

EVIDENCE OF ACADEMIC ACCESS IN HIGHER EDUCATION:
COLLEGE PROGRAMS THAT INCLUDE
STUDENTS WITH INTELLECTUAL DISABILITIES

By

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To my amazing children, my loving parents, and my wonderful husband who inspire everything
that I do and make the impossible seem possible

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LIST OF ABBREVIATIONS

CTP	A comprehensive transition and postsecondary program is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment.
HEOA	The Higher Education Opportunity Act (2008) created first-time opportunities for students with intellectual disabilities who wish to attend college and higher education institutions that wish to serve students with intellectual disabilities.
IDEA	The Individuals with Disabilities Education improvement Act (2004) includes mandatory transition services for secondary students with disabilities, beginning no later than age 16 and continuing until students graduate from high school or reach age 22.
IDD	Intellectual and developmental disabilities refers to a broad group of individuals and includes individuals with autism, cerebral palsy, mental retardation, multiple disabilities, and other lifelong disabilities manifested prior to age 18.
ID	Intellectual disabilities are defined as “mental retardation” or cognitive impairment characterized by significant limitations in intellectual and cognitive functioning, as well as adaptive behavior expressed in conceptual, social, and practical adaptive skills.
TC	Think College at the University of Massachusetts-Boston is the national coordinating center for comprehensive transition and postsecondary programs, transition postsecondary programs for students with intellectual disabilities, and other college programs serving students with intellectual disabilities. Think College has developed a set of standards for inclusive higher education to guide programs toward promising practices.
TPSID	Transition postsecondary programs for students with intellectual disabilities must provide individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education’s regular postsecondary program.

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Postsecondary education programs for students with intellectual disabilities have appeared on college campuses and in the literature for decades. Inclusive academic access, for students with intellectual disabilities in college settings, is a newer innovation. As colleges develop programs for students with intellectual disabilities, they will need examples and other guidance to implement inclusive academic access effectively. The Think College Standards have been developed to reflect the domains and practices considered essential to the provision of inclusive higher education and inclusive academic access. The first standard and related benchmarks were used as a frame of reference for the survey of inclusive academic access on college campuses. Results suggest that (a) the field of transition and postsecondary programs for students with intellectual disabilities has made progress toward implementing inclusive academic access in higher education settings, (b) certain specific benchmarks have become more prevalent practices across transition and postsecondary programs than others, (c) certain program characteristics of college programs predict better implementation of inclusive academic access, and (d) specific program characteristics predict the implementation of specific benchmarks. Implications for future research and practice are discussed.

CHAPTER 1 INTRODUCTION

Policy Foundation for the Education of Students with Intellectual Disabilities

The past four decades have seen a variety of legislative and policy changes that have gradually set the stage for inclusive higher education. The cumulative mandates and assurances that have enabled students with disabilities and, more recently, students with intellectual disabilities to pursue postsecondary education in colleges and universities are discussed in this review of legislation and policy.

The Education for All Handicapped Children Act (EHA) of 1975

Less than 40 years ago, persons with intellectual disabilities did not have the right to access public education in the United States (Grigal, Hart, & Lewis, 2012). In the 1970s, parents from 26 states felt compelled to bring litigation and assert their children's right to attend the public schools (Grigal, Hart, & Weir, 2013). Congress passed the Education for All Handicapped Act (PL 94-142) in 1975 and created access to free and appropriate public education for all students with disabilities and introduced the concept of least-restrictive learning environments. Nevertheless, education practices reflected the knowledge base of their time. Center schools, self-contained special education classrooms, and sheltered employment workshops were initially considered "state of the art" approaches to educating children and youth with intellectual disabilities (Grigal, Hart, & Lewis, 2012). Fortunately, expectations for students with intellectual disabilities (ID) evolved over time. Changes in legislation, policy, and practice both prompted and reflected changing expectations. In 1990, the EHA was replaced by the Individuals with Disabilities Education Act (IDEA, P.L. 101-476) which reflected "people-first language" and encouraged focus on the individual, rather than any condition the individual may have. The 29th Annual Report to Congress (2007) indicated that over 547,000 students in

the U.S. were served under the disability category of “mental retardation.” Under IDEA 2004 (P.L.108-446), mental retardation means

significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Mental retardation is a developmental disability, a category often applied in service delivery which also includes autism and other disorders that manifest during the developmental period (birth to age 18).

In school-based settings, mental retardation is one of 13 categories of disability under which children may be identified for special education services under the current reauthorization of IDEA (2004), the Individuals with Disabilities Education Improvement Act (P.L.108-446).

According to the American Association on Intellectual and Developmental Disabilities (AAIDD)

The term intellectual disability covers the same population of individuals who were diagnosed previously with Mental Retardation in number, kind, level, type, duration of disability, and the need of people with this disability for individualized services and supports. Furthermore, every individual who is or was eligible for a diagnosis of Mental Retardation is eligible for a diagnosis of intellectual disability.

In October 2010, a bill to change references in Federal law to mental retardation to references to an intellectual disability, and to change references to a mentally retarded individual to references to an individual with an intellectual disability, was signed into law by President Obama. Rosa’s Law (2010) did not change the definition of “mental retardation;” only the term to be used. The correct term is now “intellectual disability.”

Students with intellectual disabilities (ID) can remain in public school, continuing services under IDEA (2004), through age 21. Students with ID who begin attending college before exiting public education are served under IDEA and protected by Section 504 of the Rehabilitation Act of 1973 (P. L. 93-112), as well as the Americans with Disabilities Act (ADA)

of 1990 (P. L. 101-336) and the Americans with Disabilities Amendment Act (ADAA) of 2008 (P.L. 110-325).

Individuals with Disabilities Education Act (IDEA)

The IDEA (P.L. 108-446) improved on the EHA by requiring transition planning for students with disabilities. This addition came in response to outcome studies that revealed that students with disabilities were not being prepared to live and work independently (Landmark, Ju, & Zhang, 2010; Kardos, 2011). Under IDEA 1990, transition planning was first defined (34 CFR § 300.18) as

a coordinated set of activities for a student, designed within an outcome-oriented process which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment including supported employment, continuing and adult education, adult services, independent living or community participation.

In 2004, IDEA (P.L. 108-446) was reauthorized and the term “transition services” was redefined as a coordinated set of activities for a child with a disability that is designed to be within a “results-oriented process” that is “focused on improving the academic and functional achievement of the child with a disability” to facilitate movement from school to postschool activities, including postsecondary education. Under IDEA 2004 (34 CFR § 300.43), transition services now include

instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Under IDEA 2004 (P.L. 108-446), measurable postsecondary goals, including postsecondary education when appropriate, must be included in the Individualized Education Program (IEP). Dually enrolled students are high school students, ages 18 through 21 with IEPs and continuing eligibility under the IDEA, who receive services in higher education settings. For students graduating or aging out of public school services under the Individuals with Disabilities

Act (2004), the Summary of Performance is a required document that may be used to help inform disability documentation in college (Shaw, Keenan, Madaus, & Banerjee, 2010; Grigal, Hart, & Weir, 2013). In most cases, college-based transition services meet the IDEA requirements for Least Restrictive Environment (LRE) and exceed the level of LRE access that could be provided to 18-22 year-old students in a high school setting alone (Grigal, Hart, & Weir, 2013).

The Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act (1973) defines an individual disability as a person with a physical or mental” impairment” that substantially limits his or her major life activities. Section 504 does not discuss students with intellectual disabilities specifically. However, the law protects the rights of people with disabilities to participate in and benefit from federally funded programs, services, and benefits (Grigal, Hart, & Weir, 2013). Section 504 mandates that no qualified individual be excluded from or denied the benefits of any program receiving federal financial assistance. Since all public, and most private, colleges and universities receive federal financial assistance, they must comply with the provisions of Section 504, including any reasonable accommodations that enable a student with disabilities to benefit from education. Subpart E applies to postsecondary education programs and activities and contains language regarding accessibility and accommodations. Under Subpart E, tests must accurately reflect achievement, or whatever factors the test purports to measure, rather than reflecting “impaired sensory, manual, or speaking skills” (104.42(b)(3)(i)). Section 104.44 of Subpart E addresses academic accommodations, including course substitutions, changes in course delivery, and the provision of auxiliary aids and services (Katsiyannis, Zhang, Landmark, & Reber, 2009).

The Office for Civil Rights (OCR) of the Department of Education is responsible for enforcing Section 504. Examples (Guyer & Uzeta, 2009) of the types of auxiliary aids and services that may be utilized to accommodate postsecondary students with disabilities include:

- Recorded texts
- Note takers
- Interpreters
- Readers
- Videotext displays
- Screen magnification
- Talking calculators
- Electronic readers
- Braille output devices
- Open and closed captioning
- Voice synthesizers
- Calculators/keyboards with enlarged buttons
- Assistive listening devices and systems.

While postsecondary institutions need not provide the best auxiliary aid available, the aid must be effective in meeting the needs of a student with a disability (Guyer & Uzeta, 2009).

Section 504 of the Rehabilitation Act (1973) specifically states that postsecondary institutions are not required to provide devices and services of a “personal nature,” such as hearing aids, attendants, personal care assistance, and/or devices for personal use or study (Guyer & Uzeta, 2009). For students with intellectual disabilities, these guidelines may leave numerous needs unaddressed. For example, students with ID who take courses for credit are not eligible for modifications to course content or course expectations (Grigal, Hart, & Weir, 2013).

According to Section 504, and the Americans with Disabilities Act, reasonable accommodations may be made to institutions’ policies and practices, including admissions, testing, and curriculum, in order to afford meaningful and equal opportunity to students with disabilities. The requested accommodations are not intended to result in lower academic

standards or significant modifications that alter the fundamental nature, integrity, and/or functionality of each program (Guyer & Uzeta, 2009).

The Americans with Disabilities Act (ADA) of 1990

The Americans with Disabilities Act (1990) was modeled after both the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act; therefore, many requirements of the ADA mirror those of Section 504 (Guyer & Uzeta, 2009). Title II of the ADA prohibits “public entities,” including institutes of higher education, from discrimination based on disability (Katsiyannis, et al., 2009; Guyer & Uzeta, 2009). Title II requires that public entities deliver their services in the most integrated settings appropriate (Guyer & Uzeta, 2009). A term used in ADA (1990), “reasonable modifications” (36.302a), are specifically defined in Title III as

Modifications in policies, practices, or procedures, when the modifications are necessary to afford goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities, unless the public accommodation can demonstrate that making the modifications would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations.

While institutes of higher education are not required to provide a free and appropriate education, they are expected to provide appropriate academic accommodations (Katsiyannis, et al., 2009). Under the ADA, institutions are entitled to require documentation of a student’s disability from a qualified diagnostician.

Most institutions of higher education have established a disability support services office that provides assistance to students with disabilities (Katsiyannis et al., 2009). Professionals in disability services have considerable understanding of reasonable accommodations; however, the disability support services office does not have sole responsibility for ensuring that students with disabilities receive accommodations. Unfortunately, postsecondary faculty are not always willing to provide these accommodations (Katsiyannis et al., 2009).

A lack of training in policies and practices pertaining to students with disabilities has been identified as one reason faculty are reluctant to provide accommodations (Katsiyannis et al., 2009). Recent studies also indicate that higher education faculty are unaware of legislative mandates regarding students with disabilities (Scott, McGuire, & Shaw, 2003). Educating faculty about the needs of students with disabilities and the rationale for providing reasonable accommodations can encourage the provision of reasonable accommodations.

Topical training on instructional strategies that facilitate equal access, such as universal design, can facilitate faculty effectiveness in serving students with disabilities (Katsiyannis, et al., 2009). Universal design for learning (Rose & Meyer, 2002), universal design for instruction (Scott, McGuire, & Shaw, 2003), or universal instructional design (Ouellett, 2004) includes instructional strategies that benefit a broad range of learners, including students with intellectual disabilities. When using universal design concepts, faculty are proactively designing an instructional environment that includes varied instructional methods, varied assessment methods, and flexibility in the classroom environment (Katsiyannis et al., 2009).

The ADA ensures equal educational opportunity for persons with disabilities. The Americans with Disabilities Amendments Act (ADAA, 2008) broadens the scope of coverage under both the ADA (1990) and Section 504 of the Rehabilitation Act (1973). Under the ADAA, major life activities now include learning, reading, thinking, communicating, and concentrating, among other activities. The ADAA supports less restrictive postsecondary disability documentation requirements. Previously, disability documentation consisted primarily of clinical/diagnostic evaluations and/or psychoeducational testing. New guidance from the Association on Higher Education and Disability (AHEAD) suggests that the primary form of documentation should be student self-report, supported by observations and interactions, with

external information used only as secondary sources of documentation (AHEAD, 2012; Grigal, Hart, & Weir, 2013).

Program Standards from the Association on Higher Education And Disability (AHEAD)

Passed in 1999, the program standards of the Association on Higher Education and Disability (AHEAD) reflect the general consensus among professional disability support services personnel about the nature of the minimum essential service components of a postsecondary Disability Services Office. The AHEAD Program Standards and Performance Indicators (AHEAD Standards) were developed with the help, assistance, and collective contributions of more than 1000 professional disability support service providers, including individuals who were not members of the Association (Shaw & Dukes, 2005; AHEAD, 2012).

Section Four of the AHEAD Standards (1999), “Academic Adjustments,” says that the office that provides services to students with disabilities should “determine with students appropriate academic accommodations and services.” Section Four states that the Disability Services Office (DSO) should “incorporate a process that fosters the use of effective accommodations, taking into consideration the environment, task, and the unique needs of the individual” (p. 5). Personnel of the DSO are expected to collaborate with faculty on modifications and accommodations to ensure program accessibility without compromising “essential elements” of the course, curriculum, or program of study (AHEAD, 2012, p. 5).

The Assistive Technology Act of 2004

The Assistive Technology Act (Tech Act) of 2004 was designed to improve access to technology for people with disabilities (Guyer & Uzeta, 2009). Institutions of higher education are considered “targeted entities” under the Tech Act (2004). Postsecondary institutions must provide the auxiliary aids and services students with disabilities need to locate and use library resources and materials. Institutions must provide books in alternative formats, such as Braille,

large text, audio recording, and other electronic formats. Institutional websites are expected to be accessible to users who require screen readers or captioning, among other accessibility tools. Speech recognition and dictation systems may also be provided. The underlying concept to be used by institutions and their libraries is “universal design” (Guyer & Uzeta, 2009). Students with intellectual disabilities can benefit from principles and practices that exemplify universal design, but their success in higher education also requires individualized attention to their specific learning styles and needs.

Higher Education Opportunity Act (HEOA) of 2008

The Higher Education Opportunity Act (P.L. 110-315) of 2008 contained a number of important provisions that should improve access to postsecondary education for students with intellectual disabilities (Smith Lee, 2010). For the first time, students with ID, including students who lack a regular diploma or General Educational Development (GED) equivalent, are able to qualify for federal financial aid. To be eligible for Pell grants, Supplemental Educational Opportunity Grants, and the Federal Work Study program, students with ID must be enrolled in an approved Comprehensive Transition and Postsecondary (CTP) program and maintain satisfactory progress according to standards established by the postsecondary education institution (Smith Lee, 2010).

Current Realities in Postsecondary Education for Students with Intellectual Disabilities

Only a small percentage (~11%) of high school students with intellectual disabilities (ID) currently go on to attend a two-year or four-year college (Grigal, Hart, & Migliore, 2011). The percentage of students enrolling in postsecondary education is lower for students with ID than for any other disability category (Newman et al., 2011). Few students with ID have postsecondary education listed, on their individualized education programs (IEPs), as a post-

school outcome (Grigal, Hart, & Migliore, 2011; Katsiyannis, Zhang, Woodruff, & Dixon, 2005).

So why aren't more students with intellectual disabilities accessing college-based transition services? Most high school students with intellectual disabilities will not be considered college ready as they reach the ages at which their peers without disabilities traditionally enter postsecondary education (Grigal, Hart, & Lewis, 2012). One quarter of students receiving postsecondary education services, in the programs that have self-identified to the Think College national coordinating center on transition postsecondary programs for students with ID, are identified as dually enrolled students who continue to have IDEA eligibility (Grigal, Hart, & Weir, 2013).

The preamble to the Individuals with Disabilities Act says that nothing in the law would prohibit the use of IDEA funds to support students with disabilities in a postsecondary setting. However there is no clear support for funds to be used in this manner. School systems may struggle to translate meaningful postsecondary transition experiences into their traditional secondary IEP frameworks (Grigal, Hart, & Lewis, 2012).

Low numbers of students with ID planning for and attending college may be tied, at least in part, to pervasive low expectations for persons with ID (Grigal, Hart, & Weir, 2011; Migliore & Domin, 2011; Papay, 2011). Many parents may want postsecondary education for their children with ID, yet few may believe or expect that their children will attain that goal (Martinez et al., 2012). The historically limited number of postsecondary education options for students with ID has certainly contributed to low enrollment. Additionally, parents and professionals may not be aware of increased postsecondary options available to students with ID (Griffin, McMillan, & Hodapp, 2010; Grigal, Hart, & Weir, 2011). Mock and Love (2012) found that

parents of students with ID wanted more information on postsecondary education much earlier in their children's lives. Recent surveys with parents of young adults with ID have shown that, while parents may desire postsecondary education for their students with ID, transition professionals show a significant lack of knowledge regarding available postsecondary education options (Griffin et al., 2010; Martinez et al., 2012).

Many of the programs and services for students with ID, in colleges and universities, were created without guidance from legislature or literature (Grigal, Hart, & Lewis, 2012). Before HEOA (2008), no guidelines regulated the policies or practices of these programs. Most of the literature on postsecondary education for students with intellectual disabilities consists of descriptive, single-subject, qualitative, and case studies. Since there is still little consistent practice, programs are difficult to compare in a meaningful way. Little has emerged in the way of evidence-based, or even promising, practices. Emerging programs can benefit from their collective experience as they cultivate learning experiences for students with intellectual disabilities (Grigal, Hart, & Lewis, 2012). Standards and guidelines will guide new programs and expand the use of effective policies and practices.

Transition and Postsecondary Programs for Students with Intellectual Disabilities

In October 2010, the US Department of Education, Office of Postsecondary Education awarded 27 model demonstration grants to two- and four-year postsecondary education institutions in 23 states. These funds would enable IHEs to create or expand high-quality, inclusive transition postsecondary programs for students with intellectual disabilities (TPSIDs). The TPSIDs promote the successful transition of students with ID into higher education (Grigal, Hart, & Weir, 2013). The competition for model demonstration TPSIDs was established by HEOA 2008 (P.L. 110-315).

The 27 TPSID grantees, located in 23 states, are committed to creating and expanding programs that focus on academics and instruction, social activities, employment experiences and internships, and independent living. Grantees provide individualized supports for students with ID and opportunities for students with ID to experience college alongside their peers without disabilities. Evaluating what works and what does not work toward these goals is a key component of each TPSID grant (Think College, n.d., *National Coordinating Center*).

The Institute for Community Inclusion at the University of Massachusetts Boston received a separate grant to fund a national coordinating center. The Think College national coordinating center has developed and disseminated a set of standards, quality indicators, and benchmarks. These standards are designed to assist programs working to transition students with ID, successfully into postsecondary education (Think College, 2012).

Think College

Think College is a project of the Institute for Community Inclusion at the University of Massachusetts Boston that includes several initiatives: the Consortium for Postsecondary Education for Individuals with Developmental Disabilities, the Center for Postsecondary Education for Individuals with Intellectual Disabilities, the College Career Connection, and the National Coordinating Center for transition postsecondary programs for students with intellectual disabilities (TPSIDs, Appendix A). Administrators of the Think College national coordinating center have proposed the following major goals (Think College, n.d. *CFDA#: 84.407B*:

Abstract):

1. Conduct leadership and coordination activities to promote collaboration efforts among TPSIDs and others working to support students with ID in postsecondary education.
2. Provide dissemination and training and technical assistance for TPSIDs. The expanded Think College website will serve as an e-clearinghouse on postsecondary education for students with ID.

3. Create and implement three evaluation mechanisms:
 - a) Needs Assessment and Implementation Scale, which will categorize TPSIDs according to implementation status, identify adherence to TPSID requirements, and identify needed technical assistance;
 - b) Standards and Quality Indicators Tool comprised of eight standards, eighteen quality indicators, and seventy-seven benchmarks aligned with HEOA 2008; and
 - c) Evaluation Protocol to synthesize data collected by TPSIDs, assess implementation fidelity, ensure data reliability, and foster information dissemination.

Think College Standards

Although colleges and universities have been offering certain postsecondary programs for students with intellectual disabilities for decades (Neubert et al., 2001), no established guidelines or empirically-validated documents were available to guide the field toward standards or quality (Grigal, Hart, & Weir, 2011). To improve postsecondary education opportunities for students with ID, Think College developed a standards-based conceptual framework. The Think College Standards (TC Standards), Quality Indicators, and Benchmarks provide a foundation for planning, implementing, and assessing practices, as well as designing and conducting research (Grigal, Hart, & Weir, 2011; Think College, 2012. *Think College Standards for Inclusive Postsecondary Education*).

Little of the existing research or practice in postsecondary education for students with ID had benefitted from the guidance included in HEOA 2008 (P.L. 110-315). Experts with at least two years of direct experience in postsecondary education for students with ID were recruited to help validate the TC Standards (2012) through a Delphi process, a series of structured questionnaires used to facilitate group consensus on the opinions of “experts” (Grigal, Hart, & Weir, 2011). Think College administrators hoped to identify and validate practices that could be used by programs and institutions to create, expand, and enhance high-quality, inclusive

postsecondary education for students with ID. The goal of the Think College Standards was to support the creation and study of authentic, inclusive postsecondary education for students with ID (Grigal, Hart, & Weir, 2011).

The TC Standards (2012) for inclusive postsecondary education delineate four standards that are considered cornerstones of quality practice: Inclusive Academic Access, Career Development, Campus Membership, and Self-Determination (Grigal, Hart, & Weir, 2011; Think College, 2012). Another four standards—Integration with College Systems and Practices, Coordination and Collaboration, Sustainability, and Ongoing Evaluation—represent the interdependent elements of infrastructure required to enable and sustain the four cornerstones of quality practice and the achievement of quality outcomes. This standards-based framework supports the tenets of the Higher Education Opportunity Act of 2008, reflects the institutional and instructional practices of Universal Design for Learning (Think College, 2012. *Think College Standards for Inclusive Postsecondary Education*), and acknowledges the individualized services required by students with ID (Hart, Grigal, & Weir, 2010).

Inclusive Academic Access

The Higher Education Opportunity Act of 2008 (P.L. 110-315) clearly indicated that a comprehensive transition postsecondary program must support inclusive academic access for students with ID (Grigal, Hart, & Weir, 2012). However, many programs surveyed in 2009 stated that “some” or “most” of their students had access to college courses. Fewer indicated that all students with ID were accessing college courses (Grigal, Hart, & Weir, 2012, p. 226).

In 2008, fewer than 25% of students with ID enrolled in surveyed postsecondary education programs were reported to be taking college classes (Papay & Bambara, 2011). Three quarters of survey respondents also reported that students with ID participated only in group instruction and activities with other students with ID. The percentage of students with ID who

were participating in college classes was higher in individualized programs than in other postsecondary programs for students with ID. However, little difference in participation in college classes was perceived between 2-year and 4-year colleges (Papay & Bambara, 2011).

Descriptions of the postsecondary education experiences of students with ID indicate that such programs have produced a range of positive outcomes (Thoma, Lakin, Carlson, Domzal, Austin, & Boyd, 2011). Students have reported learning in academic, social, and functional skills domains. After interacting with students with ID, others report that their presence has not detracted from the academic or social experience of the college setting, as some may have feared (Hafner, 2008; Thoma et al., 2011). Recent literature on postsecondary education for students with ID has not just described programs as “inclusive;” these articles list courses students have attended and how faculty made changes to existing courses to enhance access to instruction, materials, and assessment for students with and without disabilities (Blumberg et al., 2008; Carroll et al., 2008; Hafner, 2008; Thoma et al., 2011).

