting strategic planning via statewide consortiums and passing legislation to support development and implementation of higher education options. This Think College SNAPSHOT provides a summary of these markers of systems change supporting higher education access for students with ID in the United States.

**SUGGESTED CITATION:**  
 Think College National Coordinating Center. (2017). Higher education access for students with intellectual disability in the United States. Think College Snapshot, September 14, 2017. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

This report is a publication of the Think College National Coordinating Center, a project of the Institute for Community Inclusion at the University of Massachusetts Boston, funded by the Office of Postsecondary Education (Grant No. P407B15002). The opinions contained in this document are those of the grantees and do not necessarily reflect those of the funders.

Think College
FAST FACTS  
ISSUE NO. 13, 2017

## Access to the Disability Supports Office by Students with Intellectual Disability in TPSID Programs

By Clare Papay, Frank A. Smith, & Meg Grigal

### INTRODUCTION

In the United States, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act require institutions of higher education (IHEs) to provide students with disabilities reasonable accommodations that enable equal access to participation in postsecondary education programs (US Department of Education [USD OE], 2017). Many colleges and universities have a disability supports office (DSO), and students must disclose and provide documentation of their disabilities to the DSO to access accommodations (USD OE, 2017).

Typically, only about 35% of postsecondary education students with disabilities have been found to self-disclose their disabilities, and only 24% receive accommodations (Newman & Madaus, 2014). Students with intellectual disability are eligible to access accommodations for postsecondary education programs and classes (Thomson, Weir, & Ashmore, 2011). However, many programs have been established that provide supports for students with intellectual disability over and above those provided by the DSO.

In this Fast Fact, we examine recent data on access to the DSO by students with intellectual disability attending institutions of higher education implementing model demonstration projects called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs). TPSID grantees were tasked with creating, expanding, or enhancing high-quality, inclusive postsecondary education programs to support positive outcomes for individuals with intellectual disability (e.g., educational attainment, employment, and community inclusion). Annual program and student data from each TPSID were collected by the TPSID National Coordinating Center (NCC) at Think College.

### METHODS

As part of its charge to evaluate the TPSID model demonstration projects, the NCC developed a set of common measures and established a data reporting protocol, called the Think College Data Network. This network was aligned with the TPSID Government Performance and Results Act (GPR A) performance measures that TPSIDs are required to report on each year, as well as with the Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education (Grigal, Hart, & Weir, 2012).

Data were collected annually from TPSIDs on program structure, staffing, and student activities and supports, including access to disability support services. Data reported here were collected from program staff at the 25 TPSID grantees implementing projects at 44 IHEs in 2015–2016. Data include both questions asked at the program level (e.g., program-wide access to the DSO), as well as the student level (e.g., individual student use of supports and accommodations through the DSO).

### KEY FINDINGS

#### PROGRAM-LEVEL.

In 2015–2016, 56.8% of IHEs reported that students with intellectual disability used the DSO (see Table 1). Programs at 2-year IHEs were more likely to have access to the DSO: 80.8% of 2-year IHEs had students who used the DSO, compared to 50.0% of 4-year IHEs, although this difference was not statistically significant ( $\chi^2(1, N=44) = 2.835, p = .992$ ).

**TABLE 1. Percentage of TPSID programs at which students have used the DSO this year**

	TYPE OF INSTITUTION		
	2-Year	4-Year	Overall
Students use DSO	8 (80.8%)	17 (50.0%)	25 (56.8%)
Students do not use DSO	2 (20.0%)	17 (50.0%)	19 (43.2%)

N = 44 TPSID programs

#### STUDENT-LEVEL.

Overall, 60.1% of students attending TPSID programs received accommodations or supports from the DSO (see Table 2). This figure is substantially higher than the percentage of college students with disabilities in general who receive accommodations (24% as reported by Newman & Madaus, 2014). Students attending TPSID programs at 2-year IHEs were significantly more likely to receive accommodations or supports from the DSO than those at 4-year IHEs (68.4% vs. 57.2%;  $\chi^2(1, N=441) = 4.449, p = .035$ ).