Access to existing college courses by students with ID continues to depend on the support of program developers and their level of expectations for students in their programs (Grigal, Hart, & Weir, 2012). As the national coordinating center expands resources and tools available to program developers, and programs increase their implementation of important standards, quality indicators and benchmarks supporting inclusive postsecondary education, opportunities for students with intellectual disabilities should continue to expand and improve.

Statement of the Problem

Previous research on postsecondary education for students with intellectual disabilities has not often benefitted from the guidance of the Higher Education Opportunity (HEOA) Act of 2008 (PL 110-315). As the national coordinating center begins to disseminate the standards, tools, and resources that must guide the future development of this field, practitioners must

attend to the guidance provided and align their practices accordingly. Research on inclusive academic access must address the new guidelines and continue to address the participation of students with ID in classes, the accommodations and modifications that are provided, the purposes that are served by such academic access, and the collaborations that support academic access successfully (Grigal, Hart, & Weir, 2011; Grigal, Hart, & Weir, 2012; Papay & Bambara, 2011; Thoma et al., 2011). In order to support the efforts of the national coordinating center and the transition postsecondary programs, as well as the students with intellectual disabilities and families who depend upon such programs for inclusive academic access, new research must be designed to explore the current state of practice and progress towards the new legal mandates and standards (Grigal, Hart, & Weir, 2011; Grigal, Hart, & Weir; Thoma et al., 2011).

The present study addressed the new standards, quality indicators, and benchmarks for inclusive academic access; assessed the current state of practice in these areas; described the benchmarks best implemented and illustrated by comprehensive transition and postsecondary (CTP) programs, transition and postsecondary programs for students with intellectual disabilities (TPSIDs), and other postsecondary programs serving students with ID on college campuses. A survey of identified postsecondary programs, developed from Think College Standard 1: Inclusive Academic Access, related Quality Indicators and Benchmarks, and a Think College implementation scale (Appendix B), was used to evaluate the practices and progress programs have demonstrated already. By illuminating the current states of practice and progress, the current study should lay a foundation for future research and program development that promotes inclusive academic access.

Background of the Study

Definitions from the Higher Education Opportunity Act (HEOA 2008)

The Higher Education Opportunity Act (HEOA) was enacted on August 14, 2008 (P.L. 110-315), and reauthorizes the Higher Education Act (HEA) of 1965 (P.L. 89-329), as amended (HEA). The provisions of the HEOA authorize inclusive model comprehensive transition and postsecondary programs, as well as a national coordinating center. The HEOA also defines a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities.

Comprehensive transition and postsecondary (CTP) program

According to HEOA 2008 (P.L. 110-315), a comprehensive transition and postsecondary (CTP) program can be approved for participation in three federal student aid programs if it is a degree, certificate, or non-degree program that is offered by a college or career school and approved by the U.S. Department of Education. The CTP program must be designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment. An approved CTP program must offer academic advising and include a structured curriculum. Finally, approved CTP programs must require students with intellectual disabilities to participate, for at least half of the program, in the following inclusive college experiences (Florida Consortium on Postsecondary Education and Intellectual Disabilities, n.d.):

- 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, nondegree courses with nondisabled students, or
- internships or work-based training with nondisabled individuals (US Department of Education. Students with Intellectual Disabilities).

Transition and postsecondary program for students with intellectual disabilities

According to HEOA 2008 (P.L. 110-315), transition and postsecondary programs for students with intellectual disabilities (TPSIDs) will establish model comprehensive transition and postsecondary programs that serve students with intellectual disabilities. These model TPSIDs must provide individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program. Model TPSIDs must demonstrate a focus on academic enrichment; socialization; independent living skills, including self-advocacy skills; and integrated work experiences and career skills that lead to gainful employment.

According to HEOA 2008 guidelines (P.L. 110-315), model TPSIDs should integrate person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program. The 27 TPSIDs funded as model demonstration projects are required to participate with the national coordinating center in the evaluation of the model program.

Student with an intellectual disability

According to the HEOA of 2008 (P.L. 110-315), a student with an intellectual disability (U.S. Department of Education, n.d.) is a student

- with “mental retardation” or cognitive impairment characterized by significant limitations in intellectual and cognitive functioning, as well as adaptive behavior expressed in conceptual, social, and practical adaptive skills; or
- with an autism spectrum disorder (ASD) who has a significant cognitive impairment with significant limitation in cognitive functioning, and limitations in adaptive behavior; and
- who is currently, or was formerly, eligible for a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act of 2004.

Definitions from Literature on Postsecondary Education for Students with Intellectual Disabilities

Intellectual disabilities

Grigal, Hart, and Weir (2013) said the HEOA 2008 definition may become a challenge for students who have various other disability labels, such as individuals on the autism spectrum. Thoma et al. (2011) noted, in their review of literature on postsecondary education for students with intellectual disabilities, that many use the term “intellectual disabilities” to refer to a broader group of individuals who have more pervasive support needs, including individuals with mental retardation, autism, traumatic brain injury, and multiple disabilities (p. 178).

Postsecondary education for students with intellectual disabilities

Grigal, Hart, and Weir (2013) noted that for some practitioners, any experience that occurs on a college campus may be called postsecondary education. Such a broad definition would include college experiences that include little or no course access or instruction. Grigal, Hart, and Weir defined postsecondary education for students with ID as a student’s “academic and social participation” in a college or university (p. 53).

Program for students with intellectual disabilities

Under the HEOA of 2008 (P.L. 110-315), a program for students with intellectual disabilities (ID) is a formal arrangement of services and supports that create access to postsecondary education. The term program does not imply any model, setting, or approach. Nor does it imply any value, philosophy, or ideology (Grigal, Hart, & Weir, 2013, p. 53).

Research Questions

Research question 1. Which of the practices promoted by the Think College Benchmarks appear to be most prevalent across the programs identified to the Think College database?

Research question 2. Do any program characteristics predict the implementation of more or fewer benchmarks?

Research question 3. Which specific program characteristics predict the implementation of particular Benchmarks?

Methods and Procedures

Research Design

The present study used survey methodology to solicit levels of implementation from representatives of programs identified in the Think College database. The self-reported levels reflected implementation of the first Think College standard, Inclusive Academic Access, as well as the accompanying quality indicators and benchmarks.

Data Collection and Analysis

A web-based survey instrument, modified minimally from the TC Standards with Implementation Scale instrument (Think College, 2012), was used to collect responses from program representatives. An SPSS database was used to record data as it was received. The SPSS database was used to construct contingency tables and perform calculations necessary to determine levels of implementation and relationships among variables.

Limitations

The population of interest for this study consists of representatives of the transition postsecondary programs for students with intellectual disabilities that are located on higher education campuses and self-identified to the Think College database. Because this population was small at the time of survey dissemination, the entire population of 197 programs was surveyed. Only a portion of the program representatives who received the survey responded, and such self-selection undermines the extent to which the final sample of respondents mirrors the composition of the entire population (Dillman et al., 2009). The possibility of nonresponse error undermines the generalizability of results to the entire population of representatives of postsecondary programs serving students with ID. Since Think College administrators have already reported that their outreach has not resulted in coverage of the entire population of

postsecondary programs for students with ID (Grigal, Hart, & Weir, 2012), some coverage error must be assumed (Dillman et al., 2009). If the survey's non-respondents differ from those responding to the survey in some systematic way that is important to the study (i.e., if less-experienced representatives responded in much higher numbers than more-experienced representatives of the postsecondary education programs), the generalizability of results is significantly reduced. Also, closed-ended questions with unordered categories can become unbalanced, thus biasing responses (Dillman et al., 2009).

The unordered program characteristics of the survey were made as explicit as possible. Categories were used that implied as little judgment as possible, while still soliciting necessary information. Unfortunately, the Think College levels of implementation do suggest more- and less-desirable responses. Misinterpretation of categories may have occurred, socially-desirable choices may have been provided, and these responses introduce bias (Dillman et al., 2009). The anonymity of the internet survey mode was expected to diminish the occurrence of socially-desirable responses, to some extent. However, possible bias and error and must be considered when interpreting the study's results.

Significance

Prior to the current study, surveys and other reviews of the state of practice in postsecondary education for students with intellectual disabilities did not reflect on the standards, quality indicators, and benchmarks recently developed by the national coordinating center and aligned with the mandates of HEOA 2008 (Grigal, Hart, & Weir, 2012; Papay & Bambara, 2011; Thoma et al., 2011). Literature in this area has begun to reflect increased access to college courses and campus membership for students with ID. However, progress toward inclusive academic access has never before been qualified or quantified in the manner of the present study. Associations among program characteristics and program practices have not previously been

explored or measured. The present study provides information that can assist program developers in proceeding toward validated standards. The findings of the current study can also assist researchers in designing further investigation of specific practices and relationships. Finally, details illuminated by the present study might enable students with intellectual disabilities and their families to make more informed choices when planning for and enrolling in postsecondary education programs.

Organization of the Study

This research study will be presented in five chapters. Chapter 1: Introduction has discussed the need for and significance of the study. Important terms have been defined; research questions, methods, and procedures have been previewed; and limitations have been acknowledged. Chapter 2: Literature Review has explored previous literature related to postsecondary education for students with intellectual disabilities, focusing on recent studies and articles that have discussed the current state of practice in this field. In Chapter 3: Methods and Procedures, methodology and procedures of the proposed study have been discussed in further detail. The proposed processes for developing the instrument, collecting data, and analyzing collected data have been described. Chapter 4: Results will present the data responses as they pertain to each research question and summarize key results. Finally, Chapter 5: Discussion and Implications will discuss research findings pertinent to each research question, highlight additional possible interpretations, acknowledge any limitations which must be considered in interpreting the results, and discuss areas for future research.

CHAPTER 2 REVIEW OF LITERATURE

History of Transition Postsecondary Programs

Transition postsecondary programs have been serving young adults with disabilities, including intellectual disabilities (ID), on college campuses for decades. When they began opening their doors to students with ID, colleges had little guidance. Sometimes a school district with an existing program for 18 to 21-year-old students with ID, which seemed well-suited to a campus location, approached a college. Some campus programs were initiated by researchers with grant funding and a model that was implemented and studied. At other times, an individual student with ID, or family, approached an institute of higher education and asked for assistance in developing a program to meet specific needs.

Despite examples that have appeared on campuses and in the literature for decades, postsecondary education has been called a “relatively new arena for students with ID” (Grigal, Hart, & Weir, 2013, p. 53). Relatively few students with ID have previously experienced these opportunities to access higher education, and even fewer students have experienced real academic and social participation in higher education settings. While practitioners have sometimes referred to any experiences occurring on college campuses as postsecondary education, leaders in this new arena have specified that postsecondary education for students with ID refers to a student’s academic and social participation in an accredited degree-granting college or university (Grigal, Hart, & Weir, 2013).

The present review of literature tracks the development of transition postsecondary programs for students with ID on college campuses. “Think College” standards (Appendix B), quality indicators, and benchmarks for inclusive academic access, were developed by a national coordinating center for the approved CTP programs and model TPSID programs (TC Standards,

Grigal, Hart, & Weir, 2011; Think College, 2012). Think College benchmarks are used as headers to guide the reader through this review of the literature published, to date, on key features of quality transition postsecondary programs for young adults with ID.

When congress reauthorized the Higher Education Act (1965) as the Higher Education Opportunity Act of 2008, the field of inclusive higher education for students with intellectual disabilities (ID) received both an official endorsement and a set of instructions. Congress defined Comprehensive Transition Postsecondary (CTP) programs for students with ID, delineating a set of mandates and a set of preferences. The HEOA 2008 language described the requirements of Transition Program for Students with Intellectual Disabilities (TPSID) model demonstration projects, as well as the purposes of the national coordinating center. Under HEOA 2008, students with ID who enroll in approved CTP programs have first-time access to three forms of federal financial aid: the Pell Grant, the Supplemental Education Opportunity Grant, and Work Study.

The inclusive higher education landscape continues to include a number of postsecondary programs, for students with ID, created before HEOA 2008. This landscape now includes 27 TPSID model demonstration projects (Appendix A). As of March 1, 2013, inclusive higher education sites include 16 CTP programs with approval to participate in federal financial aid programs. These approved CTP programs are:

- California State University-Fresno
- Taft College
- Southeastern University
- Elmhurst College
- Heartland Community College
- The College of New Jersey
- New York Institute of Technology
- Western Carolina University
- Appalachian State
- Kent State University

- College of Charleston
- Vanderbilt University
- Clemson University
- University of South Carolina
- Coastal Carolina University
- George Mason University

In 2012, the Think College Standards (TC Standards), a “standards-based conceptual framework” for inclusive higher education were published (Grigal, Hart, & Weir, 2011). These eight standards represent the components of higher education for students with ID that experts perceived as essential to quality practice. Four standards, inclusive academic access, career development, campus membership, and self-determination were called cornerstones of practice (Grigal, Hart, & Weir, 2011, p. 6). The additional infrastructure standards were considered necessary to enable the cornerstones of practice to be implemented and sustained at a level that produces quality outcomes. This standards-based conceptual framework helps professionals design and implement future practice and research. These eight standards also provide a framework that helps us understand previously published literature on higher education that includes students with ID (Appendix B).

Previous Reviews of Literature

The literature on inclusive higher education for students with ID has been reviewed, comprehensively, in three published documents. Neubert and colleagues (2001) reviewed position papers and program descriptions published from 1972 through 2000. They identified a trend toward providing experiences for students with “mental retardation and other significant disabilities” on 2- and 4-year college campuses (Neubert, Moon, Grigal, & Redd, 2001, p. 155).

Thoma et al. (2011) reviewed the literature on postsecondary education for students with ID, from 2001 to 2010, in order to identify any changes in the types of programs offered and look for evidence of improved outcomes based on participation in higher education. They noted

that higher education experiences for students with ID remained relatively rare. Programs and experiences described in the literature were highly variable in terms of academic integration, academic supports, and social supports. Thoma et al. (2011) recommended that future research should better describe programs, participants, goals, and outcomes. They also suggested comparing models, implementation, and outcomes in a systematic way.

As the Institute on Community Integration began work on taxonomy for the field, McEathron and Beuhring (2011) of the University of Minnesota reexamined the literature reviewed by Neubert et al. (2001) and Thoma et al. (2011). McEathron and Beuhring advocated for academic, vocational, social, and independent living domains that should be addressed by higher education programs for students with ID. They suggested clustering college programs according to these domains and the specific activities that define them. By clustering programs, we might reveal contextual factors and program elements that seem important to specific outcomes. Using a common frame of reference for summarizing program characteristics could also promote more informed decisions about which types of programs might provide the best “person-program fit” for a student with ID (McEathron & Beuhring, 2011, p. 7).

Purpose of this Review

The current review of literature uses the Think College Standards as a frame of reference for comparing characteristics of higher education programs for students with ID, specific activities, and contextual factors. The standards help to reveal the progress toward inclusive academic access described in previous literature. This review identifies models and practices that have been described, in an effort to assist professionals who are pursuing new innovations that will improve the landscape of inclusive higher education for students with ID.

Methodology

For this review, an electronic search was conducted, in September 2012, using the major relevant research databases, including Education Resources Information Center (ERIC, United States Department of Education), Educator's Reference Complete, PsycINFO, Applied Social Sciences Index and Abstracts (ASSIA), EBSCO Academic Search Premier, SAGE 2011 Complete, and the Think College online literature database (Think College, n.d., *Think College Literature Database*). This search included the following keywords: inclusive postsecondary education, postsecondary education, higher education, college, dual enrollment, intellectual disabilities, developmental disabilities, significant disabilities, and mental retardation. A secondary search was conducted for articles included in the reference lists of articles selected for review.

The initial search yielded over 2,000 articles published in peer-reviewed journals. Only those articles published in peer-reviewed journals were included in this review. Titles and abstracts were used to identify transition postsecondary education programs that included students with ID and were conducted in the United States. Finally, 67 potential articles were read and twenty were selected for inclusion in this review based on their relevance to Think College Standard 1: Inclusive Academic Access. When a June 2013 search revealed additional publications, recent literature was integrated into the review. Other articles that did not report policies or practices relevant to the Think College Standards were not included in this review.

The headings that follow reflect the quality indicators and benchmarks that accompany Think College Standard 1: Inclusive Academic Access. Programs described below include practices that fulfill one or more benchmarks first and second quality indicators of the inclusive academic access standard (TC Standards, 2012). The first Think College standard, Inclusive Academic Access, and accompanying quality indicators and benchmarks (Appendix B), reflect

the legal mandates of HEOA 2008. Some relevant benchmarks which are not reflected in the literature on these transition postsecondary programs are also discussed.

Think College Standard 1: Inclusive Academic Access

Quality Indicator 1.1: Access to a Wide Array of Course Types

Benchmark 1.1D: Existing courses rather than separate courses for only students with disabilities

The HEOA (2008) prescribes individualized supports for students with ID seeking inclusive higher education. These mandates stand in contrast to the practices of segregated postsecondary programs that have historically been available to students with ID. One benefit of the individual support model is that students with ID are not limited to the courses available in a separate program (Neubert, Moon, & Grigal, 2002).

Access to existing courses has been documented in postsecondary education programs for students with ID for some time. However, these programs have not traditionally included the type of inclusive academic access prescribed by the HEOA (2008) and promoted by the Think College Standards for Inclusive Higher Education (2012). Access to existing courses, alone, does not satisfy other requirements (HEOA, 2008) and guidelines for Comprehensive Transition Postsecondary (CTP) programs, such as courses aligned with career plans; related to personal, academic, and career goals; or determined through person-centered planning (TC Standards, 2012).

More than a decade ago, ten transition programs housed on college campuses in Maryland had college staff providing some type of instruction to students with significant disabilities (Grigal et al., 2001). In four of these programs, a college instructor taught a class only for students with significant disabilities. Six other programs, however, had at least one student enrolled in a regular course or continuing education course. These courses included piano,

ceramics, stage craft, tai chi, physical education, math review, weight training, swimming, and aerobics.

A weekly, “Spring Semester at State University” schedule for Danny, an 18-year-old Maryland student with significant disabilities included numerous classes with a special educator; work with a peer tutor; lunches with other special education students, the peer tutor, fraternity brothers, and/or a Best Buddy; travel training; part-time work at PetSmart; and two college classes: Ceramics and Weight Training (Grigal, Neubert, & Moon, 2002, p. 69).

The case study of a young woman with Down syndrome in her last year of high school (Casale-Giannola & Kamens, 2006), who attended a university course for credit, touches on several TC Benchmarks (2011). Jacqueline had access to an existing course, rather than a separate course for students with ID (Benchmark 1.1D, 2011). Her course access was not limited to a pre-determined list (1.1E); however, she did not choose the course. Instead, the course was chosen by her mother, based on the reputation of the professor and the professor’s willingness to include Jacqueline in her class.

We have no idea whether this credit course attended by students without disabilities was aligned with Jacqueline’s postsecondary plans (1.1C). The case study reveals that Jacqueline had previously attended a college course as part of her high school transition program, so this was not first-time access to higher education. Taking another college course was a transition experience desired by her mother. We have no information on Jacqueline’s postsecondary plans except that she did not yet have an employment placement (Casale-Giannola & Kamens, 2006).

Currently, leaders in the field of postsecondary education for students with ID describe considerable variability in course access, ranging from “full access to any course in the college catalogue” to access restricted to “classes that are part of a specially designed curriculum for

students with ID” (Grigal, Hart, & Weir, 2013, p. 54). Mock and Love (2012) found that students with ID wanted better access to inclusive college classes. Most programs have supported students with ID to participate in one or two existing college courses per semester, along with specially-designed classes (Grigal, Hart, & Weir, 2012).

The University Participant (UP) certificate program at Western Carolina University (WCU, Cullowhee, North Carolina) includes access to existing WCU courses and mandates 1,800 hours of learning activities (450 hours per semester) over a four-semester period (Weir, Grigal, Hart, & Boyle, 2013).

The Transition to Independent Living (TIL) program is a structured program of specialized classes for students with intellectual and developmental disabilities at Taft College (Taft, California). The 38 classes of the TIL curriculum, taken over two years, include subjects such as personal safety, personal finance, meal preparation, and personal advocacy. Students with ID in the TIL program can take regular Taft College courses, but only those that meet outside the hours of the TIL curriculum. Students with ID select classes from the college catalog, talk to their professors about their accommodation needs, and typically take classes as pass/fail, rather than choosing to be graded (Weir, Grigal, Hart, & Boyle, 2013).

The Diversity, Responsibility, Inclusion, Vision, and Experiential (DRIVE) learning program of Keuka College (Keuka Park, New York) includes a minimum of eight college courses. Students with ID who complete the DRIVE program earn an “award of higher education” upon completion of 112 continuing education credits (Weir, Grigal, Hart, & Boyle, 2013, p. 14). The DRIVE program is currently going through a rigorous goal-setting process, using Think College Standards and Quality Indicators, in order to focus on an inclusive approach for all their key activities. Core courses, designed around the needs of students with ID, are

offered using a “reverse mainstreaming” approach. While all students in the DRIVE program must take these core courses, they are also attended by students without disabilities. Two one-credit courses, each co-taught by a Keuka College faculty member and a DRIVE special education teacher, are offered through the college course catalog to the entire student body (Weir, Grigal, Hart, & Boyle, 2013).

Students with ID, who attend Northern Kentucky University (NKU, Highland Heights, Kentucky) through the Supported Higher Education Project (SHEP), register for three to six credit hours each semester in 100- and 200-level courses. Inclusive course access is a primary objective of the SHEP program, so NKU offers no specialized coursework for students with ID. Students may take a maximum of 30 credit hours over three academic calendar years. Students have taken, for credit or audit, courses such as introduction to information systems, introductory art, beginning web design, foundations of college writing, introduction to computers, experiential education, and introduction to graphic design. All course prerequisites must be met, unless permission of the instructor is obtained (Weir, Grigal, Hart, & Boyle, 2013).

Academics were added to Highline Community College’s (HCC, Des Moines, Washington) ACHIEVE Program in 2001, primarily through specialized classes that focused on basic workplace technology, employment readiness, workplace communication skills, learning styles, and self-advocacy. These courses were offered through the HCC Continuing Education Department, were open to the community, and were listed in the Continuing Education schedule of courses. As of March 2012, ACHIEVE was supporting students to participate in typical college courses offered by academic departments. The skills previously taught in separate classes are now more likely to be taught in natural settings with students without disabilities.

Benchmark 1.1A - Enrollment in noncredit courses

Neubert, Moon, and Grigal (2004) surveyed public school teachers who were serving students with significant disabilities, ages 18-21, in postsecondary settings. Results indicated that while students with significant disabilities were successfully engaged in employment training, access to college courses was limited. Survey responses indicated that a most teachers (n = 11) were serving students on college campuses. However, 100 of 163 students were not participating in any college courses (Neubert, Moon, & Grigal, 2004). Of 63 students participating in college courses, 59 students with significant disabilities were taking or auditing noncredit courses.

Most of these noncredit courses were in the health and fitness area. Health and fitness courses included adventure sports, aerobics, aqua fitness, basketball, dance, health education, karate, self-defense, swimming, water aerobics, weight training, wellness, and yoga. Art courses included 3-D design, ceramics, crafts, drawing, and jewelry. Other noncredit courses included adult or remedial basic math, computer literacy, introduction to computers, and reading (Neubert, Moon, & Grigal, 2004). While these courses may have appealed to students' personal goals, most were not related to any academic or career goals (Benchmark 1.1F, TC Standards, 2012).

The Career and Community Studies (CCS) program at The College of New Jersey (Ewing, New Jersey) received a demonstration grant as a model Transition Program for Students with Intellectual Disabilities (TPSID) and received approval as a Comprehensive Transition Postsecondary program (HEOA, 2008). This certificate program includes an inclusive noncredit course called Great Conversations. The course introduces students with ID to numerous college subjects and involves them in scholarly interactions with their peers without disabilities. Each of six or seven 2-week content modules deals with a different academic content area. Students without disabilities can elect to attend this noncredit course for only one module or stay as long as the entire semester, while students with ID attend the entire semester. A typical lesson

includes all six CCS students with ID and twelve to fifteen students without disabilities. Mixed-ability groups are organized at the start and reconvene frequently throughout a lesson. Great Conversations creatively address Benchmark 1.1A and a variety of other needs for students with and without ID (Blumberg, Carroll, & Petroff, 2008).

Undoubtedly, noncredit courses are sometimes selected by students with ID because they appear easy. However, students with ID may also choose credit courses (e.g., a one-credit web surfing course) for the exact same reason (Zafft, Hart, & Zimbrich, 2004). These courses usually have few requirements and are often selected by program staff because they are convenient. However, creative use of some noncredit selections may very well improve students' skills and success in later classes they audit or take for credit. And creative development of such classes may significantly increase students' interest in and benefit from noncredit courses.

Benchmark 1.1B: Auditing or participating in college courses

One transition program teacher developed creative partnerships that allowed her students to experience inclusive higher education opportunities (Grigal, Neubert, & Moon, 2001). This program teacher regularly served as a guest speaker in disability-related classes on campus (e.g., kinesiology, occupational therapy, and special education). In exchange for her presentations, professors collaborated with her to create assignments in their classes that involved transition program students with ID.

Creative use of audited coursework can also prove advantageous for students with ID. Students may need to audit a course with unfamiliar content, rather than take the class for credit. After becoming familiar with the course content, students with ID may then decide to enroll in the same course for credit (Hart, Grigal, & Weir, 2010). For example, Jenny and her college advisor were able to design a major that highlighted her strengths and interests (Weir, 2004). For

those required classes that seemed particularly difficult, Jenny audited the class first, and then took the course for credit. This approach allowed her more time to learn the essential material.

Megan was able to audit two academic Communication Arts classes at a private 4-year university (Hammill, 2003). Although the courses were not directly related to a career path, they were relevant to Megan's volunteer work as a public speaker for the Special Olympics.

Allowing students with ID to audit college courses attended by students without disabilities fulfills Benchmark 1.1B (TC Standards, 2012).

Transition postsecondary programs for students with ID have often included audited coursework. Sometimes, students with ID audit academic, credit courses. In two New York programs serving students with significant disabilities, including augmentative and alternative communication device users, students audited academic coursework across disciplines with typical peers (Causton-Theoharris et al., 2009). This particular example illuminates certain challenges related to using audited academic coursework to provide inclusive academic access. Many courses available to students were lower-level courses that had no prerequisites. Also, faculty permission was required before a student could audit a particular class. So, while courses may not have been limited by a pre-determined list (Benchmark 1.1E, TC Standards, 2012), there were several logistical barriers to course access (Causton-Theoharris et al., 2009).

Career and Community Studies students with ID are able to audit a range of courses while pursuing a certificate at The College of New Jersey (Carroll, Blumberg, & Petroff, 2008). These self-selected, audited courses reflect their individual interests (Benchmarks 1.1B, 1.1D, and 1.1E, TC Standards, 2012). Cutting Edge students with ID at Edgewood College (Madison, Wisconsin) also audit self-selected courses as part of their certificate courses (Hafner, Moffatt, and Kisa, 2011).

When auditing a course, students with ID are encouraged to participate in class discussions and complete as much of the classwork as possible (Hafner, Moffatt, & Kisa, 2011). Some students, with and without ID, may be less motivated to participate in courses for which they will not receive a grade or credit. Megan, for example, was upset that she would not get credit for her efforts in interpersonal communication skills and public speaking courses (Hammill, 2003). Since she audited while other students were enrolled for credit, she felt excluded from an important aspect of the course. She also disliked being excluded from grading of the work she completed. Creative solutions may be required to make audited coursework more meaningful to students with ID in transition postsecondary programs.

Most students in the Supported Higher Education Project (SHEP) at Northern Kentucky University (NKU) audit all of their classes. Like all other students on campus, SHEP students must seek permission from the instructor to audit a course. It is the student's responsibility to acquire an audit slip from the registrar's office, ask permission of the professor, and return the signed slip to the Registrar's office for processing. Students with ID in the SHEP program are expected to complete as many assignments as possible and participate fully in each class they audit (Weir, Grigal, Hart, & Boyle, 2013).

Each student in Keuka College's DRIVE program is a "guest," with no formal recognition from the college, in at least one college-level class per semester. As guests, students in the DRIVE program cannot audit or enroll formally in courses, and course access is limited to classes available after regular student registration (Weir, Grigal, Hart, & Boyle, 2013).

Benchmark 1.1C: Credit courses aligned with student career plans

Only four of 163 students with significant disabilities, in Maryland transition programs surveyed by On-Campus Outreach (Neubert, Moon, & Grigal, 2004), were reported to have taken a college course for credit. Two of these students had completed strength training, while

the other two students with significant disabilities had taken keyboarding. While student schedules included many work experiences, much community-based instruction, and many other important components, credit classes did not seem to be a priority for these *dual enrollment* transition programs.

Fifty-two inclusive higher education programs responded to a national survey by Papay and Bambara (2011) about the classes, accommodations, and modifications experienced by students with intellectual and developmental disabilities in these programs. Approximately one quarter of the students with IDD were reportedly taking classes for credit. Supporting students' enrollment in any credit-bearing courses could fulfill Benchmark 1.1C, as long as these courses were aligned with students' career plans (TC Standards, 2012). Students rated as having advanced or sufficient academic skills were reported to frequently take classes for credit or audit. Other students with limited academic skills were more likely to participate in courses informally (Papay & Bambara, 2011).

Students were reported to be participating in classes that varied greatly, from non-academic classes to pre-college and college-level academic classes. Vocational classes in preparation for a specific career were also reported for students with IDD. The majority of classes taken for credit fell into the categories of vocational and remedial classes. A number of examples of academic classes reported for students with IDD were education classes. This finding led researchers to speculate that professors of education who support the goal of age-appropriate inclusion might invite young adults who are less academically able into their classes (Papay & Bambara, 2011).

Students in 12 of 13 Maryland programs spent a portion of their day involved in inclusive activities on campus (Grigal, Neubert, & Moon, 2004). While eight of the programs had

students who were taking credit classes, many of the classes were recreational in nature. For example, one student's schedule included both a ceramics class and a weight-training class.

The Career and Community Studies certificate program at The College of New Jersey includes a credit class offered as one of more than 100 freshman seminars students without disabilities can choose during their first year of study (Blumberg, Carroll, Petroff, 2008; Carroll, Blumberg, Petroff, 2008). The class is comprised of all six to eight first-year CCS students with ID and twelve to fifteen freshmen without disabilities. Students are grouped heterogeneously, across gender, major, and disability status. Human Abilities: Unplugged (Blumberg, Carroll, & Petroff, 2008; Carroll, Blumberg, & Petroff, 2008) fulfills Benchmark 1.1C as a credit-bearing course offered by the institution and attended by students without disabilities (TC Standards, 2012).

The Cutting Edge program at Edgewood College offers a credit course of a similar nature (Hafner, Moffatt, & Kisa, 2011). This course is designed to fulfill a human issues requirement for students finishing their degree. Undergraduates without disabilities are paired with Cutting Edge students with ID to engage in community service, to research topics related to disabilities, to complete group projects, and to reflect on learning experiences. Engaged Citizens creatively fulfills Benchmark 1.1C (TC Standards, 2012).

The Psychological Development of Children and Adolescents, SPE 203, is an Introduction to Educational Psychology course that meets an undergraduate requirement for students from a variety of academic majors at The College of New Jersey (Blumberg, Carroll, & Petroff, 2008; Carroll, Blumberg, & Petroff, 2008). Before the course begins, learning objectives and academic requirements of the class are discussed. Particular attention is given to

adaptations and accommodations available to students with ID. All students are divided into groups, with students with ID evenly distributed among the groups.

To prepare students with ID for SPE 203, pre-teaching sessions are conducted before each class session. Students with ID are introduced to the content by review of “big ideas” contained in the lecture notes. The big ideas are reinforced by examples from the instructor. Then, students with ID are asked to provide their own meaningful examples. Students with ID are also pre-taught the objectives and processes of any group activities planned for the class session. Results of these pre-teaching sessions, observed by Career and Community studies faculty, are that students with ID are well-prepared to participate in discussions and activities (Blumberg, Carroll, & Petroff, 2008).

Students with ID in SPE 203 are evaluated using the same criteria applied to other students and demonstrate their learning in similar ways. Adaptations and accommodations seem sufficient to allow students with ID success in the course (Blumberg, Carroll, & Petroff, 2008). The Psychological Development of Children and Adolescents fulfills Benchmarks 1.1C and 1.1D (TC Standards, 2012).

Since the program’s inception in 2007, Cutting Edge students with ID have taken a variety of general education courses (Hafner, Moffatt, & Kisa, 2011). Classes from the Schools of Business and Education, as well as the Arts, Communication Studies, English, Environmental Studies, History, Human Issues, Mathematics, Music, Natural Science, Philosophy, Social Science, Foreign Language, and Theatre Arts departments, have been experienced by students with ID. Cutting Edge students have received credit for classes such as college writing and intro to earth science.

Programs like Career and Community Studies and Cutting Edge have managed to involve a number of faculty across a variety of disciplines. By inviting faculty to participate, first in smaller ways, and collaborating with professors to enhance instructional approaches, both programs succeed in broadening the opportunities available to students with ID. Other programs have reported faculty discomfort with involving students with ID in their classes (Causton-Theoharris et al., 2009). For example, one course professor struggled with a grading decision, ultimately assigned a B -, and suggested that a student without disabilities would have received a C grade. "I don't know how much is her disability, what she could really change," the professor explained (Casale-Giannola & Kamens, 2006, p. 350).

Benchmark 1.1F: Personal, academic, and career goals determined through person-centered planning

In a participatory action research study (Paiewonsky, 2011), students with ID said that access to more classes tied to their career interests, and the opportunity to talk with other students about classes before enrolling, would have improved their college experiences. In 14 programs serving students with significant disabilities, Moon, Grigal, and Neubert (2004) identified person-centered planning as an approach used to help families determine what activities would comprise each student's curriculum. Kleinert and colleagues (2012) also reported person-centered planning as an approach central to the work of Kentucky's TPSID program. Small teams usually include the student with ID, parents, a coordinator, and past and present support persons. These teams use person-centered planning to help students with ID identify dreams and goals, skills on which to build, and action steps with timelines.

Jillian was a student with Down syndrome enrolled in a non-degree college program and auditing university classes. Each semester, her mother, past and present mentoring partners, the program coordinator, and Jillian met to discuss her progress toward her goals. They reviewed

her semester schedule and determined what types of supports would be needed to help her fully benefit from college classes. Timelines were reviewed and mentoring plans were revised accordingly. Jillian looked forward to teaching young children. She started down this career path through a paid summer job at a local preschool and volunteer work at the Early Childhood Center of the university she attended (Kleinert et al., 2012).

Students with ID in the University Participant (UP) “Certificate of Accomplishment” program at Western Carolina University (WCU) take college courses aligned with their career goals and determined through a person-centered planning process. Each student’s program is based on an “Individual Plan for College Participation” (IPCP). Participants are able to choose how much course involvement they want, including how many projects they will complete and how many tests they will take. Career exploration is encouraged and regular planning meetings are held to develop and maintain the nature of each individualized plan (Weir, Grigal, Hart, & Boyle, 2013).

Courses are selected via a person-centered planning process for students in the Supported Higher Education Program (SHEP) at Northern Kentucky University. Students with ID who complete SHEP take 24 to 30 semester hours of coursework related to their person-centered plan and receive a certificate in College to Career Studies. Person-centered planning processes and subsequent goal attainment measures demonstrate the SHEP program’s commitment to keeping students with ID in the driver’s seat and holding them accountable. The SHEP Program Coordinator schedules interagency team meetings and conducts person-centered planning activities (Weir, Grigal, Hart, & Boyle, 2013).

Each student attending Highline Community College (HCC, Des Moines, Washington) through the ACHIEVE Program develops an educational and career plan that determines the

course of their program. Person-centered planning is used to ensure that students' academic and career goals reflect their interests and desires. Program staff review and adjust students' goals with them, on a quarterly basis. In addition to one-to-one planning and advising, students with ID participate in a quarterly capstone course to help them connect their learning to individual goals. Regular advising meetings facilitate ongoing plan development, track progress toward goals, and guide the development of a capstone project. During the capstone course, ACHIEVE students with ID develop a portfolio that showcases strengths, accomplishments, and skills (Weir, Grigal, Hart, & Boyle, 2013).

Quality Indicator 1.2: Address Issues that May Impact College Course Participation

Benchmark 1.2C: Access to the accommodations through the disability services office

Reasonable accommodations are frequently discussed in studies of transition postsecondary programs for students with ID. Some of the individualized supports provided to students during their college programs include services not typically considered accommodations under Section 504 (Rehabilitation Act, 1973) or the Americans with Disabilities Act (1990). Many supports not considered accommodations may not be provided by the Disability Services office.

Currently, most students with ID attend college as nonmatriculating students who will not earn a degree on completion of their postsecondary program (Grigal, Hart, & Weir, 2013). Disability Services Offices (DSOs) sometimes question their role in working with nonmatriculated students with ID. Some students receive accommodations, such as interpreters, extended testing time, note takers, and technology, through the DSO. Best practice suggests that supports above and beyond reasonable accommodations recognized by the DSO can be provided through a program for students with ID. With appropriate accommodations and individualized

supports, students with ID can be very successful in academic college classes (Grigal, Hart, & Weir, 2013).

For example, Pam and her support team met with professors to design effective evaluation methods for her learning style. Pam uses the supports available to all college students. Aides from her community support agency stay in touch with her college and help her with her assignments. As another example, Linda pursued her dream of college with the collaborative support of family friends, and a community-based tutoring service to help her with her school work. Although she visits the Disability Services office each semester to request legally-required accommodations, she also creatively uses other supports (Weir, 2004).

Another student with ID, Jenny (Weir, 2004) experienced a variety supports from a variety of sources. Jenny received help with homework from her mother. She met regularly with her academic advisor and instructors at the college learning center. Jenny also worked with college-provided peer tutors.

At Edgewood College, Cutting Edge staff routinely assesses course structures and class environments to determine if students with ID need accommodations (Hafner, Moffat, & Kisa, 2011). This is an important service, since students with disabilities are required to request accommodations in postsecondary education settings. Edgewood College's Disability Services Office reportedly provides accommodations required under ADA.

At the College of New Jersey, reasonable accommodations are also provided to Career and Community Studies (CCS) students with ID. However, articles published on the program (Blumberg, Carroll, & Petroff, 2008; Carroll, Blumberg, & Petroff, 2008) do not indicate whether these accommodations are provided by the Disability Services Office (Benchmark 1.2C, TC Standards, 2012), by the CCS program, or by both sources.

Zafft, Hart, and Zimbrich (2004) asked students with significant disabilities to identify accommodations used in college. Extra time to take tests was the accommodation reported most frequently, followed by readers, note-takers, tests read aloud, and work/test in a quiet place. Half of the students used five to seven accommodations in college. Students with significant disabilities rarely reported using assistive technology as an academic support (Zafft, Hart, & Zimbrich, 2004). Zafft (2006) also noted that assistive technology was not mentioned as an accommodation by many students, yet many students with poor handwriting were using computers. Hart, Grigal, and Weir (2010) observed that the widespread availability of personal technology provides solutions for many students with ID.

Zafft (2006) interviewed students, parents, and disability services specialists about accommodations necessary and helpful to students with ID in their college programs. Disability services specialists carefully defined accommodations as services and supports, based on the documentation of any disability, needed to level the playing field in college. These disability services specialists were reluctant to generalize regarding accommodations. They preferred to factor in case-by-case and course-by-course issues. For students with ID, the question of “What is a reasonable accommodation?” was unclear, especially if an accommodation was not required under the law (Section 504, Rehabilitation Act, 1973; Americans with Disabilities Act, 1990).

Students with ID participating in Taft College’s (Taft, California) Transition to Independent Living (TIL) program may take regular Taft College classes, outside the hours of their TIL curriculum. These students meet with the Disability Services Office to arrange accommodations. The TIL students take a placement test with accommodations, such as extra time and a quiet testing room; however, they receive the same instructions as all other students (Weir, Grigal, Hart, & Boyle, 2013).

At Highline Community College, ACHIEVE program personnel are working to create greater access to a wider variety of college courses for students with ID. The ACHIEVE program personnel are addressing Highline Community College policies on placement tests, ability to benefit testing, and pre-requisites that negatively impact course access (Weir, Grigal, Hart, & Boyle, 2013). The ACHIEVE students with ID reportedly have access to any technology that helps them take part in classes and activities.

Benchmark 1.2F: Access to peer support

Students, parents, and disability services specialists identified personal tutoring as the most important academic “accommodation” (Zafft, 2006). Tutoring, however, is not an accommodation required by law. Colleges commonly make tutoring help available to students.

One of the community college provided tutoring in textbook reading and general content areas in an academic learning center (Zafft, 2006). This center was staffed by both peer and professional tutors. The same college also relied on faculty to tutor students from their classes. A second college had a network of peer tutors for college-wide tutoring. Several learning specialists were available to tutor students with disabilities. Providing access to peer support, such as tutors, helps transition postsecondary programs fulfill Benchmark 1.2F (TC Standards, 2012).

At the College of New Jersey, Career and Community Studies students with ID receive mentor support when attending self-selected courses (Blumberg, Carroll, & Petroff, 2008; Carroll, Blumberg, & Petroff, 2008). Evaluation data and faculty observations of the “More Than Mentors” program suggest that peer mentors provide both instrumental and emotional support that enables students with ID to be academically successful in college coursework (Carroll, Blumberg, & Petroff, 2008). In another example, Edgewood College’s Cutting Edge students with ID are supported by special education graduate students who serve as study skill

peer mentors. Undergraduate students serve as in-class peer mentors. In-class peer mentors volunteer to help classmates with ID meet class requirements for part or all of a semester.

In Kentucky's model transition program for students with intellectual disabilities (TPSID), course or project credit is provided to help increase the accountability and consistency of peer mentors (Kleinert et al., 2012). After training to help them understand expectations, Supported Higher Education Project peer mentors are expected to commit to a mentoring schedule. Peer mentors introduce themselves to course instructors prior to a new class. They provide classroom support, in the least intrusive manner possible; and look for opportunities to build upon the strengths and interests of students with ID. Peer mentors help The College of New Jersey, Edgewood College, and Kentucky's TPSID fulfill Benchmark 1.2F (TC Standards, 2012).

Another example of peer support comes from an individual case study. In each of Megan's courses (Hammill, 2003), a classmate volunteered to be her "study buddy" as part of the credit for an independent study. Megan frequently relied on her "study buddies" for help with participation in academic work. Since Megan told one study buddy she was not sure when she should write things down, the study buddies showed her how to take notes in outline format and make flash cards for study. An undergraduate special education major was her study buddy in Megan's first course. This study buddy was supervised by a special education faculty member.

In her second course, Megan's study buddy was a biology major taking the course as an elective. This study buddy supported Megan by explaining difficult assignments and academic concepts, sharing class notes, and encouraging Megan when she became frustrated or

overwhelmed by the class (Hammill, 2003). Functions of these peer mentors/study buddies seem to mirror some of the functions of educational coaches.

In programs visited by Think College staff, mentors had a variety of profiles. Some mentors were just volunteering, while others were earning course credit. Some mentors were paid through work study or as graduate assistants (Weir, Grigal, Hart, & Boyle, 2013). Mentors received supervision and training from program staff. Numerous tools, developed by programs to convey parameters and expectations to potential peer mentors, reflect the commitment these programs have to cultivating rich, meaningful experiences for both mentors and mentees.

Keuka College's DRIVE program uses volunteers, practicum students, field work students, and graduate students to support students with ID. Peer mentors support students in academics and social activities. The DRIVE program uses a comprehensive handbook and training process to help mentors support integration. Some mentors are paid with work study funds, while others are volunteers. Mentors are assigned to work with specific students with ID by DRIVE program staff. Relationships between students with ID and mentors have reportedly become more natural over the years of the DRIVE program (Weir, Grigal, Hart, & Boyle, 2013).

The Supported Higher Education Project (SHEP) at Northern Kentucky University (NKU) includes both academic and social mentors. The SHEP program provides course or project credit for mentoring to increase accountability and consistency. Expectations for mentors and mentees are provided. Specific job requirements depend upon the type of mentoring. The SHEP project staff provide training to all mentors to ensure mutually respectful relationships (Weir, Grigal, Hart, & Boyle, 2013).

Students with ID in Highline Community College's ACHIEVE program are supported by "peer navigators," who are trained and supervised by ACHIEVE program personnel. Through

the peer navigator mentoring program, students without disabilities are paired with ACHIEVE students with ID to support their full inclusion on campus and to assist with academics. A plan to integrate the peer navigator program into the Student Affairs Office will be a great boon to the ACHIEVE program, as a key support service for students with ID would now be managed by Student Affairs, rather than by the program itself (Weir, Grigal, Hart, & Boyle, 2013).

Jones and Goble (2012) document the complex nature of peer mentoring relationships, suggesting that mentors must receive sufficient orientation and ongoing feedback regarding their roles. They remind us that assigned peer mentors are not necessarily natural supports. Jones and Goble also caution that appointed mentors should neither replace natural opportunities nor prevent students with ID from reaching out to peers who are not their assigned mentors. Peer mentors, educational coaches, or ambassadors, who help students navigate courses and other campus activities, have been identified as a support commonly utilized in many postsecondary education programs for students with ID (Jones & Goble, 2012; Blumberg & Daley, 2009; Carroll, Blumberg, & Petroff, 2008; Hart, Zimbrich, & Parker, 2005; Grigal, Hart, & Weir, 2013).

Benchmark 1.2E: Educational coaches

An “accommodation” that appears in the literature on transition postsecondary programs for student with ID is educational coach (Zafft, Hart, & Zimbrich, 2004; Zafft, 2006; Hart, Grigal, & Weir, 2010). The educational coach knows the student’s strengths and challenges and uses that information to provide individualized support in the academic environment.

Educational coaches are an example of a support that may need to be provided by an outside source (Hart, Grigal, & Weir, 2010). Educational coaches are typically considered a “personal service” and not an academic accommodation provided by colleges. After high school, students

and their families are often responsible for finding, supervising, and paying educational coaches (Zafft, Hart, & Zimbrich, 2004).

In their interviews, it was hard for most parents, faculty, and disability services specialists to envision each student's transition to postsecondary education without an educational coach (Zafft, 2006). Many students in the College Career Connection (University of Massachusetts-Boston) project used educational coaches who tutored, took notes, and helped make materials more accessible to the student. Educational coaches helped students with ID access campus resources like the library. They also helped with general study concerns, such as time management (Zafft, Hart, & Zimbrich, 2004; Zafft, 2006). Most students, through participation in the College Career Connection, were able to access the college support systems independently, but some students continued to need an educational coach to be successful (Zafft, Hart, & Zimbrich, 2004).

All students with ID who contributed to Paiewonsky's (2011) participatory action research project had worked with an educational coach at college, and most students said that the coaches were helpful. Some students reported that their coaches helped them get used to reading a syllabus and organizing homework. Several students, however, said that coaches gave more help than they needed. Two students said coaches sometimes made them feel they were being babied. Coaches need training and supervision to provide this service effectively.

Accommodation specialists employed by the TIL program at Taft College support students with ID who take college-level academic classes. An accommodations specialist attending the same class as a TIL student with ID does not sit with the student. The accommodation specialist provides tutoring and other supports after class (Weir, Grigal, Hart, & Boyle, 2013).

Educational case managers have been added to the program staff of Highline Community College's ACHIEVE program. These educational case managers work with faculty and help students with ID participate in academic classes alongside peers without disabilities (Weir, Grigal, Hart, & Boyle, 2013). By training, supervising, and providing access to educational coaches, transition postsecondary programs can fulfill Benchmark 1.2E (TC Standards, 2012).

Benchmark 1.2G: Universal design for learning

Universal design for learning (UDL) principles can help meet the challenges of accommodating diverse students, including students with ID. Flexible instructional materials, techniques, technology, and strategies empower educators to meet varied needs. When a course is universally designed from the outset, the educator meets the needs of a greater number of students. Costly, time-consuming, after-the-fact changes to curriculum can be avoided (Hart, Grigal, & Weir, 2010; Rose & Meyer, 2002). Researchers (O'Connor et al., 2012) found that by differentiating their instruction, incorporating visual aids, and using more effective ways of engaging students with ID, faculty made courses more accessible to all students (Grigal, Hart, & Weir, 2013). Mock and Love (2012) interviewed faculty about including students with ID in higher education. These faculty expressed the need for training in universal design.