**TABLE 2. Percentage of students who receive any accommodations or supports from the DSO**

	TYPE OF INSTITUTION		
	2-Year	4-Year	Overall
Receive	78 (68.4%)	187 (57.2%)	265 (60.1%)
Does not receive	36 (31.6%)	140 (42.8%)	176 (39.9%)

N = 441 students

[www.thinkcollege.net](http://www.thinkcollege.net)
[www.facebook.com/thinkcollege](https://www.facebook.com/thinkcollege)

<https://thinkcollege.net/resources/think-college-publications>



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Year 1 TPSID Program & Student Summary Reports



**Year 2: COMING SOON!**

**Year One Program Data Summary (2015-2016) from the TPSID Model Demonstration Program**

AUTHORS

**SNAPSHOT OF 2015-2016 TPSIDS**

- 44 Institutes
- » 25 grantees
- » 19 affiliates
- 10 2-year campuses
- 34 4-year campuses
- 12 approved as TPSID Model Demonstration Program
- Serving 449 students

These reports provide summary data on specific elements of practice and are not intended to account for inter-relationships among variables, or support causal inferences. For more in-depth analyses, readers are encouraged to review other Think College publications available at [www.thinkcollege.net](http://www.thinkcollege.net)

**SNAPSHOT OF 2015-2016 TPSIDS**

**449 STUDENTS**

59% MALE 41% FEMALE

**MEDIAN AGE=20**  
STUDENT AGES RANGED FROM 16 TO 42

31% OF STUDENTS RECEIVED TRANSITION SERVICES FROM LEA

2015-2016 Data from 44 TPSID Cohort 2 (2015-2020) sites

Think College  
Clare Papay  
Daria Domin

Think College REPORTS present descriptive data in narrative or tabular form to provide timely information to researchers, practitioners, and policymakers for review and use. These reports provide summary data on specific elements of practice and are not intended to account for inter-relationships among variables, or support causal inferences. For more in-depth analyses, readers are encouraged to review other Think College publications available at [www.thinkcollege.net](http://www.thinkcollege.net)

**ThinkCollege NATIONAL COORDINATING CENTER**

**ICI UMass BOSTON**  
[www.ThinkCollege.net](http://www.ThinkCollege.net)

**ThinkCollege NATIONAL COORDINATING CENTER**

**ICI UMass BOSTON**  
[www.ThinkCollege.net](http://www.ThinkCollege.net)



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.  
The Center is funded by the Office of Postsecondary Education Grant #P407B100002.





*College options for people with intellectual disabilities*

- ❖ New look & feel
- ❖ Improved functionality
- ❖ Updated programs database
- ❖ Expanded feature: Innovation Exchange
- ❖ NEW! Families section

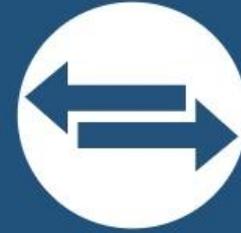
CLICK ON A TOPIC TO FIND:

- Topic Overviews
- Key Resources
- Related Websites
- Ways to Connect
- Frequently Asked Questions

Paying for College



Vocational Rehabilitation



Employment



For Families



**BRAND  
NEW!!**

Program Development



Dual Enrollment



The TPSID National Coordinating Center at Think College is a project of the  
Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



<https://thinkcollege.net/resources/innovation-exchange>



# ThinkCollege

CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

*College options for people with intellectual disabilities*

## FEATURED

[View all](#)



### College Students not Limited by Down Syndrome

Featured on the Born This Way website (A&E), this informative article addresses all the reasons how people with Down syndrome are planning for college, attending college, and enjoying