Universal design for learning practices help make typical coursework accessible to students with ID at The College of New Jersey (Blumberg, Carroll, & Petroff, 2008; Carroll, Blumberg, & Petroff, 2008; Carroll, Petroff, & Blumberg, 2009). When educators are unfamiliar with universal design, Career and Community Studies faculty are available to help ensure that course design will be effective. Whenever Edgewood College students with ID attend classes, Cutting Edge program staff collaborate with professors to implement UDL strategies (Hafner, Moffatt, & Kisa, 2011).

At the College of New Jersey, the Human Abilities: Unplugged freshman seminar includes multiple forms of presentation, including approximately a dozen contemporary films and field trips. Through evaluation of extensive field notes, Career and Community Studies faculty observed that there was little to no role for peer mentors in Human Abilities: Unplugged. This was attributed to the professor's implementation of a universal approach to course design (Carroll, Blumberg, & Petroff, 2008). As in the freshman seminar, multiple means of representation and engagement are used in the noncredit Great Conversations course (Blumberg, Carroll, & Petroff, 2008).

Universal design for learning (UDL) practices often include technology. When a professor at Edgewood College posted his PowerPoint presentation onto Blackboard before his lecture, all students were able to print out lecture notes before coming to class (Hafner, Moffatt, & Kisa, 2011). Students with disabilities in the Cutting Edge program were able to read the electronic presentation using screen reader software. Students with ID had been trained to use multiple technologies, including text-to-speech and speech-to-text software, as well as many new applications available for iPads and similar devices. This example demonstrates faculty use of universal design and addresses issues that may impact college course participation. Students' access to and instruction in the use of needed technology fulfills Benchmark 1.2D (TC Standards, 2012).

Highline Community College reports full campus-wide commitment to the principles of universal design for learning (UDL). With the support of ACHIEVE staff, the college provides ongoing UDL professional development for faculty through their Center for Teaching and Learning (Weir, Grigal, Hart, & Boyle, 2013). Faculty training in UDL principles helps both colleges fulfill Benchmark 1.2G (TC Standards, 2012).

Previous Surveys of Programs for Students with Intellectual Disabilities

In 2004, Gaumer, Morningstar, and Clark published the results of a survey of 101 community-based transition (CBT) programs identified through significant program and partner outreach, as well as network or snowball sampling. The CBT programs were identified in 29 states, including 48 CBT programs at postsecondary institutions. These researchers established a national database of CBT programs for the University of Kansas Transition Coalition website at <http://www.transitioncoalition.org/transition/18-21/index.php>.

The Ages 18-21 Program Search database (Transition Coalition, n.d., *Ages 18-21 Program Search Database*) currently includes programs developed by public school systems but located in age-appropriate settings for students with disabilities transitioning from school to adult life. According to the Transition Coalition, the purposes of these 18-21 programs are “intensive transition experiences” and training in “real-life settings”. This database reports programs that serve students 18-21, with a variety of disabilities, in a variety of locations. Program locations include, but are not limited to, postsecondary education settings (Gaumer, Morningstar, & Clark, 2004; Grigal, Hart, & Weir, 2012).

Also in 2004, the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston gathered data to facilitate creation of a database of postsecondary education options for students with ID. Twenty-five respondents participated in a telephone survey designed to collect basic information about services and supports, as well as students served. “Students with significant learning, cognitive, and intellectual disabilities” (LCID) was the term used to describe the target population. The population included students with “developmental disabilities such as autism,” mental illnesses, and emotional disturbances (Hart, Mele-McCarthy, Pasternack, Zimbrich, & Parker, 2004, p. 56). Respondents to the Hart et al. (2004) survey included postsecondary education programs that served students with continuing

eligibility for a free and appropriate public education, as well as programs serving students with ID who were no longer receiving special education services under the Individuals with Disabilities Education Act (IDEA 2004). The surveyed programs served student with LCID only in postsecondary education settings.

Programs surveyed by Hart et al. (2004) were categorized according to the three identified program models: substantially separate program; mixed model; and inclusive, individualized support model. Students in the substantially separate programs did not have the option of taking college courses with peers without disabilities and had no sustained interaction with the general student body. Students in the mixed model programs had the option of being supported in inclusive college courses, but also received instruction in life skills, as well as community-based instruction and work experiences. Only inclusive, individual support models ensured access to college courses, based on student choices and preferences (Hart et al., 2004).

One recent national survey of members of the Association on Higher Education and Disability (AHEAD, Kardos, 2011) examined the practices used to support adults with ID in regular classes at 2-year and 4-year colleges and universities across the country. Small numbers of adults with ID were taking regular college classes. These students were reportedly using supports available, through the Disability Services Office, to any student with a qualifying disability (Kardos, 2011; Grigal, Hart, & Weir, 2013).

In 2011, Papay and Bambara published the results of a 2008 national survey that examined the general characteristics of postsecondary education programs for 18- to 21-year-old students with intellectual and developmental disabilities (IDD). Their study explored the extent to which students with IDD were participating in college classes. Results suggested that although many students with IDD were participating in college classes, the types of classes and

manner of participation appeared to be linked to students' academic abilities and the types of postsecondary education institutions where programs were located (Papay & Bambara, 2011)

For the Papay and Bambara (2011) survey, the Think College national database of postsecondary education programs for students with IDD was used to identify 81 eligible programs in the US (as of 2008). Programs eligible for the survey provided access to the campus of a postsecondary education institution and served students ages 18 through 21 with IDD. These students were still receiving special education services.

After ineligible programs were excluded, a total of 52 responses to the survey were received (Papay & Bambara, 2011). More than half (58%) of these postsecondary transition programs for students with IDD were located on 2-year college campuses, while 42% of programs were located on 4-year college or university campuses. Approximately one quarter of all students with IDD enrolled in the surveyed postsecondary education programs were reportedly taking college classes. A higher percentage of the students with IDD took classes as part of individualized programs than in mixed model programs. Thirty-four individualized programs (100%) reported that at least one student was taking a college class. Little difference was revealed in the number of students with IDD taking college classes at 2-year versus 4-year colleges (Papay & Bambara, 2011).

Of students reported to be taking college classes for credit, only a small number were classified as having IDD: "mild mental retardation" (n=16), "moderate mental retardation" (n=7), autism (n=9), and Asperger's syndrome (n=12) (Papay & Bambara, 2011, p. 86). Most students reported to be auditing classes were students with "mild mental retardation," and the most students listed as informally taking college classes were those with mild (n=24) or moderate (n=31) mental retardation or autism (n=18). Few students with severe "mental

retardation” were listed as taking adult education/continuing education classes (n=2), and no students with IDD were matriculated into college degree programs (Papay & Bambara, p. 86).

A greater number of programs reported accommodations made by their program for college classes audited or taken informally (n=18) than for credit (n=6) or noncredit (n=8) classes (Papay & Bambara, 2011). Programs cited “accommodations that are available to all students by law” frequently (n=14) for credit classes, while changing instructional delivery was the accommodation cited least frequently across all college course types (Papay & Bambara, 2011, p. 89).

Papay and Bambara (2011) suggested that programs based on college campuses might be referred to as “employment programs based in age-appropriate settings” rather than as postsecondary education programs (p. 90). Almost all program coordinators who responded to the 2008 survey indicated that the purpose of students being on a college campus was to provide opportunities for “employment or vocational training” (Papay & Bambara, 2011, p. 90). Participation in college classes was a purpose cited less frequently than vocational training, inclusion with same-age peers, or development of independent living skills.

A 2009 online survey of 244 programs was conducted by the Institute for Community Inclusion (ICI) of the University of Massachusetts Boston (Grigal, Hart, & Weir, 2012). Respondents from 149 programs in institutions of higher education in 39 states indicated that they served students with intellectual disability (ID). In 2009, four-year colleges or universities accounted for 51% of responding programs, followed by two-year colleges (20%) and trade/technical schools (10%). Forty-five percent of respondents indicated that their college programs served adult students 18 years or older who were no longer receiving special education services under IDEA. Dually enrolled students who continued to receive special education

services under IDEA were served by 26% of responding programs, and 29% of 118 responding programs served both groups of students (Grigal, Hart, & Weir, 2012).

Both recent surveys (Papay and Bambara, 2011; Grigal, Hart, & Weir, 2012) found that the primary focus of most programs was independent living skills and/or employment, rather than academic access. Independent living/life skills was the primary focus reported by 34% of 91 responding postsecondary programs for students with ID (Grigal, Hart, & Weir, 2012). Employment was the primary focus indicated by 32% of responding programs. Only 18% of responding postsecondary programs for students with ID selected college course access as the primary focus of their programs. Twelve percent of responding programs selected self-determination and 3% indicated social skills as the primary focus of their programs for students with intellectual disability (Grigal, Hart, & Weir, 2012).

Statement of the Problem

Previous surveys of transition postsecondary programs across the US have demonstrated growth in the number of programs available to students with intellectual disabilities. Those surveys also highlighted common program locations (2- and 4-year colleges) and models such as individualized inclusive, mixed model, and substantially separate programs. While those researchers commented briefly on some connections between program characteristics and levels of academic access, such as the unanimous purpose of college course access among individualized inclusive programs (Papay & Bambara, 2011), no real exploration of these relationships was conducted. As professionals look to the literature for examples and guidance, they will benefit require literature that better defines the current state of practice and the programs and program types that best exemplify inclusive academic access.

Discussion

What is the State of Practice?

Twenty-seven Transition Postsecondary programs for Students with Intellectual Disabilities (TPSIDs) were serving 470 students on 30 campuses as of 2010-2011 and 792 students on 41 campuses as of 2011-2012 (Grigal, Hart, & Weir, 2013). The number of articles and publications related to postsecondary options for students with ID is quite large; however, the number of documents relevant to inclusive academic access is quite small. This small group of articles certainly does not represent all the transition postsecondary programs addressing academics in the United States. However, programs and researchers have not previously addressed inclusive academic access as defined by the new Think College standards. Few TPSID model demonstration projects are included in previous literature, because these sites are currently conducting research. Future studies addressing each model program's progress toward meeting the Think College standards will be informative to all who support inclusive higher education for students with ID. Studies of inclusive academic access can be instructive to programs looking for guidance.

In each of five TPSID programs visited by the national coordinating center, Think College staff observed various promising practices, including many practices cited in transition literature as predictors that lead to post-school success (Cobb & Alwell, 2007). These promising philosophies and practices included program features that engendered pride and seemed to be eliciting positive outcomes for students (Weir, Grigal, Hart, & Boyle, 2013).

What Is Our Progress toward the Inclusive Academic Access Standard?

As of March 2013, sixteen programs have already been approved as Comprehensive Transition Postsecondary (CTP) programs for participation in federal financial aid programs, programs. College programs for students with ID are succeeding in meeting the inclusive

academic access standard, the related quality indicators, and at least some of the benchmarks. Many of the current TPSID and CTP sites are notably absent from previous literature, but site visits by the national coordinating center have recently documented their implementation of inclusive academic access.

To get a sense of the state of practice in postsecondary programs for students with ID, Think College staff visited five programs that have received TPSID model demonstration funding to discover some “additional detail and nuance” (Weir, Grigal, Hart, & Boyle, 2013, p. 2). The five programs visited were Western Carolina University’s “University Participant Program” (UP Program); Taft College’s “Transition to Independent Living” Program; Keuka College’s “Diversity, Responsibility, Inclusion, Vision, and Experiential” (DRIVE) Learning Program; Northern Kentucky University and University of Kentucky’s “Supported Higher Education” (SHEP) Project; and Highline Community College’s ACHIEVE Program (Appendix A). These programs reflect an array of program attributes, as well as geographic diversity. Participation in the site visits was voluntary. Site visits were structured to observe the level of implementation in all eight Think College Standard areas: Academic Access, Career Development, Campus Membership, Self-Determination, Alignment with College Systems and Practices, Coordination and Collaboration, Ongoing Evaluation, and Sustainability. (Weir, Grigal, Hart, & Boyle, 2013).

The Think College national coordinating center is currently collecting and analyzing data on the 27 TPSID programs funded by the Office of Postsecondary Education (Grigal, Hart, & Weir, 2013). Additionally, 16 TPSID sites are involved in 61 active research projects on topics such as peer attitudes, mentoring, natural supports, and writing strategies. Various methodologies are being used to examine the characteristics and impacts of postsecondary

education programs for students with ID (Hart & Grigal, 2012). Future studies published by the national coordinating center, TPSIDs, and approved CTP programs will help other programs move toward alignment with Think College Standards and create effective programs.

Are Contextual Factors Limiting What Programs Have to Offer?

Two of the most comprehensive programs reviewed in the literature, Career and Community Studies at The College of New Jersey (Blumberg et al., 2008; Carroll et al., 2008) and Cutting-Edge at Edgewood College (Hafner, 2008; Hafner, Moffat, & Kisa, 2011), are both located at four-year liberal arts colleges. Whether any setting has advantages over other program contexts deserves exploration. A variety of programs in a variety of settings are described in this literature review. As programs begin to implement the new standards, new limitations will undoubtedly be revealed, as well as creative solutions to some of these barriers.

Limitations of Literature Review

The keyword search used to identify a pool of potential documents for this literature review may not have been exhaustive. Additional keywords and keyword combinations may have produced additional articles relevant to inclusive academic access. The websites of TPSID and CTP programs and their promotional materials may have provided additional details regarding implementation of inclusive academic access. However, since there are no standards for the quality or clarity of these materials, such information was not considered.

Future of Transition Postsecondary Programs

Provisions of the Higher Education Opportunity Act (2008), Think College standards, and guidance provided by the national coordinating center will raise the bar for transition postsecondary programs serving students with ID in college settings. New opportunities will also arise from this new law and related provisions. New models will be available to promote expansion of inclusive higher education. More choices will be available to young adults with ID

pursuing dreams of college and careers. More successes will grow from emerging and changing programs, and more individuals will develop new paths to inclusive higher education.

Survey of Inclusive Academic Access on College Campuses

The present study surveyed US postsecondary education programs identified to the national Think College database (n=197), as of January 6, 2013. This survey explored program characteristics that may impact implementation of the inclusive academic access by transition postsecondary programs serving students with intellectual disabilities (ID). The inclusive academic access standard, as well as related quality indicators and benchmarks, were developed by the Think College (University of Massachusetts-Boston) national coordinating center (Grigal, Hart, & Weir, 2011)

Identified programs reported their levels of implementation of 20 benchmarks. Building on previous survey research, the current study was based on descriptive statistics. Frequencies, contingency tables, and measures of association were used to reveal current implementation of inclusive academic access. Associations between program characteristics and inclusive academic access benchmarks were also explored.

CHAPTER 3 METHODS AND PROCEDURES

Methodology

Research Design

The present study benefits from previous national outreach efforts that identified and documented 197 transition postsecondary programs for students with intellectual disabilities throughout the United States. It builds on previous survey research that identified and described the variety of transition postsecondary programs available to students with intellectual and developmental disabilities in postsecondary education institutions across the United States (Gaumer, Morningstar, & Clark, 2004; Hart, et al., 2004; Papay & Bambara, 2011; Grigal, Hart, & Weir, 2012). The current survey incorporated program characteristics examined and reported in previous studies, along with the standards, quality indicators, and benchmarks developed by the Think College national coordinating center. Survey responses revealed the current state of practice across and within program types. Responses showed progress toward implementation of inclusive academic access. Associations were revealed between specific program characteristics and benchmarks.

Population and Sample

At the time of survey dissemination, the number of identified US transition postsecondary programs was small (n=197). Since this survey aimed to reflect a national sample, the instrument was distributed to representatives of all 197 transition postsecondary programs for students with intellectual disabilities located within the United States and recorded in the Think College database. The geographic and institutional diversity of the 88 responses represents a stratified sample of the US programs surveyed.

Research Questions

Research question 1. Which of the practices promoted by the Think College Benchmarks appear to be most prevalent across the programs identified to the Think College database?

Frequencies were used to determine the benchmarks being implemented most often across programs, as well as to identify benchmarks implemented least often. Contingency tables classified responses according to all categories of each selected program characteristic / predictor variable: (a) type of students served, (b) program model, and (c) agency/organization responsible for operating the college program. The table also classified responses according to all levels of implementation for each benchmark:

- 0 = not planning to implement,
- 1 = zero current students,
- 2 = in progress but not fully implemented, or
- 3 = fully implemented with at least 25% of current students.

Research question 2. Do any program characteristics predict the implementation of more or fewer benchmarks?

The contingency tables and reported frequencies were examined to discover the program characteristics associated with implementation of greater numbers of benchmarks. Reported frequencies were also examined to determine characteristics of programs implementing lesser numbers of benchmarks.

Research question 3. Which specific program characteristics predict the implementation of particular Benchmarks?

Contingency tables, chi-square tests, and Cramer's V measures of association were used to evaluate the independence of variables and strength of associations between specific program characteristics and particular benchmarks. To prevent expected frequencies from proving too small for the calculation of chi-square, ordinal levels were consolidated to permit the calculation of the chi-square statistic. Levels of fully implemented and in process were consolidated into an

implementing category. Levels of zero current students and no plans to implement were combined into a not implementing category. Finally, adult services agency responses were recorded within the other organization category. When a relationship between two variables was revealed by the chi-square significance test, the Cramer's V measure was used to assess the strength of the relationship.

Instrument: Internet Survey

An online survey was distributed for the present study. Previous research on this topic using internet surveys of transition postsecondary programs for students with intellectual disabilities yielded satisfactory return rates of approximately 63% to 64% (Papay & Bambara, 2011; Grigal, Hart, & Weir, 2012). Programs being surveyed have also responded to this survey format in previous studies. Since the costs of administering, distributing, and maintaining an internet survey are smaller than for other survey modes (Dillman et al., 2009) and data can be collected and managed efficiently, the internet was considered the most viable mode for the current survey. A unique link was sent to the contact email address associated with each of the 197 identified US transition postsecondary programs.

Sample: All Identified Programs

The present study benefits from previous national outreach efforts of the Institute for Community Inclusion at the University of Massachusetts-Boston (Grigal, Hart, & Weir, 2012). The ICI is now the site of the Think College national coordinating center for transition postsecondary programs for students with intellectual disabilities (TPSIDs). The current survey was distributed to all programs that met Think College standards for inclusion in the national database. The 88 responses reflected the current geographical distribution of identified transition postsecondary programs, without regional gaps, across 32 states.

Survey Development

The survey instrument was designed as a measurement tool for technical assistance visits, by the National Coordinating Center, to programs seeking to implement the TC Standards (2012). This instrument, used with permission, is available at the Think College website, and is called the “Think College Standards with Implementation Scale” (Grigal, Hart, & Weir, 2011; Think College, 2012).

Modifications

The “Think College Standards with Implementation Scale” (Think College, 2012) instrument was adapted to suit the current study. First, each benchmark was reworded in the form of a question to be answered by the respondent. Also, benchmarks evaluating more than one element were split into multiple questions. Each question required responding programs to rate the level of implementation of only one element of a practice. Questions about program characteristics were derived from previous research (Papay & Bambara, 2011; Grigal, Hart, & Weir, 2012) and were not included in the Think College Standards or Implementation Scale.

Scaling

The Think College Standards with Implementation Scale (Think College, 2012) instrument includes a 4-point ordinal scale for documenting the level of implementation for each benchmark of the Think College standards. A rating of Level 0 indicates that a program does not plan to implement the practice. Programs use a rating of Level 1 to indicate that the practice is not being implemented with current students. A rating of Level 2 means that the benchmark is being implemented with at least one current student, and a rating of Level 3 indicates that the practice was fully implemented with at least one quarter of current students.

Program Eligibility

Any program that served students with intellectual disabilities, as defined under the Higher Education Opportunity Act of 2008 (P.L. 110-315, Title VII, Part D, Section 760), was eligible for the current survey. Programs serving students who are currently or were formerly eligible for a free appropriate public education under the Individuals with Disabilities Act of 2004 (IDEA, P.L. 108-446) were also eligible for the survey.

Survey Items

Eligibility

Eligibility question 1. Are you affiliated with one or more transition postsecondary programs for students with intellectual disabilities?

Eligibility question 2. Does your program serve students with intellectual disabilities, as defined by IDEA and/or HEOA 2008 (see definition given above)?

These two questions were designed to determine whether responding college programs were designed for, or at least serving, students with intellectual disabilities. Any respondent not affiliated with a transition postsecondary program designed for students with intellectual disabilities needed to affirm that the program does serve students with intellectual disabilities in order to be considered eligible for the survey. All 88 respondents reported that their programs were eligible for inclusion in the study.

Program characteristics

For the current survey, each program characteristic was divided into two to six categories. Two program characteristics that have received much attention in previous research and literature on postsecondary programs for students with ID are the type of students participating and the models of the programs. Discussion has often centered on whether participating students are considered high school students with continuing eligibility for a free

and appropriate public education under the Individuals with Disabilities Education Act (2004), dually enrolled in high school and higher education; and/or adult students who have graduated or exited from secondary education. The following survey items attempt to capture the types of students and the types of programs currently included in the array of transition postsecondary options available to students with ID.

Question 3: How would you characterize the students with intellectual disabilities participating in your college program?

Students could be characterized as high school students who are still receiving special education services under the Individuals with Disabilities Education Act (IDEA, 2004). Programs could also report serving students who have graduated or exited from high school. Alternatively, programs could indicate that they are serving both students receiving special education services under IDEA and students who have graduated or exited from high school. Mixed programs were not required to specify whether students from high school and adult age groups were served together or separately.

Question 7. How would you characterize your college program for students with intellectual disabilities (ID)?

A respondent could report that an inclusive individualized support model, a mixed model, or a substantially separate model best characterized their college program. Grigal, Hart, and Weir (2012) defined the three predominant program models for postsecondary programs serving students with intellectual disabilities. In a program with a substantially separate model, students with ID receive services in a postsecondary setting, but they participate only in classes with other students who have disabilities.

A mixed model program implies that students with ID participate in social activities and / or academic classes with students who do not have disabilities. In mixed model programs, students with ID also participate in classes with other students who have disabilities, sometimes called life skills or transition classes.

The inclusive individualized support model enables students with ID to access college courses, certificate programs, and/or degree programs for audit or credit. Students with ID are supported with individualized services, such as educational coaches, tutors, technology, peer mentors, and other supports.

As discussed earlier, a variety of legislative and policy actions set the stage for development of transition postsecondary programs in the United States. These legal and policy issues have varying relevance to transition postsecondary programs for students with intellectual disabilities. The following survey items attempt to identify the status of each program in terms of federal definition, approval, and funding.

Question 8. Does your program for students with intellectual disabilities (ID) meet the above definition of "transition postsecondary program"?

Under the Higher Education Opportunity Act (2008), a transition postsecondary program is defined as a degree, certificate, or non-degree program that is offered on a college or university campus and is designed to support students with intellectual disabilities who want to continue academic, career, and/or independent living instruction.

Question 9. Has your college program been approved as a CTP program?

A comprehensive transition postsecondary (CTP, Smith Lee, 2009) program has been approved by the U.S. Department of Education to offer Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study financial aid to enrolled students with

intellectual disabilities. Responses to this question enabled programs to be classified as approved CTP programs or programs without such status.

Question 10. Has your college program received funding as a model TPSID?

Twenty-seven projects were federally funded as model demonstration transition and postsecondary programs (TPSIDs, Smith Lee, 2009) for students with intellectual disabilities. Responses to this question enabled programs to be classified as federally-approved CTPs, federally-funded TPSIDs, programs with dual status, or programs without federal approval or funding.

Level of Implementation for Each Benchmark

As the national coordinating center for comprehensive transition postsecondary programs serving students with intellectual disabilities (ID), Think College developed a framework of eight standards, accompanying quality indicators, and benchmarks for inclusive higher education (Grigal, Hart, & Weir, 2011; Think College, 2012). The current survey used items adapted from Standards, Quality Indicators, and Benchmarks developed by Grigal, Hart, and Weir (2011), Think College, Institute for Community Inclusion, University of Massachusetts-Boston.

Each of the survey items represents a Think College “benchmark” of inclusive academic access developed by the national coordinating center. For each benchmark, respondents indicated the current level of implementation by their program. Responses of “fully implemented” or “in process” indicated that a program was implementing a given benchmark, while responses of “zero current students” or “not planning to implement” indicated that the benchmark was not being implemented by a program. Levels of implementation were quantified during creation of the current survey. Proportions (e.g., at least 25%) were not assigned to the levels of implementation by Think College.

A student is considered enrolled in a course if he or she officially registers for the course. In contrast, a student who audits a course does not officially register for the course. An audited course provides no credit and no grade. Participants generally receive no grades for assignments or assessments. Audited courses are not reflected on the academic transcript. Finally, students with ID may experience college classes for which they do not receive credit or status as auditing students. For the current survey, those students are considered to be participating informally.

Five survey items document the specific ways students with ID are currently participating in academics in postsecondary settings:

- Are program participants with intellectual disabilities (ID) enrolled in noncredit, non-degree courses (such as continuing education courses) attended by students without disabilities?
- Are program participants with ID auditing college courses attended by students without disabilities?
- Are program participants with ID participating informally in college courses attended by students without disabilities?
- Are program participants with ID enrolled in credit-bearing courses attended by students without disabilities?
- Are program participants with ID completing and receiving credit for credit-bearing courses in which they enroll?

Five additional survey items explored the ways that college courses were selected by and for students with ID. These questions included:

- Are program participants with ID participating in courses aligned with each student's postsecondary plans?
- Do program participants with ID have access to existing courses rather than separate courses designed only for students with disabilities?
- Do program participants with ID have college course access that is not limited to a pre-determined list?
- Are program participants with ID participating in courses that relate to their personal, academic, and career goals?

- Are program participants with ID participating in person-centered planning?

Finally, ten questions were intended to assess the ways that college programs facilitated participation by students with ID. Access to tools and services are addressed here, as well as program and college policies. Issues that may impact participation are addressed by the following survey items:

- Have college policies regarding testing been modified or adjusted to enable course participation by students with ID?
- Have college policies regarding prerequisites been modified or adjusted to enable course participation by students with ID?
- Do program participants with ID have access to needed public or personal transportation?
- Do program participants with ID receive instruction in the use of needed public or personal transportation?
- Do program participants with ID access the college Disability Services Office for accommodations typically provided by that office?
- Do program participants with ID have access to needed technology?
- Do program participants with ID receive instruction in the use of needed technology?
- Do program participants with ID have access to paid educational coaches who receive ongoing training and supervision?
- Do program participants have access to peer supports such as mentors, tutors, and campus ambassadors?
- Do professors and instructors who serve program participants with ID receive training in universal design for learning principles?

The levels of implementation reported for each of these benchmarks were: fully implemented (i.e., at least 25% of current program participants); in process, but not fully implemented (i.e., at least one current program participant); not currently proceeding toward implementation (i.e., zero current program participants); or not planning to implement.

Review of Survey

The following individuals were invited to review the proposed study for content validity and usability: one representative of the National Coordinating Center, one of the developers of a previous survey, one representative of an institution awarded a TPSID model demonstration grant, and one representative of a program approved as a CTP program. After four responses were received, comments on usability and suggestions for modification were considered and necessary modifications were made before the online survey was disseminated.

Data Collection

Procedures and Time period

Invitation emails containing unique links to the survey were sent to the contact email addresses of each of the 197 identified US transition postsecondary programs for students with intellectual disabilities. Contact information, for questions, concerns, and additional information, was included. After two weeks, a follow-up email was sent to each program that had not responded. A final invitation was emailed two weeks after the follow-up email.

Incentives

Respondents were given the option to provide a contact email address to receive survey results and findings upon completion of the study. Invitations to participate in the survey expressed the researcher's desire to contribute to the growth of postsecondary education for students with intellectual disabilities. No other incentives for participation in the survey were offered or implied.

Data Analysis

Pearson's Chi-Square Test

The Pearson's chi-square test (Pearson, 1900) can be used to determine whether there is a relationship between two categorical variables. The chi-square statistic (χ^2) is based on the

comparison of frequencies observed in certain categories to the frequencies expected in those categories by chance (Field, 2010). A chi-square test for two-way designs involves two independent categorical variables, each with two or more levels, as well as a dependent variable in the form of a frequency count (Shavelson, 1996). These data can be displayed in a cross-tabulated contingency table. The purpose of the chi-square test for a two-way design is to determine whether the two categorical variables are independent of one another.

The chi-square test for two-way designs was used to test the null hypothesis that implementation of benchmarks is independent of program characteristics for the surveyed population. A significance level of .05 was used for determining whether or not to reject the null hypothesis of independence.

The null hypothesis being tested is that levels of implementation of specific benchmarks are independent of the categories of program characteristics that describe transition postsecondary programs included in the Think College database. The alternative hypothesis being tested was that certain program characteristics do predict the implementation of specific benchmarks.

Assumptions of the chi-square test of independence

The chi-square test of independence must meet the following requirements:

1. Each observation must fall into only one of the discrete, non-overlapping categories being compared.
2. Each observation can fall into only one cell of the contingency table.
3. Each observation is independent of every other observation.
4. Observations are reported as frequencies.

Collapsing levels of variables in a chi-square test

In order to calculate the chi-square statistic correctly, expected frequencies must be greater than 10 for a test with one degree of freedom (*df*, Shavelson, 1996). Also, no more than

20% of expected frequencies can be less than 5 for tests with $df \geq 2$. Collapsing levels of a variable can help to boost expected frequencies, thus permitting the χ^2 statistic to be calculated. However, the combination of levels of a variable must make conceptual sense (Shavelson, 1996). For this study, levels of implementation were collapsed into “implementing” (i.e., fully implemented and in process) and “not implementing” (i.e., zero current participants and not planning to implement) categories. The small group of responding programs administered by adult services agencies was combined with the group administered by other organizations. These changes did not alter the nature and meaning of the responses.

Measure of Association: Cramer’s V

Measures of association summarize the strength of association between two variables (Rovai, Baker, & Ponton, 2012). Most measures of association are scaled from 0 (no relationship) to 1 (perfect correlation) without indicating the direction of the relationship between variables. Several measures of association are based on the chi-square test of independence. The chi-square statistic may not indicate the strength of a relationship, since the size of the statistic differs based on the sample size (Rovai, Baker, & Ponton, 2012).

Cramer’s V is a chi-square-based measure of association, for nominal data, that factors out sample size (Field, 2010; Rovai, Baker, & Ponton, 2012). Cramer’s V is used when the number of rows and columns in a contingency table is unequal (Field, 2010). The contingency tables used for the current study were tables of two columns: implementing or not implementing. Three rows compared types of students served, types of program models, or types of administrative organizations.

CHAPTER 4 RESULTS

Basis for Research Questions

As discussed in chapter one, a variety of legislative milestones have marked the pathway to inclusive postsecondary education for students with intellectual disabilities (ID). The Higher Education Opportunity Act of 2008 (P.L. 110-315) created important opportunities for students with ID, educators, and other practitioners interested in this growing field. The HEOA has also necessitated research that can move the field towards broader coverage of the needs and interests of students with ID and their families. This coverage must be provided through promising, proven, and evidence-based practices. The three research questions addressed by this study are:

1. Which of the practices promoted by the Think College Benchmarks appear to be most prevalent across the programs identified to the Think College database?
2. Do any program characteristics predict the implementation of more or fewer benchmarks?
3. Which specific program characteristics predict the implementation of particular Benchmarks?

The present study measured the reported state of practice in inclusive postsecondary education against the Think College standards, quality indicators, and benchmarks. These recently-developed indicators of program effectiveness can serve as guidelines for program development by practitioners and/or program selection by consumers. Findings of the present study can be used by researchers and practitioners to expand the implementation of inclusive academic access across college programs serving students with ID.

Research Findings

The research findings within this chapter are presented in the following sequence: (1) descriptive statistics are presented on the characteristics of the sample; (2) data from frequency analyses are described, to identify the most and least prevalent practices, in response to the first

research question; (3) data that reveal program characteristics associated with implementation of the greatest number of benchmarks are presented, in response to the second research question; and (4) data from chi-square tests of independence and Cramer's V measures, that indicate dependence and the strength of association for identified relationships, are presented to answer the third research question.

Descriptive Statistics

Characteristics of Responding Programs

The number of responses received for this study was 103 respondents of 270 total contacts for the 197 U.S. transition postsecondary programs identified through the Think College database of college programs for students with intellectual disabilities (ID). A total of three email invitations were potentially received by each program contact: (1) an initial invitation to all 270 contacts, (2) a reminder notice to all contacts who had not responded, and (3) a final reminder email to all contacts who had still not responded. Each notice included a hyperlink to the online survey.

Five respondents "disqualified" themselves rather than completing the survey. These respondents gave reasons such as program discontinued, program did not include academic access in a college setting, or program did not include students with ID. More than one individual responded on behalf of ten programs. In these cases, the more complete or first response received was the source of data used for analysis. The resulting total sample size for the present study was 88 (44.7%) of the 197 transition postsecondary programs for students with ID listed in the Think College database at the time the online survey was disseminated. All 88 programs met the eligibility criteria of operating a transition postsecondary program for students with ID and/or including students with ID in a college-based program. Respondents represented programs in 32 states across all regions of the United States,

Types of students

Exactly 25% (n = 22) of the 88 respondents (Table 4-1) indicated that their transition postsecondary programs included only students who continue to receive special education services under the Individuals with Disabilities Education Act (IDEA, 2004). Hereafter, these students are called high school students. While the high school students range in age from 18 through 21 years, and may or may not be served in high school settings, they have continuing eligibility for a special education services under IDEA. Only programs for high school students indicated that students with continuing eligibility for secondary education are participating in high school settings as part of their transition postsecondary programs. However, 19 programs indicated that high school was the only institution in which these students were enrolled or matriculated (Table 4-4).

Thirty-five percent (n = 31) of responding programs reported that they serve only students with ID who have graduated or exited from high school. Although they may be as young as 18, these students are called adult students. Students who have graduated or exited from high school typically do not have continuing eligibility for secondary education under IDEA. Adult students were reportedly participating in trade schools, 2-year colleges, 4-year colleges, and universities.

Almost 40% (n = 35) of responding programs reported serving both students who continue to receive special education services under IDEA and students who have graduated or exited from high school. Programs that serve both high school and adult students are referred to as mixed programs. These programs may include high school and adult students in the same learning settings and activities, or they may have programs for high school students administered separately from the programs offered to adult students. Respondents were not asked to specify whether high school and adult students participate in separate or integrated programs, as this

differentiation is beyond the scope of the present study. Mixed programs reported trade/technical schools, 2-year colleges, 4-year colleges, and universities as settings in which their students were enrolled. Only four programs serving both high school and adult students indicated that high school was a setting in which their students participate.

Program models

All 88 respondents indicated that their programs meet the definition of transition postsecondary program given in the Higher Education Opportunity Act of 2008. However, only 87 programs specified the type of model that best described their college program. Approximately 54% (n = 47) of responding programs indicated that they used a mixed model for including students with ID in postsecondary education. Another 35.6% (n = 31) of responding transition postsecondary programs reported using an inclusive individualized support model for supporting students with ID in inclusive higher education. Approximately 10.2% (n = 9) of respondents described their transition postsecondary programs for students with ID as substantially separate from the institutions of higher education where they are located.

Approved and model demonstration programs

Twelve approved Comprehensive Transition and Postsecondary programs (CTPs) and 18 funded Transition Postsecondary programs for Students with Intellectual Disabilities (TPSIDs) responded to the survey. Eight CTPs reported using mixed model programs which include college experiences with students without disabilities, as well as separate programming for students with disabilities. Four of these federally-approved CTP programs indicated inclusive individualized support models which include access to existing college courses populated by students without disabilities. Thirteen of the model demonstration TPSIDs reported using a mixed model to include students with ID on their higher education campuses. The other five TPSIDs reported using inclusive individualized support models to serve students with ID.

Organizations administering transition postsecondary programs

Colleges and universities were designated as the entities primarily responsible for operating almost 7.59% (n = 50) of the 86 programs that responded to this question. Other organizations were reported as overseeing over 19% (n = 17) of responding college programs for students with ID. These other organizations included school district and university partnerships, high school and university partnerships, “regional collaborative” organizations, “educational collaborative” agencies, interagency partnerships, specific programs of universities (e.g., University Center for Excellence in Developmental Disabilities or Center for Autism and Related Disabilities), and independent nonprofit agencies. A school district was reported as the lead agency responsible for operating approximately 16% (n = 14) of responding college programs for students with ID. Adult services agencies reportedly administered 6% (n = 5) of responding transition postsecondary programs on college campuses.

Program settings

Thirty-five of 88 responding transition postsecondary programs listed high school as a setting of enrollment for students with intellectual disabilities. Another 20 responding programs reported that students with ID were enrolled in high school only. Enrollment in high school and institutions of higher education was reported by 15 programs. Seven of these programs reported students’ enrollment in high school plus two-year colleges. Two programs reported that students with ID are enrolled in high school and four-year college. Four more transition postsecondary programs indicated that their students were enrolled in high school plus universities, and two other programs showed enrollment in high school plus multiple institutions of higher education.

While all 88 responding programs reported on the settings in which their students with intellectual disabilities participated, only 82 programs reported on the settings in which their

students were enrolled. More than 59% of the responding transition postsecondary programs (n = 49) did not indicate that students with ID were enrolled in high school. Although 20 of these 49 programs served both high school and adult students, the programs reported enrollment in only the following higher education settings: trade schools (n = 3), two-year colleges (n = 19), four-year colleges (n = 8), and universities (n = 19). Eight of these 49 transition postsecondary programs reported that students with ID were enrolled in multiple institutions of higher education, and six indicated that other community locations were accessed as part of their programs. Other community locations included vocational education and employment settings. Five responding programs did not indicate where their students with ID were enrolled.

Frequency Distributions

Data were analyzed to determine the inclusive academic access benchmarks being implemented most and least frequently by transition postsecondary programs. Frequency analyses were conducted to identify: (a) benchmarks implemented by many programs; (b) the benchmarks not being implemented by some programs; (c) benchmarks being implemented most and least frequently with different types of students; (d) benchmarks being implemented most and least frequently by different types of programs; (e) benchmarks being implemented most and least frequently by approved Comprehensive Transition Postsecondary programs (CTPs); and (f) benchmarks being implemented most and least frequently by funded model transition postsecondary programs for students with intellectual disabilities (TPSIDs).

Implementation of Inclusive Academic Access Benchmarks

Quality indicator 1.1: Access to a Wide Array of College Courses Attended by Students Without Disabilities

Frequency analyses were obtained for each benchmark within this quality indicator of the inclusive academic access standard (TC Standards, 2012). Frequency data are first presented as

it was reported by three types of programs: programs serving high school students still receiving special education services under the Individuals with Disabilities Education Act (IDEA) of 2004 (34 CFR 300.43); programs serving adult students, ages 18 and older, who have exited public school and no longer have eligibility for special education services under IDEA; and mixed programs serving students who fall into both of these groups. Mixed programs were not required to report whether these students were included in the same programs and settings or in separate programs.

Frequency data are also presented according to the three program types reported by 87 responding programs. The program models were as follows:

- Substantially separate model – students with ID receive services in a postsecondary setting, but they participate only in classes with other students who have disabilities;
- Mixed model – students with ID participate in social activities and / or academic classes with students who do not have disabilities. Students with ID also participate in classes with other students who have disabilities;
- Inclusive individualized support model – Students with ID access college courses, certificate programs, and/or degree programs and are supported by individualized services.

Finally, frequency data are presented according to the administrative organizations reported as responsible for operating the 86 college programs that responded to this question.

The four categories of administrative organizations used were school district, college / university, adult services agency, and other organization. Other organizations included independent nonprofit agencies, specific university departments or offices, partnerships between school districts and adult services agencies, partnerships between school districts and colleges / universities, and regional education collaboratives.

Ranked implementation of benchmarks, across all programs, is presented (Figure 4-1). Ranked implementation of benchmarks related to course access is also presented (Figure 4-2)

separately from ranked implementation of benchmarks addressing issues that may impact participation (Table 4-3). The mean implementation of benchmarks is shown, according to types of students served, program models, and types of administrative organizations (Table 4-4). Differences in the implementation of functionally-related benchmarks are specified in the prevalence section.

Benchmark 1.1D: Access to existing courses

Access to existing courses, rather than separate courses designed only for students with disabilities, was reported by 79.1% (n = 68) of the responding programs for students with ID. Approximately 62.8% (n = 54) of the programs indicated that they have fully implemented this benchmark. Another 17.4% (n = 15) of responding programs indicated that they had implemented access to existing courses with at least one student. Only 10.5% (n = 9) of programs indicated that they do not plan to implement access to existing courses for their students (Table 4-6).

Benchmark 1.1E: College course access not limited to a pre-determined list

Approximately 70.6% (n =60) of the 85 responding programs indicated that access to existing courses was not limited to a predetermined list of courses, and 55.3% (n = 47) of programs reported that they had fully implemented college course access beyond a pre-determined list with at least one quarter of their students with ID. While 29.7% (n = 25) of responding programs were not currently implementing access beyond a pre-determined list of courses, only 8.2% (n = 7) of programs indicated no plans to implement broader access to courses beyond a pre-determined list (Table 4-9).

Benchmark 1.1A: Access to noncredit courses

Enrollment in noncredit, non-degree courses attended by students without disabilities was reported for at least one current student in 50% (n = 43) of the 86 programs that responded to this

question. Approximately 38.4% (n = 33) of programs reported full implementation of this benchmark with at least one quarter of current participants. Only 22.1% (n = 19) of respondents indicated that their programs did not plan to implement enrollment in noncredit courses for their students with ID (Table 4-12).

Benchmark 1.1B: Access to audited courses or informal participation

Approximately 56.3% (n = 49) of the 87 programs that responded to the question reported that students with ID were auditing college courses attended by students without disabilities. Almost 39.1% (n = 34) of respondents indicated that their transition postsecondary programs had fully implemented this benchmark. Almost one quarter (n = 21) of responding programs did not plan to implement auditing of courses by students with ID (Table 4-15).

Informal participation in college courses attended by students without disabilities was reported by 53.5% (n = 46) of the 86 programs that responded to this question. Approximately 38.4% (n = 33) of respondents indicated that their transition postsecondary programs had implemented this benchmark with at least one quarter of current students. Approximately 32.6% (n = 28) of responding programs did not plan to implement informal participation as a means of including students with ID in college courses (Table 4-18).

Benchmark 1.1C: Access to credit courses

Enrollment in credit-bearing coursework by students with ID was reported by 48.8% (n = 42) of the 86 transition postsecondary programs that responded to this question. Approximately 33.7% (n = 29) of programs reported having fully implemented credit coursework with at least one quarter of their students. Approximately 21% (n = 18) of responding programs did not plan to implement enrollment in credit coursework by students with ID (Table 4-21).

Survey respondents reported that students in 47.7% (n = 41) of the 86 programs that responded to the question are receiving credit for college courses. Approximately 33.7% (n =

29) of programs indicated that at least one quarter of students with ID were completing and receiving credit for their courses. These 29 programs had also reported full implementation of enrollment in credit-bearing courses. Approximately 14% (n = 12) of responding transition postsecondary programs indicated that they are in the process of enabling students with ID to complete and receive credit for credit-bearing courses. However, 28% (n = 24) of respondents indicated that their programs did not plan to implement completion of courses and earning of credit by students with ID (Table 4-24).

Benchmark 1.1F: Alignment of courses with individualized goals

Representatives from 83.9% (n = 73) of the 87 programs that responded to the question indicated that their students with ID are participating in courses aligned with each student's postsecondary plans. Just 63.2% (n = 55) of these programs reported having implemented this benchmark with at least one quarter of their current students. Approximately 20.4% (n = 18) of programs reported having implemented this benchmark with at least one student. Only 4.6% (n = 4) of programs indicated that they did not plan to implement this benchmark (Table 4-27).

Respondents indicated that 90.6% (n = 77) of the 85 transition postsecondary programs that responded to the question indicated that students with ID are participating in courses that relate to their personal, academic, and career goals. Full implementation of this benchmark was reported by 74.1% (n = 63) of programs. Only two of the respondents indicated that their programs were not planning to implement coursework related to individuals' personal, academic, and career goals (Table 4-30).

Approximately 88.4% (n = 76) of the 86 programs that responded to the question reported that students with ID did participate in person-centered planning. Full implementation of this benchmark with at least one quarter of their students was reported by 74.4% (n = 64) programs. Approximately 7% (n = 6) of the responding programs reported that zero current

students were participating in person-centered planning. Only four responding programs did not plan to implement this benchmark (Table 4-33).

Quality indicator 1.2: Address issues that may impact course participation

The benchmarks of quality indicator 1.2 address the accommodations, modifications, and other supports that students with intellectual disabilities (ID) may require to participate in the academic settings and classes that they access through college-based transition postsecondary programs. While some of these benchmarks can be implemented by programs themselves, several benchmarks require policy changes by academic institutions in which programs are located and students with ID are participating and/or enrolled. The frequency and comparative prevalence of benchmarks that address issues potentially impacting course participation by students with ID are provided below.

Benchmark 1.2A: College policies regarding placement tests and prerequisites

Among 84 responding programs, approximately 44% (n = 37) of respondents reported that college policies regarding testing have been modified or adjusted to enable course participation by students with ID. Approximately 32.1% (n = 27) of responding programs indicated full implementation of this benchmark with at least one quarter of their students. Approximately 35.7% of respondents indicated that their transition postsecondary programs for students with ID did not plan to implement modification of testing requirements (Table 4-36).

Approximately 41.7% (n = 35) of responding programs reported that college policies regarding prerequisites have been modified or adjusted to enable college course participation, and almost 29.8% (n = 25) of responding programs reported having fully implemented the benchmark with at least one quarter of their students with. Approximately 31% (n = 26) of respondents reported no plans to implement modification of prerequisite policies (Table 4-39).

Benchmark 1.2C: Access to college disability services for accommodations

Almost 67.5% (n = 56) of 83 responding college programs indicated that students with ID access the college's Disability Services Office (DSO) for accommodations typically provided by that office. Full implementation of DSO access, with at least one quarter of their students, was reported by 56.6% (n = 47) of programs. While almost 20.5% (n = 17) of programs indicated that zero current students were currently accessing the DSO, only 12% (n = 10) of programs reported no plans to implement such access for students with ID (Table 4-42).

Benchmark 1.2D: Access to and instruction in the use of needed technology

Approximately 97.6% (n = 83) of 85 responding programs reported that students with ID are accessing needed technology. Approximately 87.1% (n = 74) of these programs indicated that they had fully implemented this benchmark with at least one quarter of current students. Just one responding transition postsecondary programs for students with ID reported zero current students accessing needed technology. Only one program indicated no plans to implement such access for their students (Table 4-45).

Of 84 responding programs, over 96.4% (n = 81) of respondents indicated that they provide technology instruction to students with intellectual disabilities. Full implementation of this benchmark, with at least one quarter of current students with ID, was reported by almost 85.7% (n = 72) of programs. Only two responding programs reported zero current students accessing technology instruction. One other program indicated that they had no plans to implement technology instruction for their students (Table 4-48).

Benchmark 1.2G: Faculty training in universal design for learning principles

Approximately 66.7% (n = 56) of 84 responding programs indicated that professors and instructors who serve students with ID received training in universal design for learning (UDL) principles. Full implementation of UDL training with at least one quarter of current instructors

was reported by only 32.1% (n = 27) of programs. Exactly 25% (n = 21) of programs reported that zero current professors and instructors were receiving UDL training. Only 8.3% (n = 7) of programs indicated that they did not plan to implement such training for professors and instructors serving students with ID (Table 4-51).

Benchmark 1.2F: Access to peer support

Approximately 88.1% (n = 74) of 84 responding transition postsecondary programs indicated that students with ID had access to peer supports, such as mentors, tutors, and campus ambassadors. Responses from 79.8% (n = 67) of these programs indicated that they have fully implemented this benchmark with at least one quarter of their students. Only 4.8% (n = 4) of the responding college programs indicated that they had no plans to implement peer supports for students with ID (Table 4-54).