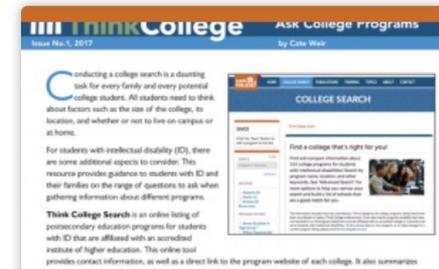
### Job Development -- A Think College Learn module

This module shares strategies for an asset or strength-based marketing approach to job development, focusing on a young person's interests, skills, talents and support needs and



### The Path to Higher Education With an Intellectual Disability

This article, recently published in The Atlantic, details the growth of postsecondary programs for students with intellectual disability, featuring ClemsonLIFE and ACE-IT at Virginia



### Conducting a College Search: Questions to Ask College Programs

This inaugural How To Think College publication assists families and others in looking for the right college for a youth with intellectual disability. ...[Read more](#)

# CONNECT WITH US!



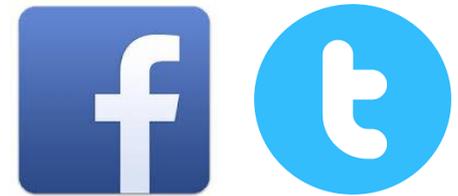
## Join Think College Conversations



Connect online with others interested in postsecondary education for students with intellectual disabilities.

[Click HERE To learn more and sign up!](#)

Questions? Contact Rebecca Lazo [rebecca.lazo@umb.edu](mailto:rebecca.lazo@umb.edu)



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



*Update on Vocational Rehabilitation*  
Vocational Rehabilitation 101:  
Key Principles for Institutes of Higher  
Education

**Russ Thelin, M.S., LVRC, CRC**

Senior Policy Fellow, Institute for Community  
Inclusion

Technical Assistance Provider (VR and WIOA),  
Think College National Coordinating Center



The TPSID National Coordinating Center at Think College is a project of the  
Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Interesting Facts, of Minimal Value

- VR began as the Smith-Hughes Act in 1927, to assist impaired veterans of WW I with wartime based impairment to reintegrated into post-war vocational life.
- In 1920, the Smith-Fess Act created the Citizen Vocational Rehabilitation program, meaning in 2020 VR will be a centenarian, becoming 100 years old.
- The only “Social Services” program that is older than the Vocational Rehabilitation program is the Land Grant College Act.



# Interesting Facts, of Moderate Value



---

DEPARTMENT of  
REHABILITATION

---

Employment, Independence & Equality

- Over time it was expanded to include;
  - the general citizenry with disabilities,
  - individuals with intellectual/developmental disabilities,
  - individuals with mental health impairments, and
  - Provided presumptive eligibility for SSDI and SSI recipients.
- Eligibility-Based, not Entitlement-Based
- Competitive & Integrated Employment Outcome Focused



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Interesting Facts, of Maximum Value

- Informed Choice
- Individualized Assessment, Counseling and Services
- Categorical Denial Provision
- Due Process Rights and Client Assistance Program (CAP)
- Performance Measures



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Informed Choice (34 CFR 361.52)

- “The vocational rehabilitation services portion of the State Plan must assure that . . . recipients of services . . . are provided . . . informed choice throughout the rehabilitation process.”
- Covers the: employment outcome (career goal), individualized services, service provider, settings in which services will be provided.
- Individualized “interest and informed choice” referenced 28 times in the federal regulations!
- Is not superseded by any other regulatory language



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Individualized Assessment, Counseling and Services

- Services following eligibility are based on individualized needs of each person.
- Individualized needs are determined through both the counseling relationship and other assessment means, as agreed to by the counselor and individual.
- There is no set process that each eligible individual needs to follow as they participate in Vocational Rehabilitation.
- “Comprehensive Assessment of Rehabilitation Needs”



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Categorical Denial Prohibition

- States that VR cannot deny any service categorically: by population or by service.
- Reinforces the individualized nature of services.
- Allows for agencies to have policies as boundaries for services provided, but
- Allows for exceptions to policy on a case-by-case basis as needed.