Benchmark 1.2E: Access to educational coaches

Of 82 responding programs, almost 74.4% (n = 61) respondents reported that students with intellectual disabilities had access to paid educational coaches who receive ongoing supervision and training. Approximately 64.6% (n = 53) of programs indicated that they had fully implemented this benchmark with at least one quarter of their students. Only four programs reported that zero current students were working with paid educational coaches. However, almost 21% (n = 17) of responding programs indicated that they had no plans to implement paid educational coaches for students with ID (Table 4-57).

Benchmark 1.2B: Access to and instruction in the use of needed transportation

Access to needed transportation was reported by 97.6% (n = 83) of 85 responding programs for students with intellectual disabilities. Full implementation of this benchmark, with at least one quarter of students with ID, was reported by 92.9% (n = 79) programs. Only 2.4% (n = 2) indicated that zero current participants were accessing naturally-occurring transportation

options. No programs reported that they did not plan to implement transportation access for students with ID (Table 4-60).

Approximately 92.9% (n = 79) of 85 respondents indicated that students with intellectual disabilities had access to instruction in needed transportation. Approximately 83.5% (n = 71) of responding transition postsecondary programs reported that they had fully implemented this benchmark with at least one quarter of their students with ID. Three programs indicated that they did not plan to implement transportation instruction for students with ID, and three more respondents indicated that they did not plan to implement transportation instruction (Table 4-63).

Prevalence of Practices

Access to a Wide Array of College Course Types

The most prevalent practice, related to course access, was course alignment with students' academic, career, and personal goals (Figure 4-1). Of the 85 programs that responded to the question, 77 programs indicated that their students' courses were aligned with personal, academic, and career goals. Of 86 college programs that responded to the question, 76 programs reported that students with intellectual disabilities were participating in person-centered planning. Alignment of courses with students' postsecondary plans was a benchmark implemented by 73 programs.

Access to existing courses was a benchmark implemented by 68 responding programs. Only 60 programs reported that students with ID had access to courses beyond a pre-determined list. While 79% (n = 68) of responding programs reported that students with ID had access to existing courses, only 70.6% (n = 60) of these programs indicated that access to courses was not limited to a pre-determined list.

Of the 87 college programs that responded to these questions, 49 programs indicated that students with ID were auditing courses, while 46 programs reported that their students were

participating informally in college courses. Enrollment of students with ID in noncredit courses was reported by 43 responding programs. Only 42 respondents reported that students with ID were enrolled in credit-bearing courses, and 41 respondents indicated that their students were completing and receiving credit for college courses (Figure 4-1).

Address Issues that May Impact College Course Participation

Access to needed technology and access to needed transportation were the benchmarks reported to have the best implementation across responding programs. Each of these issues that may impact course participation was implemented by approximately 83 responding college programs. Technology instruction for students with ID was implemented by 81 programs, while 79 programs reported transportation instruction (Figure 4-2).

Access to peer support was indicated by 74 survey respondents, and 61 programs reported that students with ID had access to paid educational coaches who received ongoing supervision and training. Students with ID had access to both peer supports and educational coaches in 42 responding programs.

Students with ID in 56 responding programs accessed accommodation through the college's Disability Services Office. Faculty training in universal design for learning principles was reported by 56 responding college programs. Only 37 responding college programs reported that policies regarding testing had been adjusted to promote access to college courses, and only 35 respondents indicated that prerequisites had been modified (Figure 4-2).

Practices Implemented Across Program Characteristics

Of the 20 benchmarks associated with inclusive academic access, the mean number implemented by programs serving high school students ($n = 22$) was 12.1 benchmarks. For programs serving adult students ($n = 31$), the mean number implemented was 13.8 benchmarks. The mean implemented by mixed programs was 15.1 benchmarks (Figure 4-3).

Programs that reported a substantially separate model (n = 9) implemented a mean of 10.2 benchmarks. Mixed model programs reported mean implementation of 13.9 benchmarks. The mean implemented by programs with an inclusive individualized support model was 14.6 benchmarks.

For the college programs administered by school districts, the mean number of inclusive academic access benchmarks implemented was 11.1. Programs administered by colleges or universities reported implementation of a mean number of 15.1. Colleges and universities administered more of the programs reporting all 20 benchmarks than any other organization (n = 8). The mean number of benchmarks implemented by programs administered by adult services agencies (n = 5) was 15.

There was variation within the category of “other organizations,” administering college programs, that responded to the survey. The 17 programs of the other organizations category reported a mean of 14.5 inclusive academic access benchmarks implemented. Other organizations included five private foundations and nonprofit agencies which reported a mean of 15.6 benchmarks implemented. Nine other organizations described themselves as partnerships or “collaboratives.” These collaborative organizations reported mean implementation of 14.67 benchmarks. Other organizations also included one college’s Office of Continuing Education, another college’s Center for Autism and Related Disabilities, and one University Center for Excellence in Developmental Disabilities. These other organizations within colleges and universities reported a lower mean implementation of 10.33 benchmarks (Figure 4-3).

Exactly 25% (n = 22) of college programs for students with ID that responded to the current survey were programs with one or both types of federal approval created by HEOA 2008. Four responding programs have been approved to offer Title IV financial assistance as

Comprehensive Transition Postsecondary programs (CTPs). Nine responding programs have received federal funding as model demonstration projects called Transition Postsecondary programs for Students with Intellectual Disabilities (TPSIDs). Nine other responding programs have been granted both CTP and TPSID status (Figure 4-4).

All four CTP programs reported serving only adult students. These four CTPs were all administered by colleges or universities. Three of the four responding CTPs reported using an inclusive individualized support model.

Five of the responding TPSIDs ($n = 9$) reported serving both HS students and adult students. Two TPSIDs reported serving only high school students and two other TPSIDs served only adult students. Six TPSIDs were reported administered by colleges or universities. One TPSID was administered by a school district, one TPSID reported a partnership between a school district and a university, and one TPSID was reportedly administered by an adult services agency. Five of the responding TPSIDs reported using a mixed model, while four TPSIDs reported using an inclusive individualized support model.

Of the nine programs reporting both CTP and TPSID status, five programs served only adult students. Four programs with dual status served both high school students and adult students. Seven of the programs with both CTP and TPSID status reported being administered by colleges or universities, while two of the programs with dual status were administered by private foundations or nonprofit organizations. Eight of the nine programs with dual status reported using a mixed model. The remaining program with both CTP and TPSID status reported using an inclusive individualized support model.

Programs with only CTP status ($n = 4$) reported a mean of 14.75 benchmarks implemented. Programs funded as model demonstration TPSIDs ($n = 9$) reported a mean of

16.44 benchmarks implemented. Finally, programs approved as CTPs and funded as TPSIDs reported a mean of 16.67 benchmarks implemented (Figure 4-4).

Inferential Statistics: Tests of Independence and Measures of Association

In the Survey of Inclusive Academic Access on College Campuses, respondents were asked to report characteristics of their college programs for students with intellectual disabilities, as well as their programs' levels of implementation of 20 benchmarks representing inclusive academic access.

The chi-square test of independence was used to determine whether there were relationships between particular program characteristics and implementation of specific benchmarks. The null hypothesis being tested was that there is no relationship between characteristics of college programs and implementation of inclusive academic access benchmarks. The alternative hypothesis being tested was that certain program characteristics do predict the implementation of specific benchmarks.

Programs for Different Age Groups Implementing Benchmarks

Observed and expected frequencies were used to calculate the chi-square test of independence and the Cramer's V measure of association for programs serving different types of students and benchmarks associated with this characteristic. Each table of expected and observed values is followed by a table showing the chi-square statistic for on each pair of nominal variables. Tables also show the degrees of freedom, the significance for the chi-square test of independence, the Cramer's V value and the significance for the measure of association.

The chi-square test of independence indicates that there is a statistically significant relationship between the age group(s) of students served by a college program and the implementation of access to existing courses by the program ($\chi^2(2) = 9.272$, Cramer's V = .328, $p = .010$). The observed implementation frequencies of programs serving adult students and

mixed programs were higher than the expected frequencies for those groups, while the observed frequency for programs serving only high school students was lower than expected. The rates of implementation reported by programs serving adult and mixed age students were higher than the rate of implementation reported by programs for high school students (Tables 4-66 and 4-67).

Another statistically significant relationship was revealed between the age group(s) of students being served and the implementation of access to college courses beyond a pre-determined list ($\chi^2(2) = 7.102$, Cramer's $V = .289$, $p = .029$). The observed implementation frequencies of programs serving adult students and mixed programs were higher than the expected frequencies for those groups, while the observed frequency for programs serving only high school students was lower than expected. The rates of implementation reported by programs serving adult and mixed age students were higher than the rate of implementation reported by programs for high school students (Tables 4-68 and 4-69).

A statistically significant relationship was indicated between the age group(s) of students served and the implementation of receipt of credit for courses ($\chi^2(2) = 7.507$, Cramer's $V = .295$, $p = .023$). The observed implementation frequency for mixed programs was higher than the expected frequency for that group. The observed frequency for programs serving only high school students was lower than expected. The rates of implementation reported by programs serving adult and mixed age students were higher than the rate of implementation reported by programs serving only high school students (Tables 4-70 and 4-71).

The chi-square test of independence indicated another statistically significant relationship between the age group(s) of students being served and the implementation of accommodations through the college Disability Services Office ($\chi^2(2) = 16.866$, Cramer's $V = .451$, $p = .000$). The observed implementation frequencies of programs serving adult students and mixed

programs were higher than the expected frequencies for those groups. The observed frequency for programs serving only high school students was lower than expected. The rates of implementation reported by programs serving adult and mixed age students were higher than the rate of implementation reported by programs for high school students (Tables 4-72 and 4-73).

Finally, a statistically significant relationship was revealed between the age group(s) of students being served and the implementation of UDL training for faculty ($\chi^2(2) = 8.111$, Cramer's $V = .311$, $p = .017$). The observed implementation frequencies of programs serving adult students and mixed programs were higher than the expected frequencies for those groups. The observed frequency for programs serving only high school students was lower than expected. The rates of implementation reported by programs serving adult and mixed age students were higher than the rate of implementation reported by programs for high school students (Tables 4-74 and 4-75).

Program Types Implementing Benchmarks

Additional observed and expected frequencies were used to calculate the chi-square test of independence and the Cramer's V measure of association for program types and benchmarks associated with this characteristic. Each table of expected and observed values is followed by a table showing the chi-square statistic for the test of independence on each pair of nominal variables. The tables also show the degrees of freedom, the significance for the chi-square value, the Cramer's V value and the significance for the measure of association.

The chi-square test of independence indicates that there is a statistically significant relationship between the model of a college program and the implementation of access to existing courses ($\chi^2(2) = 8.689$, Cramer's $V = .318$, $p = .013$). The observed implementation frequency of inclusive individualized support programs was higher than the expected frequency for this group. The observed frequencies for programs using substantially separate and mixed

models were lower than expected. The rate of implementation reported by the substantially separate programs was lower than the rate reported by mixed model programs and the implementation rate reported by programs using inclusive individualized supports (Tables 4-76 and 4-77).

A statistically significant relationship was also revealed between the model of a college program and the implementation of access to college courses beyond a pre-determined list ($\chi^2(2) = 16.373$, Cramer's $V = .441$, $p = .000$). The observed implementation frequency of inclusive individualized support programs was higher than the expected frequency for this group. The observed frequencies for programs using substantially separate and mixed models were lower than expected. The rate of implementation reported by substantially separate programs was lower than the rate reported by mixed model programs and the implementation rate reported by programs using inclusive individualized supports (Tables 4-77 and 4-78).

Organizations Implementing Benchmarks

A final set of observed and expected frequencies were used to calculate the chi-square test of independence and the Cramer's V measure of association for organizations administering college programs and benchmarks which proved to be associated with this characteristic. Each table of expected and observed values is followed by a table showing the chi-square statistic for the test of independence on each pair of nominal variables. The table also shows the degrees of freedom, the significance for the chi-square value, the Cramer's V value and the significance for the measure of association.

The chi-square test of independence indicates that there is a statistically significant relationship between the organization administering a college program and the implementation of accommodations through the college Disability Services Office by the program ($\chi^2(2) = 24.851$, Cramer's $V = .547$, $p = .000$). The observed implementation frequencies of

programs administered by school districts and other organizations were lower than the expected frequencies for those groups. The observed frequency reported by programs administered by colleges and universities was higher than expected. The implementation rate reported by school-district-administered programs was lower than the rate reported by programs administered by other organizations and the implementation rate reported by college-administered programs.

Another statistically significant relationship was revealed between the organization administering a college program and the implementation of UDL training for faculty by the program ($\chi^2(2) = 6.229$, Cramer's $V = .274$, $p = .044$). The observed implementation frequencies reported by programs administered by colleges and other organizations were higher than the expected frequencies for those groups, while the observed frequency for school-district-administered programs was lower than expected. The implementation rate reported by school-district-administered programs was lower than the rate reported by programs administered by other organizations and the implementation rate reported by college-administered programs.

The chi-square test of independence indicates a statistically significant relationship between the organization administering a college program and the implementation of enrollment in credit courses by the program ($\chi^2(2) = 13.308$, Cramer's $V = .393$, $p = .001$). The observed implementation frequency of school-district-administered programs was lower than expected. The observed implementation frequency for college-administered programs was higher than expected. The implementation rate reported by school-district-administered programs was lower than the implementation rate reported by programs administered by other organizations and the implementation rate reported by college-administered programs. A significant relationship was also revealed between the organization administering a college program and the implementation of receipt of credit courses by the program ($\chi^2(2) = 12.308$, Cramer's $V = .378$, $p = .002$).

Table 4-1. Types of students served by responding transition postsecondary programs.

Types of students	Respondents
High school students	22
Adult students	31
Both age groups	35
Total	88

Table 4-2. Program types of responding transition postsecondary programs.

Types of programs	Respondents
Substantially separate	9
Mixed model	47
Inclusive individualized support	31
Total respondents	87

Table 4-3. Status of responding transition postsecondary programs.

Types of status	Respondents
Approved CTP program	12
Not approved as a CTP	76
Funded model TPSID	18
Not funded as a model TPSID	70

Table 4-4. Administrative Organizations of Responding Programs.

Types of organizations	Respondents
School district	14
College / university	50
Adult services agency	5
Other organization	17
Total Respondents	86

*The number of administrative organizations does not exceed the number of programs because respondents reported partnerships among agencies as other organizations.

Table 4-5. Settings where students with intellectual disabilities participate and enroll.

Program setting	Programs reporting student participation	Programs reporting student enrollment
High school	6	35
Trade/technical school	4	6
Two-year college	35	29
Four-year college	25	12
University	42	26
Total settings	112	108

*The number of settings exceeds the number of responding programs (88) because respondents could report more than one setting in which students with ID participated.

**Students with ID were reportedly enrolled in four fewer settings than those in which they participated

Table 4-6. Programs implementing access to existing courses.

Type students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	9	2	11	5	4	9
Adult (n = 31)	24	3	27	2	3	5
Both (n = 35)	21	9	30	2	2	4
Total	54	14	68	9	9	18

N = 86

Table 4-7. Program types implementing access to existing courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	2	2	4	2	3	5
Mixed model (n = 47)	26	11	37	7	3	10
Individualized (n = 31)	26	1	27	0	3	3
Total	54	14	68	9	9	18

N = 86

Table 4-8. Organizations implementing access to existing courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	3	5	8	3	3	6
College (n = 50)	36	7	43	3	3	6
Adult services (n = 5)	5	0	5	0	0	0
Other (n = 17)	9	2	11	3	3	6
Total	53	14	67	9	9	18

N = 85

Table 4-9. Programs implementing courses beyond a pre-determined list.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	7	3	10	8	3	11
Adult (n = 31)	21	3	24	4	3	7
Both (n = 35)	19	7	26	6	1	7
Total	47	13	60	18	7	25

N = 85

Table 4-10. Program types implementing courses beyond a pre-determined list.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	2	0	2	3	3	6
Mixed model (n = 47)	21	9	30	14	2	16
Individualized (n = 31)	24	4	28	1	1	2
Total	47	13	60	18	6	24

N = 84

Table 4-11. Organizations implementing courses beyond a pre-determined list.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	3	5	8	1	5	6
College (n = 50)	37	6	43	6	1	7
Adult services (n = 5)	5	0	5	0	0	0
Other (n = 17)	2	2	4	11	0	11
Total	47	13	60	18	6	24

N = 84

Table 4-12. Programs implementing access to noncredit courses.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	4	3	7	8	5	13
Adult (n = 31)	16	1	17	7	8	15
Both (n = 35)	13	6	19	9	6	15
Total	33	10	43	24	19	43

N = 86

Table 4-13. Program types implementing access to noncredit courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	1	0	1	3	4	7
Mixed model (n = 47)	15	8	23	15	8	23
Individualized (n = 31)	17	2	19	6	7	13
Total	33	10	43	24	19	43

N = 86

Table 4-14. Organizations implementing access to noncredit courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	2	1	3	6	4	10
College (n = 50)	21	7	28	10	13	23
Adult services (n = 5)	3	1	4	1	1	2
Other (n = 17)	7	1	8	7	1	8
Total	33	10	43	24	19	43

N = 86

Table 4-15. Programs implementing access to audited courses.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	8	4	12	4	5	9
Adult (n = 31)	14	2	16	4	12	16
Both (n = 35)	12	9	21	9	4	13
Total	34	15	49	17	21	38

N = 87

Table 4-16. Program types implementing access to audited courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	0	1	1	3	4	7
Mixed model (n = 47)	14	11	25	12	9	21
Individualized (n = 31)	20	3	23	2	8	10
Total	34	15	49	17	21	38

N = 87

Table 4-17. Organizations implementing access to audited courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	2	3	5	5	4	9
College (n = 50)	21	10	31	7	12	19
Adult services (n = 5)	3	0	3	2	0	2
Other (n = 17)	8	2	10	3	4	7
Total	34	15	49	17	21	38

N = 87

Table 4-18. Programs implementing access to informal participation in college courses.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	8	4	12	4	5	9
Adult (n = 31)	11	2	13	3	15	18
Both (n = 35)	14	7	21	5	8	13
Total	33	13	46	12	28	40

N = 86

Table 4-19. Program types implementing informal participation in college courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	0	1	1	3	4	7
Mixed model (n = 47)	16	11	27	8	10	18
Individualized (n = 31)	17	1	18	1	13	14
Total	33	13	46	12	27	39

N = 85

Table 4-20. Organizations implementing informal participation in college courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	2	5	7	4	2	6
College (n = 50)	19	6	25	6	19	25
Adult services (n = 5)	3	0	3	0	2	2
Other (n = 17)	8	2	10	2	4	6
Total	33	13	46	12	27	39

N = 85

Table 4-21. Programs implementing enrollment in credit-bearing courses.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	5	1	6	9	5	14
Adult (n = 31)	12	6	18	7	8	15
Both (n = 35)	12	6	18	10	5	15
Total	29	13	42	26	18	44

N = 86

Table 4-22. Program types implementing enrollment in credit-bearing courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	2	0	2	4	3	7
Mixed model (n = 47)	11	8	19	16	10	26
Individualized (n = 31)	16	5	21	6	5	11
Total	29	13	42	26	18	44

N = 86

Table 4-23. Organizations implementing enrollment in credit courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	1	0	1	7	6	13
College (n = 50)	21	10	31	11	8	19
Adult services (n = 5)	1	1	2	1	2	3
Other (n = 17)	6	2	8	7	2	9
Total	29	13	42	26	18	44

N = 86

Table 4-24. Programs implementing receipt of credit for courses.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	4	1	5	7	9	16
Adult (n = 31)	10	5	15	7	9	16
Both (n = 35)	15	6	21	7	6	13
Total	29	12	41	21	24	45

N = 86

Table 4-25. Program types implementing receipt of credit for courses.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	2	0	2	4	2	6
Mixed model (n = 47)	16	6	22	10	13	23
Individualized (n = 31)	11	6	17	7	9	16
Total	29	12	41	21	24	45

N = 86

Table 4-26. Organizations implementing receipt of credit for courses.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	1	0	1	5	8	13
College (n = 50)	21	8	28	11	10	21
Adult services (n = 5)	2	1	3	0	2	2
Other (n = 17)	5	3	8	5	4	9
Total	29	12	41	21	24	45

N = 86

Table 4-27. Programs implementing courses aligned with postsecondary plans.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	13	1	14	5	2	7
Adult (n = 31)	20	6	26	2	3	5
Both (n = 35)	22	11	33	2	0	2
Total	55	18	73	9	5	14

N = 87

Table 4-28. Program types implementing courses aligned with postsecondary plans.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero current students	(N) No plans to implement	Total not implementing
Separate (n = 9)	3	3	6	2	1	3
Mixed model (n = 47)	28	10	38	5	2	7
Individualized (n = 31)	23	5	28	2	2	4
Total	54	18	72	9	5	14

N = 86

Table 4-29. Organizations implementing courses aligned with postsecondary plans.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	5	2	7	5	2	7
College (n = 50)	39	7	46	2	2	4
Adult services (n = 5)	2	2	4	1	0	1
Other (n = 17)	8	7	15	1	1	2
Total	54	18	72	9	5	14

N = 86

Table 4-30. Programs implementing alignment with personal, academic, and career goals.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	10	3	13	5	1	6
Adult (n = 31)	26	4	30	1	0	1
Both (n = 35)	27	7	34	0	1	1
Total	63	14	77	6	2	8

N = 85

Table 4-31. Program types implementing alignment with personal, academic, and career goals.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	6	0	6	1	1	2
Mixed model (n = 47)	31	10	41	5	0	5
Individualized (n = 31)	26	4	30	0	0	0
Total	63	14	77	6	1	7

N = 84

Table 4-32. Organizations implementing alignment with personal, academic, and career goals.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	5	4	9	2	1	3
College (n = 50)	46	3	49	2	0	2
Adult services (n = 5)	2	2	4	1	0	1
Other (n = 17)	10	5	15	1	1	2
Total	63	14	77	6	2	8

N = 85

Table 4-33. Programs implementing person-centered planning.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	17	3	20	1	0	1
Adult (n = 31)	22	3	25	3	3	6
Both (n = 35)	25	6	31	2	1	3
Total	64	12	76	6	4	10

N = 86

Table 4-34. Program types implementing person-centered planning.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	3	2	5	1	1	2
Mixed model (n = 47)	35	7	42	2	1	3
Individualized (n = 31)	25	3	28	3	2	5
Total	63	12	75	6	4	10

N = 85

Table 4-35. Organizations implementing person-centered planning.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	11	1	12	0	0	0
College (n = 50)	35	8	43	5	2	7
Adult services (n = 5)	4	0	4	0	1	1
Other (n = 17)	14	2	16	0	1	1
Total	64	11	75	5	4	9

N = 84

Table 4-36. Programs implementing modification of testing policies.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	4	4	8	6	6	12
Adult (n = 31)	15	2	17	3	11	14
Both (n = 35)	8	4	12	8	13	21
Total	27	10	37	17	30	47

N = 84

Table 4-37. Program types implementing modification of testing policies.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	2	0	2	1	3	4
Mixed model (n = 47)	10	7	17	12	16	28
Individualized (n = 31)	15	3	18	4	10	14
Total	27	10	37	17	29	46

N = 83

Table 4-38. Organizations implementing modification of testing policies.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	2	2	4	5	4	9
College (n = 50)	20	3	23	7	19	26
Adult services (n = 5)	2	2	4	0	1	1
Other (n = 17)	3	3	6	5	6	11
Total	27	10	37	17	30	47

N = 84

Table 4-39. Programs implementing modification of prerequisite policies.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	2	5	7	8	5	13
Adult (n = 31)	13	2	15	6	10	16
Both (n = 35)	10	3	13	9	11	20
Total	25	10	35	23	26	49

N = 84

Table 4-40. Program types implementing modification of prerequisite policies.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	3	0	3	2	2	4
Mixed model (n = 47)	10	5	15	15	15	30
Individualized (n = 31)	12	5	17	6	9	15
Total	25	10	35	23	26	49

N = 84

Table 4-41. Organizations implementing modification of prerequisite policies.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	1	1	2	7	4	11
College (n = 50)	18	7	25	9	15	24
Adult services (n = 5)	3	0	3	1	1	2
Other (n = 17)	3	2	5	6	6	12
Total	25	10	35	23	26	49

N = 84

Table 4-42. Programs implementing accommodations through the DSO.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	6	0	6	11	3	14
Adult (n = 31)	21	3	24	3	3	6
Both (n = 35)	20	6	26	3	4	7
Total	47	9	56	17	10	27

N = 83

Table 4-43. Program types implementing accommodations through the DSO.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	4	1	5	2	0	2
Mixed model (n = 47)	24	1	25	13	7	20
Individualized (n = 31)	19	7	26	2	3	5
Total	47	9	56	17	10	27

N = 83

Table 4-44. Organizations implementing accommodations through the DSO.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	1	1	2	7	5	12
College (n = 50)	37	3	40	3	4	7
Adult services (n = 5)	3	1	4	1	0	1
Other (n = 17)	8	2	10	6	1	7
Total	49	7	56	17	10	27

N = 83

Table 4-45. Programs implementing access to needed technology.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	18	0	18	0	0	0
Adult (n = 31)	24	4	28	1	1	2
Both (n = 35)	32	2	34	0	0	0
Total	74	9	83	1	1	2

N = 85

Table 4-46. Program types implementing access to needed technology.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans t	Total not implementing
Separate (n = 9)	3	4	7	0	1	1
Mixed model (n = 47)	42	1	43	1	0	1
Individualized (n = 31)	29	3	32	0	0	0
Total	74	8	82	1	1	2

N = 84

Table 4-47. Organizations implementing access to needed technology.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	10	4	14	0	0	0
College (n = 50)	44	3	47	1	1	2
Adult services (n = 5)	5	0	5	0	0	0
Other (n = 17)	15	2	17	0	0	0
Total	74	9	83	1	1	2

N = 85

Table 4-48. Programs implementing technology instruction for students.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	18	2	20	0	0	0
Adult (n = 31)	24	5	29	1	1	2
Both (n = 35)	30	2	32	1	0	1
Total	72	9	81	2	1	3

N = 84

Table 4-49. Program types implementing technology instruction for students.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero current students	(N) No plans to implement	Total not implementing
Separate (n = 9)	4	2	6	1	1	2
Mixed model (n = 47)	41	2	43	1	0	1
Individualized (n = 31)	27	5	32	0	0	0
Total	72	9	81	2	1	3

N = 84

Table 4-50. Organizations implementing technology instruction for students.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	11	2	13	0	0	0
College (n = 50)	43	4	47	2	1	3
Adult services (n = 5)	4	0	4	0	0	0
Other (n = 17)	14	3	17	0	0	0
Total	72	9	81	2	1	3

N = 84

Table 4-51. Programs implementing UDL training for faculty.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	4	3	7	9	2	11
Adult (n = 31)	14	9	23	6	3	9
Both (n = 35)	9	17	26	6	2	8
Total	27	29	56	21	7	28

N = 84

Table 4-52. Program types implementing UDL training for faculty.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero current students	(N) No plans to implement	Total not implementing
Separate (n = 9)	2	3	5	4	0	4
Mixed model (n = 47)	9	11	20	16	7	23
Individualized (n = 31)	16	15	31	1	0	1
Total	27	29	56	21	7	28

N = 84

Table 4-53. Administrative organizations implementing UDL training for faculty.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero professors	(N) No plans	Total not implementing
School district (n = 14)	3	2	5	7	1	8
College (n = 50)	19	17	36	8	4	12
Adult services (n = 5)	1	3	4	1	0	1
Other (n = 17)	4	7	11	5	1	6
Total	27	29	56	21	6	27

N = 83

Table 4-54. Programs implementing access to peer supports.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	15	2	17	2	0	2
Adult (n = 31)	24	2	26	2	3	5
Both (n = 35)	28	3	31	2	1	3
Total	67	7	74	6	4	10

N = 84

Table 4-55. Program types implementing access to peer supports.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	3	0	3	3	1	4
Mixed model (n = 47)	37	4	41	3	1	4
Individualized (n = 31)	27	3	30	0	2	2
Total	67	7	74	6	4	10

N = 84

Table 4-56. Organizations implementing access to peer supports.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	9	2	11	1	0	1
College (n = 50)	39	3	42	5	3	8
Adult services (n = 5)	5	0	5	0	0	0
Other (n = 17)	14	2	16	0	1	1
Total	67	7	74	6	4	10

N = 84

Table 4-57. Programs implementing access to paid educational coaches.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	16	1	17	0	3	3
Adult (n = 31)	19	3	22	1	6	7
Both (n = 35)	18	4	22	3	8	11
Total	53	8	61	4	17	21

N = 82

Table 4-58. Program types implementing access to paid educational coaches.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	4	1	5	1	2	3
Mixed model (n = 47)	27	4	31	3	9	12
Individualized (n = 31)	22	3	25	0	6	6
Total	53	8	61	4	17	21

N = 82

Table 4-59. Organizations implementing paid educational coaches.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	9	1	10	0	3	3
College (n = 50)	30	6	36	2	10	12
Adult services (n = 5)	4	1	5	0	0	0
Other (n = 17)	10	0	10	2	4	6
Total	53	8	61	4	17	21

N = 82

Table 4-60. Programs implementing access to needed transportation.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	18	1	19	1	0	1
Adult (n = 31)	30	1	31	0	0	0
Both (n = 35)	31	2	33	1	0	1
Total	79	4	83	2	0	2

N = 85

Table 4-61. Program types implementing access to needed transportation.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero current students	(N) No plans to implement	Total not implementing
Separate (n = 9)	8	0	8	0	0	0
Mixed model (n = 47)	42	1	43	2	0	2
Individualized (n = 31)	29	3	32	0	0	0
Total	79	4	83	2	0	2

N = 85

Table 4-62. Organizations implementing access to needed transportation.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero professors	(N) No plans	Total not implementing
School district (n = 14)	11	1	12	1	0	1
College (n = 50)	48	2	50	0	0	0
Adult services (n = 5)	4	0	4	1	0	1
Other (n = 17)	15	1	16	0	0	0
Total	78	4	82	2	0	2

N = 84

Table 4-63. Programs implementing transportation instruction for students.

Type Students	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
H S (n = 22)	18	1	19	1	0	1
Adult (n = 31)	25	3	28	1	2	3
Both (n = 35)	28	4	32	1	1	2
Total	71	8	79	3	3	6

N = 85

Table 4-64. Program types implementing transportation instruction for students.

Type Program	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
Separate (n = 9)	6	2	8	1	1	2
Mixed model (n = 47)	39	3	42	1	1	3
Individualized (n = 31)	25	3	28	1	1	2
Total	70	8	78	3	3	6

N = 84

Table 4-65. Organizations implementing transportation instruction for students.

Type organization	Implementing			Not implementing		
	(N) Fully implemented	(N) In process	Total implementing	(N) Zero students	(N) No plans	Total not implementing
School district (n = 14)	11	1	12	1	0	1
College (n = 50)	41	6	47	0	3	3
Adult services (n = 5)	3	0	3	2	0	2
Other (n = 17)	16	1	17	0	0	0
Total	71	8	79	3	3	6

N = 85

Table 4-66. Observed and expected frequencies: Implementing access to existing courses.

Implementation	Frequencies	High school	Adult students	Both groups
Implementing	Observed	11.0	27.0	30.0
	Expected	15.8	25.3	26.9
Not implementing	Observed	9.0	5.0	4.0
	Expected	4.2	6.7	7.1
Total	Observed	20.0	32.0	34.0
	Expected	20.0	32.0	34.0

Table 4-67. Relationship between type students and access to existing courses.

	Access to existing courses * Type students served		
	Value	df	Significance
Chi-square	9.272	2	.010
Cramer's V	.328		.010

Table 4-68. Observed and expected frequencies: Implementing courses beyond a list.

Implementation	Frequencies	High school	Adult students	Both groups
Implementing	Observed	10.0	24.0	26.0
	Expected	14.8	21.9	23.3
Not implementing	Observed	11.0	7.0	7.0
	Expected	6.2	9.1	9.7
Total	Observed	21.0	31.0	33.0
	Expected	21.0	31.0	33.0

Table 4-69. Relationship between type of students and access to courses beyond a list.

Courses beyond a pre-determined list * Type students served			
	Value	df	Significance
Chi-square	7.102	2	.029
Cramer's V	.289		.029

Table 4-70. Observed and expected frequencies: Implementing credit for courses.

Implementation	Frequencies	High school	Adult students	Both groups
Implementing	Observed	5.0	15.0	21.0
	Expected	10.0	14.8	16.2
Not implementing	Observed	16.0	16.0	13.0
	Expected	11.0	16.2	17.8
Total	Observed	21.0	31.0	34.0
	Expected	21.0	31.0	34.0

Table 4-71. Relationship between type of students and credit for courses.

Credit for courses * Type students served			
	Value	df	Significance
Chi-square	7.507	2	.023
Cramer's V	.295		.023

Table 4-72. Observed and expected frequencies: Accommodations through the DSO.

Implementation	Frequencies	High school	Adult students	Both groups
Implementing	Observed	6.0	24.0	26.0
	Expected	13.5	20.2	22.3
Not implementing	Observed	14.0	6.0	7.0
	Expected	6.5	9.8	10.7
Total	Observed	20.0	30.0	33.0
	Expected	20.0	30.0	33.0

Table 4-73. Relationship between type of students and accommodations through the DSO.

Accommodations through DSO * Type students served			
	Value	df	Significance
Chi-square	16.866	2	.0002
Cramer's V	.451		.0002

Table 4-74. Observed and expected frequencies: UDL training for professors.

Implementation	Frequencies	High school	Adult students	Both groups
Implementing	Observed	7.0	23.0	26.0
	Expected	12.0	21.3	22.7
Not implementing	Observed	11.0	9.0	8.0
	Expected	6.0	10.7	11.3
Total	Observed	18.0	32.0	34.0
	Expected	18.0	32.0	34.0

Table 4-75. Relationship between type of students and UDL training for professors.

UDL training for professors * Type students served			
	Value	df	Significance
Chi-square	8.111	2	.017
Cramer's V	.311		.017

Table 4-76. Observed and expected frequencies: Access to existing courses.

Implementation	Frequencies	Individualized	Mixed model	Separate
Implementing	Observed	27.0	37.0	4.0
	Expected	23.7	37.2	7.1
Not implementing	Observed	3.0	10.0	5.0
	Expected	6.3	9.8	1.9
Total	Observed	30.0	47.0	9.0
	Expected	30.0	47.0	9.0

Table 4-77. Relationship between type of program and access to existing courses.

Access to existing courses * Type program			
	Value	df	Significance
Chi-square	8.689	2	.013
Cramer's V	.318		.013

Table 4-78. Observed and expected frequencies: Courses beyond a pre-determined list.

Implementation	Frequencies	Individualized	Mixed model	Separate
Implementing	Observed	28.0	30.0	2.0
	Expected	21.4	32.9	5.7
Not implementing	Observed	2.0	16.0	6.0
	Expected	8.6	13.1	2.3
Total	Observed	30.0	46.0	8.0
	Expected	30.0	46.0	8.0

Table 4-79. Relationship between type of program and access to courses beyond a list.

Courses beyond a predetermined list * Type program			
	Value	df	Significance
Chi-square	16.373	2	.000
Cramer's V	.441		.000

Table 4-80. Observed and expected frequencies: Accommodations through the DSO.

Implementation	Frequencies	District	College	Other
Implementing	Observed	2.0	40.0	14.0
	Expected	9.4	31.7	14.8
Not implementing	Observed	12.0	7.0	8.0
	Expected	4.6	15.3	7.2
Total	Observed	14.0	47.0	22.0
	Expected	14.0	47.0	22.0

Table 4-81. Relationship between type of organization and accommodations through the DSO.

Accommodations through DSO * Type organization			
	Value	df	Significance
Chi-square	24.851	2	.000
Cramer's V	.547		.000

Table 4-82. Observed and expected frequencies: UDL training for faculty.

Implementation	Frequencies	District	College	Other
Implementing	Observed	5.0	36.0	15.0
	Expected	8.8	33.1	14.2
Not implementing	Observed	8.0	12.0	7.0
	Expected	4.2	15.9	6.8
Total	Observed	13.0	48.0	22.0
	Expected	13.0	48.0	22.0

Table 4-83. Relationship between type of organization and UDL training for faculty.

UDL training for professors * Type organization			
	Value	df	Significance
Chi-square	6.229	2	.044
Cramer's V	.274		.044

Table 4-84. Observed and expected frequencies: Enrollment in credit courses.

Implementation	Frequencies	District	College	Other
Implementing	Observed	1.0	31.0	10.0
	Expected	6.8	24.4	10.7
Not implementing	Observed	13.0	19.0	12.0
	Expected	7.2	25.6	11.3
Total	Observed	14.0	50.0	22.0
	Expected	14.0	50.0	22.0

Table 4-85. Relationship between type of organization and enrollment in credit courses.

Enrollment in credit courses * Type organization			
	Value	df	Significance
Chi-square	13.308	2	.001
Cramer's V	.393		.001

Table 4-86. Observed and expected frequencies: Receipt of credit for courses.

Implementation	Frequencies	District	College	Other
Implementing	Observed	1.0	28.0	11.0
	Expected	6.6	23.1	10.4
Not implementing	Observed	13.0	21.0	11.0
	Expected	7.4	25.9	11.6
Total	Observed	14.0	49.0	22.0
	Expected	14.0	49.0	22.0

Table 4-87. Relationship between type of organization and receipt of credit for courses.

Completion of credit courses * Type organization			
	Value	df	Significance
Chi-square	12.308	2	.002
Cramer's V	.378		.002

Table 4-88. Implementation of benchmarks by all programs.

Benchmarks	CTP (n = 4)	TPSID (n = 9)	CTP + TPSID (n = 9)	Total federally- approved programs	Total all programs
Access to transportation	4	9	9	22	83
Access to technology	3	9	9	21	83
Technology instruction	3	9	9	21	81
Transportation instruction	4	9	9	22	79
Courses aligned with student goals	4	9	9	22	77
Person-centered planning	3	9	9	21	76
Peer supports	4	9	8	21	74
Aligned with plans	3	9	9	21	73
Access to existing courses	3	9	9	21	71
Access to courses beyond a list	3	9	9	21	69
Educational coaches	2	8	7	17	61
Accommodations through DSO	3	8	8	22	58
UDL training	2	7	8	17	56
Audited courses	2	8	4	14	49
Informal participation	3	4	5	12	46
Noncredit courses	2	3	8	13	43
Enrollment for credit	2	6	7	15	42
Receipt of credit	0	6	7	13	41
Testing modified	4	3	4	11	37
Prerequisites modified	4	5	3	12	35
Total	58	148	150	359	1234

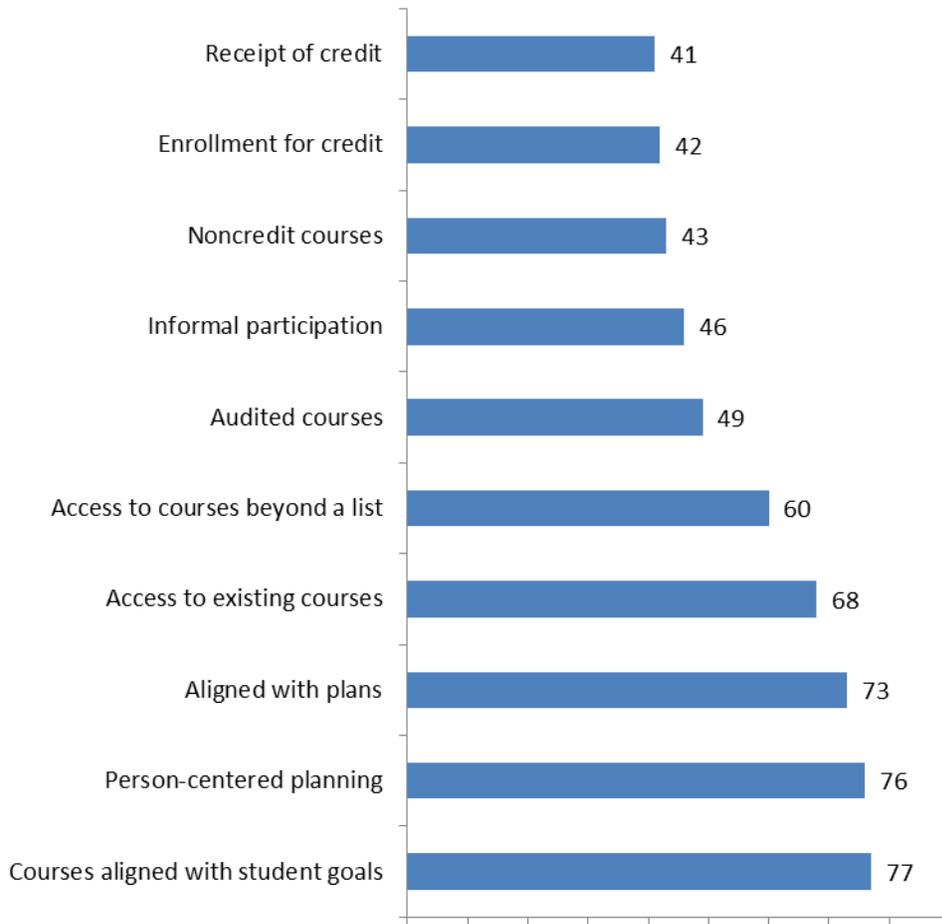


Figure 4-1. Ranked frequency of implementation: Benchmarks related to course access.

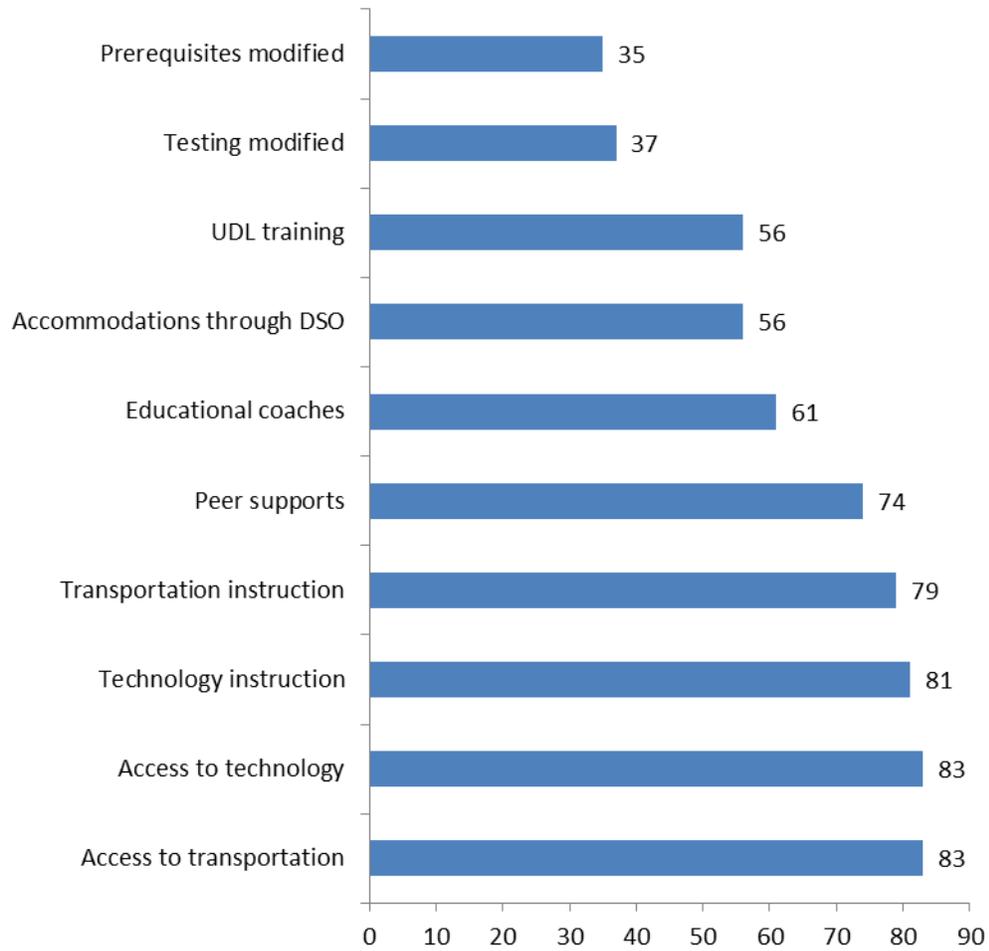


Figure 4-2. Ranked frequency of implementation: Address issues that impact participation

Mean number benchmarks implemented

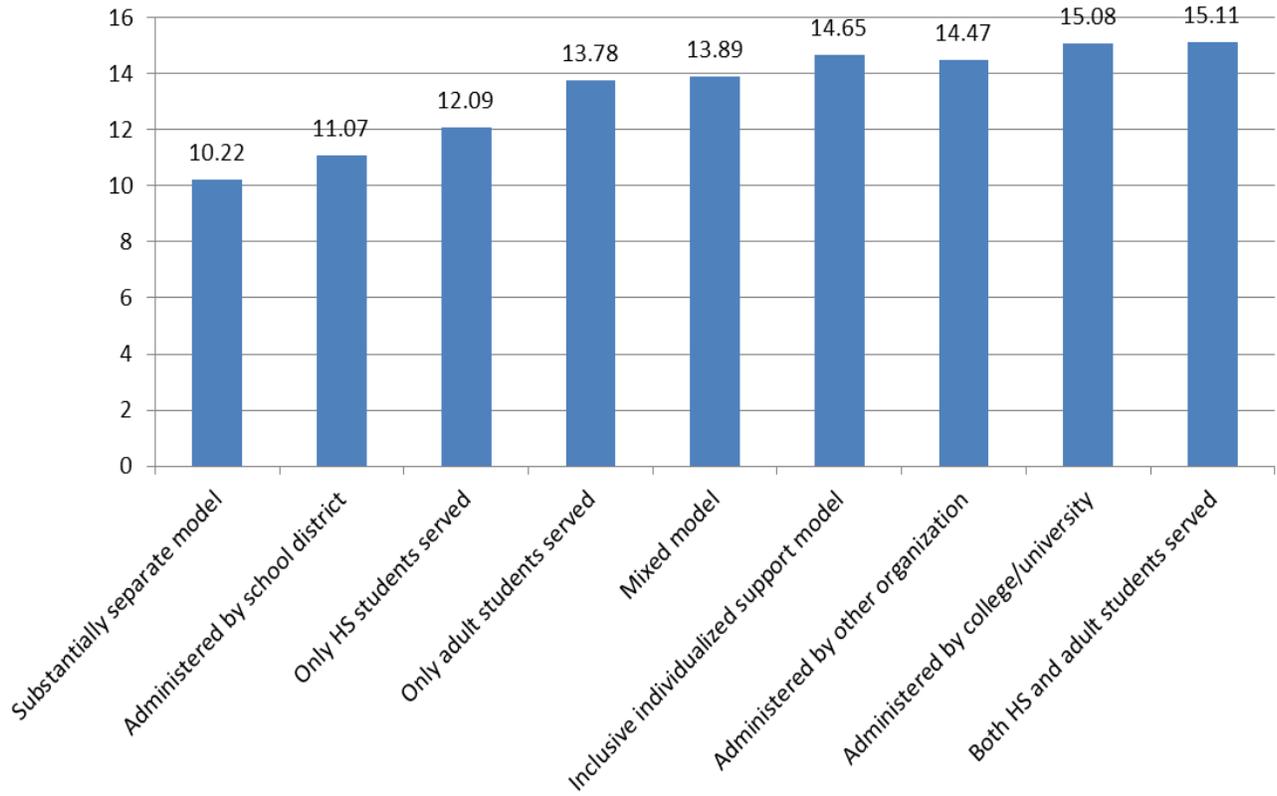


Figure 4-3. Mean number of benchmarks implemented

Mean Number of Benchmarks Implemented

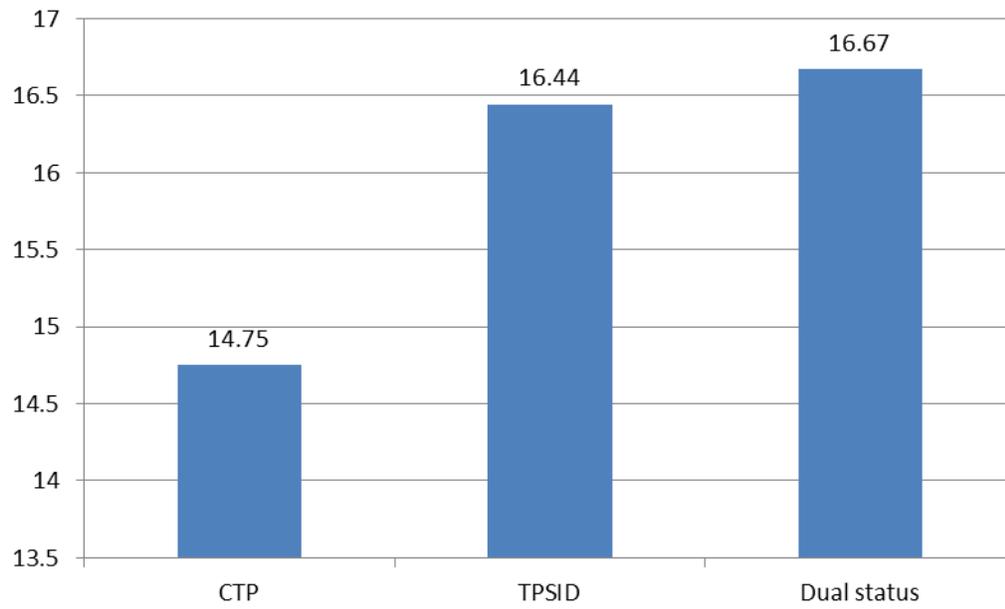


Figure 4-4. Mean number of benchmarks implemented by CTPs and TPSIDs.