# Due Process Rights



- Each state must establish a due process pathway for agency/counselor decisions to be appealed.
- Usually found in the agency policy manual, and is a public document.
- The Act establishes and provides funds for each state to have a Client Assistance Program, or CAP, as a source of advocacy for VR clients.

# Common Performance Measures

- WIOA establishes new measures of performance for VR agencies, eliminating long-standing Standards and Indicators
- Abolishes impact assessment from numbers, rates, ratios
- Assesses impact through: job retention, earnings increase, secondary/post-secondary participation, & post-secondary credential attainment (certificate or degree attainment
- A lot in common, right?



# Last but not least!

From the “Comments” section of the 34 CFR 361:

- “Some commenters recommended that proposed §361.48(b) include other services not already specifically mentioned. Of these commenters, a few **suggested that §361.48(b)(6) allow DSUs to provide tuition and other services for students with intellectual or developmental disabilities in a Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities**, as defined by the Higher Education Act of 2008.”
- “Similarly, we clarify here that the vocational and other training services specified in final §361.48(b)(6) **encompass tuition and other services for students with intellectual or developmental disabilities in a Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities**, as defined by the Higher Education Act of 2008.”



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Remember . . .

. . . It's not just about the \$\$\$.

. . . The Rehabilitation agency provides counseling, adjustment training, assistive technology, and more.

. . . VR now has a focus on careers and skill development, not just employment.

. . . Synergy, something greater than the sum of both parts, is possible.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



“What we need to do is always lean into the future; when the world changes around you and when it changes against you - what used to be a tail wind is now a head wind - you have to lean into that and figure out what to do because complaining isn't a strategy.”

-Jeff Bezos, Founder and CEO of Amazon



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Stay in the loop about VR



The **VR Affinity Group** meets quarterly to review and discuss issues, strategies, and results related to the partnership between VR agencies and IHEs.

**Register to join at:**

<http://www.surveygizmo.com/s3/3834983/VR-Affinity-Group-Participant-Survey>



The VR Slack channel is an online community to ask questions, share ideas, and network about issues and ideas related to the partnership between VR and IHEs. Sign up at [thinkcollege.slack.com](http://thinkcollege.slack.com) and follow the **#vocational\_rehab** channel and message me at **@Russell.TheLin**.

**For more information: [russell.thelin@umb.edu](mailto:russell.thelin@umb.edu)**



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Update on Accreditation Standards and Higher Education Act Reauthorization

**Stephanie Smith Lee**

Chair, Think College Accreditation Workgroup

Senior Policy Advisor,  
National Down Syndrome Congress



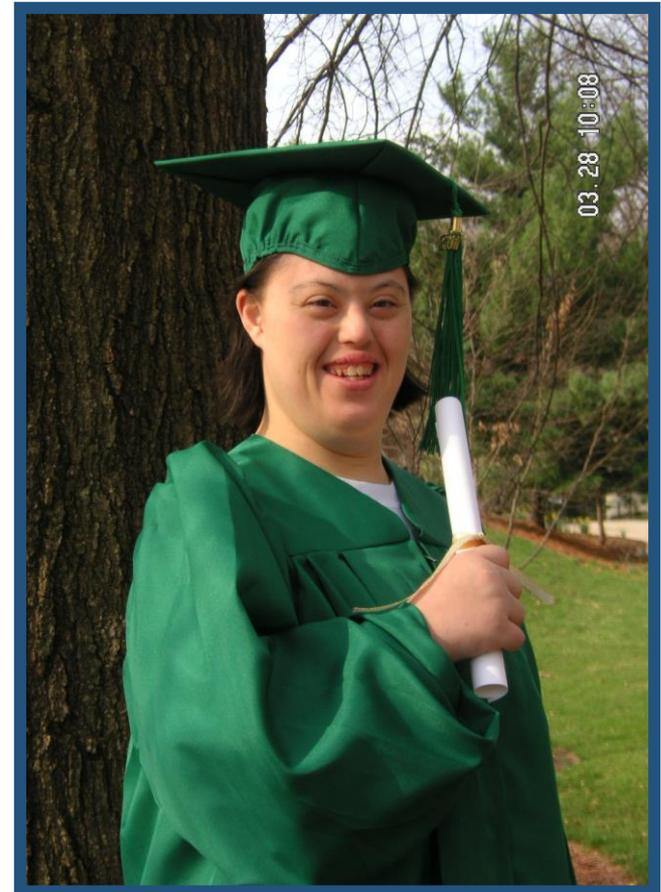
The TPSID National Coordinating Center at Think College is a project of the  
Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Inclusive Postsecondary Education Progress

- Inclusive postsecondary education (IPSE) for students with intellectual disability (ID) is a growing movement with over 260 programs!
- See [www.thinkcollege.net](http://www.thinkcollege.net)
- Passage of the Higher Education Opportunity of 2008 (HEOA) was key to expansion.
- The HEOA reauthorized the Higher Education Act (HEA), which is now due to be reauthorized again.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# ID Provisions Included in HEOA 2008

- **Federal Student Aid:** Students with ID enrolled in approved Comprehensive Transition Programs (CTPs) now eligible for Pell grants, Federal Supplemental Educational Opportunity Grants and Work-Study jobs (not loans).
- **Model Programs:** Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs) enable institutions of higher education (IHEs) to create or expand high-quality inclusive programs for students with ID.
- **National Coordinating Center (NCC):** Think College provides technical assistance, evaluation of TPSID projects, and creates recommended model standards for programs through an Accreditation Workgroup.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Accreditation Workgroup Update

- HEOA required NCC to establish a group of experts to create model accreditation standards for postsecondary programs for students with ID.
- During first 5 year grant, model standards developed using extensive public input process.
- Report transmitted to Secretary of Education, NACIQI, and Congress



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.

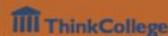


# Report on Model Accreditation Standards for Higher Education Programs for Students with Intellectual Disability: A Path to Education, Employment, and Community Living

The National Coordinating Center Accreditation Workgroup

September 30, 2016



 **ThinkCollege**  
**NATIONAL COORDINATING CENTER**

## REPORT TO:

THE HONORABLE JOHN B. KING, JR., UNITED STATES SECRETARY OF EDUCATION  
THE UNITED STATES SENATE COMMITTEE ON HEALTH, EDUCATION, LABOR AND PENSIONS  
THE UNITED STATES HOUSE OF REPRESENTATIVES COMMITTEE ON EDUCATION AND THE WORKFORCE  
NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY

# Report on Model Accreditation Standards for Higher Education Programs for Students with Intellectual Disability

Available as a free download at:  
[https://thinkcollege.net/sites/default/files/files/resources/AccredReport\\_WEB\\_F425.pdf](https://thinkcollege.net/sites/default/files/files/resources/AccredReport_WEB_F425.pdf)



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# New Accreditation Workgroup

Now in Year 3 of new grant, with new workgroup of experts and committees:

➤ Student Assessment and Learning Outcomes Committee:

- Developed new draft standard on student learning outcomes

➤ Accreditation Outreach Committee:

- Researching options for using standards

➤ Self-Study Committee:

- Developed recommendations for field testing standards



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Field Testing Standards

- Survey with model standards.
- Identify at least 8 diverse programs for field testing and invite to participate.
- Determine who will review and review process.
- Training for review sites.
- Sites complete survey and team review.
- Workgroup meets with input from review sites.



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



# Policy & Advocacy Update: Keep the ID Provisions in the Higher Education Act!

- Inclusive Higher Education Committee (IHEC) led advocacy efforts for changes in HEOA 2008 and appropriations since then. IHEC developed a set of recommendations for Congress to retain and improve ID provisions in the next reauthorization. Co-chair on behalf of NDSC.
- Goal is to ensure ID provisions, with improvements, stay in HEA in the reauthorization.
- If TPSID model demos and National Coordinating Center are not included in reauthorization, the programs will end.

# House Democratic Bill

- NDSC strongly supported the *Improving Access to Higher Education Act of 2017*, H.R. 3199, which would add new disability programs to current law, new grants for Universal Design for Learning, and reauthorizes the ID provisions with improvements recommended by IHEC.
- Press conference, action alerts, letters to Congress.

# House Republican Bill

- The House Education and Workforce Committee approved on party lines the *Promoting Real Opportunity, Success, and Prosperity through Education Reform Act*” (PROSPER Act), H.R. 4508, to reauthorize the Higher Education Act (HEA) on Dec 12, 2017.
- NDSC is pleased that H.R. 4508 reauthorizes the ID provisions, but we have very serious concerns that other key programs, including disability programs, are eliminated. Read our letter: <https://www.ndsccenter.org/wp-content/uploads/HEA-House-Ltr-12-11-17-FINAL.pdf>
- The House was initially expected to vote on H.R. 4508 this winter. Concerns expressed to House Leadership about bill.

# Senate Action on HEA Starting

- Action now focused on the Senate as HEA reauthorization bill(s) are drafted. Not clear yet if there will be a bipartisan bill. Staff still negotiating.
- Senate HELP Committee requested comments on HEA reauthorization.
- IHEC letter signed by many organizations and submitted to the HELP Committee.

# 100 Organizations Signed Letter to the Senate HELP Committee

- We continued to solicit sign-ons to the letter and 100 local, state, and national organizations signed the letter, which was sent to each member of the Senate HELP Committee. *THANK YOU to all of you who contributed to this success!*
- NDSC met with senior Republican and Democratic HELP staff and senior Education Department officials to review the IHEC recommendations.
- Read the letter at: <https://www.ndsccenter.org/wp-content/uploads/Senate-HELP-Com-ID-letter-3.22.2018.pdf>

# Concerns Expressed About IPSE

## From public:

- Why would students with ID go to college? Are they just sitting in classes? What do they get?

## From Families:

- Some programs not accepting students with ID/significant disabilities
- Demand far exceeds supply
- Lack of residential options
- Cost

## From Capitol Hill:

- Outcomes, credentials, “TPSIDs were funded as a pilot and should be finished”, cost

# Key Inclusive Higher Education Committee (IHEC) Recommendations

Specific legislative language included in recommendations chart. Key recommendations include:

- Revise the definition of a “Comprehensive Transition Program”:
  - Change “gainful employment” to “competitive integrated employment”
  - Change “curriculum” to “program of study”
  - Require both academic and career development components

## Recommendations (cont.)

- Increase inclusive housing opportunities
- Strengthen requirements for meaningful credentials
- Strengthen requirements for outcome data collection
- Address problems with the use of IDEA and vocational rehabilitation funds if the Department of Education does not issue requested guidance

# What's Next & What You Can Do

- IHEC letter to the Secretary and an Issue Brief on use of IDEA and VR funds for IPSE is being finalized for sign-ons.
- Organization sign-ons needed. Follow: <https://www.facebook.com/dsadvocates/> for updates.
- Address concerns
- Organized advocacy around IDEA/VR funding issues & reauthorization.

# What's Next & What You Can Do

- ***Congressional “Ask”:*** *Retain and improve the the ID provisions in the Higher Education Act reauthorization as recommended by the Inclusive Higher Education Committee.* Share the IHEC letter.
- Let your Members of Congress know this is important to you!
- If one of your Senators is on the HELP Committee, it is especially important you contact them. See list here: <https://www.help.senate.gov/about/members>

**LET'S KEEP  
IN TOUCH**

**NEED ADVICE?**

**[thinkcollegeTA@gmail.com](mailto:thinkcollegeTA@gmail.com)**

**TO LEARN MORE**

**[www.thinkcollege.net](http://www.thinkcollege.net)**

**Sign up for Think College Conversations**

**[www.thinkcollege.net/convos](http://www.thinkcollege.net/convos)**