CHAPTER 5 CONCLUSIONS

Purpose of This Study

The purpose of this study was to use the Think College Standards as a frame of reference to reveal the current state of practice in the field of inclusive higher education, as well as to assess progress toward the first Think College Standard, Inclusive Academic Access. The cumulative legislative and policy changes that have enabled students with intellectual disabilities (ID) to attend college, particularly the requirements of the Higher Education Opportunity Act of 2008 (P. L. 110-315), should promote the implementation of the benchmarks established by the national coordinating center. This study presents the self-reported implementation of inclusive academic access by college programs serving students with ID.

The specific question of whether certain program characteristics predicted the implementation of inclusive academic access benchmarks was examined in this study. The null hypothesis of the study was tested at a .05 level of significance: For this study, the null hypothesis being tested was that levels of implementation of Think College benchmarks are independent of the categories of program characteristics that describe transition postsecondary programs included in the Think College database. The alternative hypothesis being tested was that certain program characteristics do predict the implementation of specific benchmarks.

Summary and Discussion of Findings

This study addressed three research questions: (1) which of the practices promoted by the Think College Benchmarks appear to be most prevalent across the programs identified to the Think College database; (2) do any program characteristics predict the implementation of more or fewer benchmarks; and (3) which specific program characteristics predict the implementation of particular Benchmarks? To address these research questions, a survey on the implementation

of inclusive academic access benchmarks was disseminated to 197 college programs serving students with intellectual disabilities (ID) throughout the United States.

The interpretation of these findings includes the following components. Each inclusive academic access benchmark is discussed in terms of its reported prevalence of implementation by responding programs. The state of practice revealed by these findings is discussed. Comparisons are made between the findings of the current study and those of previous surveys of college programs serving students with ID (Grigal, Hart, & Weir, 2012; Papay & Bambara, 2011). The evidence of progress toward the inclusive academic access standard is discussed. Additionally, the question of whether contextual factors are limiting what programs have to offer has been raised in the recent literature on postsecondary education for students with ID (McEathron & Beuhring, 2011). A discussion of the relationships between program characteristics and inclusive academics revealed by this study will be discussed. Finally, this chapter concludes with a discussion of the theoretical implications of the research findings and recommendations for future research and practice.

Implementation of Think College Standard One: Inclusive Academic Access Access to Needed Transportation and Transportation Instruction

Reported access to needed transportation reflects positively on the state of practice in the field of inclusive higher education. Access to needed transportation is required by IDEA 2004 for students with disabilities. However, access to needed transportation and transportation instruction were reported by programs serving adult students and mixed programs just as frequently as by programs serving IDEA-eligible high school students. Additionally, programs administered by colleges and universities reported slightly better access to transportation and transportation instruction than programs administered by school districts. Whether or not the

IDEA mandate was applicable, responding postsecondary transition programs reported that the transportation needs of their students with ID were addressed.

Access to Needed Technology

As discussed in the introductory chapter, the technology needs of students with disabilities are protected not only by IDEA 2004 but also by the Rehabilitation Act and the Americans with Disabilities. Nevertheless, lack of access to appropriate or adequate technology has often been described in the literature on secondary and postsecondary education for students with disabilities, and has also been debated in case law (Katsiyannis et al., 2009). Grigal, Hart, and Weir (2012) found, in their 2009 study, that college programs serving students with intellectual disabilities were receiving accommodations that included accessible texts, e-readers, screen enlargers, screen readers, laptops, FM listening devices, and reading/writing software.

An earlier study (Zafft, Hart, & Zimbrich, 2004) found that the accommodations of students with disabilities rarely included assistive technology (AT) as an academic support, in spite of the wide availability of AT in college settings. A broad range of accommodations, including assistive technology, and universal design strategies, was recommended by the authors as a promising practice for creating greater access to the general curriculum in the college setting.

Findings of the current survey suggest that technology is being well implemented for students with ID. Broad implementation of access to needed technology and instruction in the use of technology were reported across programs serving high school, adult, and mixed age students. Broad access to technology and technology instruction were also reported by programs administered by all types of organizations: school districts, colleges and universities, adult services agencies, and other organizations. Full implementation of access to technology and technology instruction were reported less frequently by substantially separate programs than by

mixed model or inclusive individualized support programs. However, technology access and instruction were implemented, with at least some students, across the majority of programs.

Alignment of Courses with Individualized Goals

Previous literature has described wide variability in the curricula available through programs for students with ID. Papay and Bambara (2011) found that the majority of classes taken for credit were vocational or remedial classes. More academically proficient students were likely to be taking classes in which they had the skills to participate or that matched their transition goals. The majority of classes taken informally or audited were academic, health and fitness, and arts classes. Less academically able students were likely to be taking classes based on what is available to students in the program (i.e., the pre-determined list).

The findings of the current study suggest an improved emphasis on student-centered and outcome-oriented programming for postsecondary students with intellectual disabilities (ID). The majority of responding programs indicated that their students with ID were participating in courses aligned with each student's postsecondary plans. A slightly larger number of programs reported that students' courses were related to their personal, academic, and career goals. Most programs indicated that students with ID were participating in person-centered planning.

These three related benchmarks certainly represent an improvement over course selection based upon the pre-determined list. They also reflect appropriate focus on self-determined post-school outcomes and individualized educational, vocational, and independent living goals. Under the Individuals with Disabilities Education Act (IDEA) of 2004 (P.L. 108-446), such focus is required when developing individualized education plans (IEPs) for transition-aged students with disabilities receiving special education services. However, these practices were reported just as frequently by responding college programs that served adult students or mixed programs as they were implemented by programs serving high school students with IDEA

eligibility. Even though many postsecondary students with ID no longer had individualized education plans (IEPs), transition postsecondary programs reported continuing these transition best practices.

Access to Existing College Courses

College coursework is the primary focus of all higher education programs for students without disabilities. College students without disabilities also have access to a wide variety of courses, populated by a wide variety of students. Postsecondary programs for students with ID have not previously reflected the typical college experience. In 2003, community-based transition programs, identified in 29 states, included 48 programs at postsecondary institutions (Gaumer, Morningstar, & Clark, 2004). According to the Transition Coalition, the purposes of these programs were intensive transition experiences in real-life settings. In a 2008 survey of 52 programs, which served students with ID and provided access to the campus of a postsecondary institution (Papay & Bambara, 2011), researchers found that the most frequently stated purpose of being on a college campus was for employment or opportunities for vocational training (90% of all programs). A 2009 survey of 149 U.S. postsecondary education programs for students with ID (Grigal, Hart, & Weir, 2012) found that independent living skills and employment were both rated as the program's primary goal at twice the frequency of academics.

Previous studies have revealed that college programs for students with intellectual disabilities (ID) were comprised primarily of separate instructional programs for students with ID. In the 2009 online survey (Grigal, Hart & Weir, 2012) 68% of respondents indicated that at least half of the instruction to students with ID was provided only with other students with ID. Papay and Bambara (2011) wondered if we might more accurately refer to programs based on college campuses as "employment programs based in age-appropriate settings" rather than as postsecondary education programs (p. 90). Their 2008 survey of college-based transition

programs for students with intellectual and developmental disabilities found that less than one quarter (23.7%) of all students with ID enrolled in 52 programs were taking college classes.

Access to courses populated by students without disabilities is a key mandate of the Higher Education Opportunity Act of 2008. Findings of the present study show that access to inclusive classes, taken alongside students without disabilities, has improved. More than three quarters of respondents reported access to existing college courses, and well over half of the responding programs had implemented access to existing courses with at least one quarter of their students. Most of the programs implementing access to existing courses also reported that students with ID had access to courses that was not limited to a pre-determined list. Access to inclusive classes enables students with ID to have a college experience similar to that of typical college students, rather than participation in a special program located on a higher education campus. While access to existing courses was not the most prevalent practice across responding programs (Figure 4-1), access to existing, inclusive classes has been implemented by the majority of responding programs. College course access has improved for students with ID in these postsecondary programs.

Options for Access to College Courses

The current survey found that a majority of responding college programs offer access to college courses including credit classes. Reported access to college courses and an array of options for access reflect positively on the state of practice in inclusive higher education. The majority of responding programs indicated that students with ID were participating in college coursework, and most responding programs indicated that students with ID had multiple options for accessing college courses attended by students without disabilities. Responding programs indicated that students with ID were auditing college classes, participating informally in college classes, enrolled in noncredit courses, enrolled in credit-bearing courses, and receiving credit for

completing college courses. An array of options suggests that a broad variety of needs and preferences may be addressed. The possibility of addressing more significant levels of need is also suggested by the variety of access options. Reported completion of credit-bearing courses also indicates that students can be fully engaged in college coursework among their peers without disabilities.

The literature has described a wide variety of methods and approaches to postsecondary education for students with ID. Papay and Bambara (2011) found that students with higher academic ability levels were those most likely to be auditing or enrolled in classes for credit. Students with lower academic abilities were more likely to be participating informally. Findings of the current survey suggest that a wide variety of options continues to be available. A continuum of current access options enables transition postsecondary programs for students with ID to address a variety of student profiles. Access to audited college courses was the most frequently reported option across responding programs (n = 49). Among the options for access, informal participation in college courses ranked second in implementation prevalence (n = 46). Access to noncredit courses was reported by 43 responding programs. Enrollment in credit-bearing courses (n = 42) and receipt of credit for courses (n = 41) ranked just behind access to noncredit courses. The small range of implementation frequencies suggests that responding programs are using a variety of strategies for implementing inclusive higher education for students with ID, rather than a one-size-fits-all approach. Creative implementation of multiple access options might include allowing students with ID to first audit a course, and become familiar with content, then take the same course for credit (Hart et al. 2010). Such solutions would enable more students with ID to benefit from inclusion in college classes and also improve the attainment of credit for college coursework.

Access to Educational Coaches

Educational coaches have been reported in the literature on postsecondary education for students with disabilities as an accommodation needed by many students with intellectual disabilities that is not required by IDEA, the Rehabilitation Act, or the ADA (Zafft, Hart, & Zimbrich, 2004; Zafft, 2006). Zafft et al. (2004) described educational coaches as a service utilized by 68% of students with ID they interviewed. While many colleges make tutoring and similar services available to students with and without disabilities, paid educational coaches for students with ID are often the financial responsibility of families and outside agencies rather than the institutions of higher education. Consequently, low access to paid educational coaches might be expected across responding transition postsecondary programs.

Surprisingly, access to paid educational coaches was reportedly available in almost three quarters of responding programs. Programs administered by adult services agencies reported the highest rate of implementation of educational coaches, which may reflect the funding sources of these agencies, rather than the funding streams common to colleges and universities. Nevertheless, 60% of transition postsecondary programs administered by institutes of higher education did report full access to educational coaches. The broad availability of technology bodes well for the meaningful participation of students with ID in inclusive higher education.

Peer supports, such as mentors and tutors, were reportedly available in a larger proportion of responding programs than educational coaches. Almost three quarters of responding programs reported access to peers supports for their students with ID. Peer supports do not appear to represent a cheaper alternative to paid educational coaches, since more than half of programs reporting peer supports also indicate that students have access to educational coaches.

Accommodations through the Disability Services Office

Responding programs have indicated implementation of a variety of supports not traditionally available to students with disabilities in the college setting. Responses to this survey indicate that students with ID, in many responding college programs, have access to the Disability Services Office (DSO) for accommodations typically provided through that office. These accommodations might include some technology, as well as preferential seating, extra time on tests, note takers, scribes, and other important supports. The lowest rates of access to accommodations through the DSO were reported by programs serving only high school students and programs administered by school districts.

UDL Training for Faculty

Zafft and colleagues (2004) recommended use of both assistive technology (AT) and universal design for learning (UDL) practices for increasing curricular access in college settings. Universal design approaches include multiple means of access to curriculum, engagement in curriculum, and response to curriculum in instructional design. Universally designed lessons can involve the use of technology, including AT, quite effectively (Ouellet, 2004).

Both AT and UDL, implemented in conjunction, can certainly increase access to curriculum more effectively than either practice alone. However, technology and technology instruction have become much more consistently available across programs than faculty training in UDL principles. While mixed model programs reported strong implementation, only programs with inclusive individualized support models reported 100% implementation of UDL training for professors and instructors serving students with ID. Reported implementation ranged widely across the remaining programs. Those programs serving only high school students and programs administered by school districts reported the lowest levels of faculty training in UDL among responding programs. Since the Higher Education Opportunity Act

(HEOA, 2008) increased the requirement for students with ID to participate in college courses among peers without disabilities, improved implementation of UDL training for professors and instructors will enable institutions to serve students with ID more effectively.

Modification of Policies to Enable Course Participation by Students with ID

Limited access to college courses, because of required testing and prerequisites, has been reported in the literature on postsecondary education for students with ID (Causton-Theoharris, Ashby, & Declouette, 2009). If course access requires minimum test scores, students with ID may only be able to access courses through audit or other alternatives to regular registration for credit courses. These alternatives may limit access to courses that are not filled during regular registration. When many courses require the completion of prerequisites, students with ID may be limited to first-level courses and not have access to the full range of fields of study (Causton-Theoharris, Ashby, & Declouette, 2009). For example, students with ID who are unable to complete an introductory art class may not have access to a photography class related to his or her career goals.

Less than half of responding programs indicated that college policies on testing or prerequisites had been modified to permit courses access by students with ID. However, it is possible that students in many transition postsecondary programs are able to access their courses without modification of college policies. The findings of this survey have indicated that students with ID do have considerable access to college courses, including credit courses. Some programs have actually developed, or are in the process of developing, certificate programs available to their students with ID (Carroll, Blumberg, & Petroff, 2008).

Prevalence of Practices

Implementation of Benchmarks by All Programs

A practice is likely to become prevalent if it is both important to a program and relatively easy to implement. The benchmarks with implementation reported most frequently across all programs were access to needed transportation and access to needed technology. It is easy to understand why transportation would be considered important to implement by postsecondary programs. College programs would only be mandated to include transportation for students, still receiving special education services under IDEA (2004), if the students' IEPs included specialized transportation as a necessary service. However, administrators could assure much better enrollment and attendance for their college programs by providing access to needed transportation. Instruction in the use of needed transportation would further ensure enrollment and attendance, and learning to use needed transportation would be considered an important independent living skill for students with ID to acquire.

Access to technology was implemented with the same frequency as access to transportation. Since technology has become so prevalent, particularly across educational and work environments, it is easy to understand the prevalence of practices related to technology. Technology might be considered important because it provides types of access that would otherwise require one-to-one assistance. And technology is often not difficult to implement for students with disabilities. Programs might have students accessing technology as an accommodation through the Disability Services Office and/or acquiring personal technology through state Tech Act programs, Medicaid waiver funds, or a variety of other funding sources. Technology instruction might be provided by personnel of the program itself, by staff of the Disability Services Office, or by providers from other disability services programs. Students with ID and other disabilities may access needed technology and technology instruction through

audiologists, speech language pathologists, professionals from the state's Division of Blind Services, and other related services professionals.

Access to transportation, technology, and instruction for students with ID in both areas were the participation issues addressed most frequently by responding college programs. Left unaddressed, these can represent significant barriers to participation for students and families. It seems likely that programs which fail to address transportation and technology issues would attract fewer students and risk their own sustainability.

While transportation and technology practices do address issues that may impact the participation of students with ID in college, they do not necessarily provide access to courses. Survey respondents reported ensuring access to their programs more frequently than they reported access to college coursework.

The most frequently implemented benchmarks related to course access were: alignment of courses with each student's personal, academic, and career goals; person-centered planning; and alignment with the student's postsecondary plans. While these benchmarks reflect individualized and student-driven planning, they do not necessarily provide access to existing courses populated by students without disabilities. Therefore, the practices most frequently reported by college programs serving students with ID do not ensure inclusive academic access.

Access to existing college courses was reported by more than two-thirds of programs, and all methods of course access were implemented at similar levels. However, attainment of credit was the least prevalent type of course access reported by responding programs. All options for course access involve some level of attention to college policies, but completion of courses and attainment of credit would require modification or adjustment of more policies than other means of access. Enrollment in and completion of credit courses may be implemented less frequently

than other types of college course access because those practices are perceived as difficult to implement.

The levels of implementation for educational coaches and peer supports are impressive across program categories. These practices should contribute to the usability of transition postsecondary programs for students with ID. While paid educational coaches are not an accommodation that a college's Disability Services Office would typically provide, other resources may be tapped to fund these services. Peer tutors, peer mentors, or a variety of other supports may be provided—sometimes in place of educational coaches. These support roles may be filled by volunteers, classmates, students in practicum experiences, graduate assistants, and/or students in work study positions. Peer supports may be seen as similar in importance to educational coaches and would be considered easier to implement by most programs.

It is unsurprising that the benchmarks least frequently implemented across programs are those that require the most agreement, collaboration, and cooperation among branches of the college outside the transition postsecondary program. In order for students with ID to access many college courses outside a specialized program, modification of testing and/or course prerequisites would need to be considered. Despite the importance of these practices, they would not be considered easy to implement. Modification or adjustment of testing (n = 37) and prerequisite policies (n = 35) were implemented by fewer responding programs than any other benchmarks (Figure 5-1).

Prevalence of Practices Across Program Categories

Mixed programs serving students of both high school and adult age groups reported the highest implementation of benchmarks across categories. The need to implement an array of options may reflect the diverse needs of students across a range of ages. The report by one respondent that their program for high school students was administered by a school district

while their program for adult students was administered by an adult services agency suggests that each student group may require its own continuum of options. While implementing such a continuum of options may not be considered easy, it would certainly be considered important to mixed programs serving both high school and adult students.

The fact that programs administered by colleges and universities reported implementing many benchmarks is unsurprising. Working within their own administrative structures, college-administered programs seem more likely to acquire approval and support for their programs than outside organizations locating their programs on higher education campuses. This may account not only for the higher mean implementation of benchmarks by college-administered programs but also for the fact that more than half of responding programs were college-administered. College insiders would probably find most of these benchmarks easier to implement than their counterparts from school districts, adult services agencies, and other organizations outside the college. It is interesting to note that mixed programs and college-administered programs were both characteristics associated with implementation of slightly more benchmarks than federal approval as a comprehensive transition postsecondary (CTP) program (Figure 5-2).

Programs administered by adult services agencies reported a mean implementation of 15 benchmarks. It is difficult to generalize this finding to all college programs administered by adult services agencies, because the number of responding programs was small ($n = 5$). However, adult services agencies may bring various funding streams, types of expertise, and other resources that enhance the programs they administer. The Grigal, Hart, and Weir (2009) survey found that a majority of programs reported two or more sources to fund tuition and services for students. The resources that adult services agencies access to fund and serve their college programs deserve further exploration.

The variations within the “other organizations” administering college programs made this category difficult to interpret. The high implementation by five private foundations and nonprofit agencies may suggest that the infusion of outside financial resources contributes to the success of these programs. The nine other organizations described as partnerships or collaboratives may also bring a greater volume of resources which enhances the effectiveness of their programs. Other organizations within colleges and universities reported the lowest mean implementation of benchmarks within the other organizations category. The findings are difficult to generalize to programs administered by other organizations, or to programs administered by any particular type of other organization, because of the small number of responding other organizations (n = 17). Details of the partnerships and collaboratives deserve further exploration. The nature and resources of the private foundations and nonprofits must also be explored. Finally, some programs do not consider themselves college-administered programs, even though the programs are administered by departments and offices within colleges and universities. Further research must explore the integration of programs for students with ID into the systems and structures of an institution.

Programs with inclusive individualized support models also reported strong implementation of benchmarks. Inclusive individualized support models were also reported more frequently than substantially separate models. This represents an improvement over the state of practice revealed in previous studies. Hart et al. (2004) reported only a small percentage of programs offering the inclusive individualized support model and more respondents reporting a substantially separate model. Papay and Bambara (2011) reported that only inclusive individualized programs unanimously considered college course access a purpose of college

programs for students with ID. A larger number of programs using an inclusive individualized support model suggests that inclusive academic access will also proliferate.

A broad variety of options is probably required to facilitate individualized student programs and optimize participation in higher education settings. The options addressing each individual's needs and preferences would certainly be considered important, and some options might be considered easier to implement for an individual, or small group of individuals, than for an entire program.

College programs serving adult students and mixed programs reported implementing a similar number of benchmarks. Because students who have exited high school are no longer receiving special education services under IDEA (2004), programs that include adult students must address their needs and goals using resources of the program and/or the college. By implementing more benchmarks, programs serving adult or mixed-age students can help those students address their postsecondary goals more effectively.

Programs serving only high school students, programs administered by school districts, and programs with substantially separate programs were the three groups implementing the lowest mean numbers of benchmarks. These groups also represent some of the smallest program categories. Since only 25% (n = 22) of responding programs administered by school districts, the population of college programs available to students with ID appears to have changed quite recently. Papay and Bambara (2011) found that most programs responding to their national survey were operated by school districts. The recent development and identification of college-administered programs are probably due, at least in part, to the guidance and structures within HEOA 2008.

The small number of substantially separate programs responding to this survey suggests progress toward inclusive academic access. That is, previous literature and surveys have revealed a large number of transition postsecondary programs using a substantially-separate model to serve students with ID. The current survey found such models to be implemented less frequently than mixed model or inclusive individualized programs. Inclusive academic access is better demonstrated in mixed-model or inclusive programs than in programs using substantially-separate models.

Lower implementation of inclusive academic access benchmarks by school district-administered programs may reflect the outsider status of such programs on higher education campuses. Also, lower implementation of benchmarks in programs serving only high school students may indicate that some secondary transition programs have simply relocated onto college campuses without really integrating into these settings. However, these findings are difficult to generalize because of the small number of responding programs that serve only high school students ($n = 22$), are administered by school districts ($n = 14$), and/or have a substantially separate model ($n = 9$).

Implementing more benchmarks would seem to imply that programs have more options available to suit a variety of needs and preferences. However, the nature of some colleges and programs may make some of these practices unnecessary or unsuitable. For example, programs in a college with liberal enrollment policies may have no need to implement auditing or informal participation in courses which can be taken by students with ID for credit.

CTPs and TPSIDs Implementing Benchmarks

It is unsurprising that the programs approved as CTPs under federal financial aid guidelines and/or funded as model demonstration projects by the federal Office of Postsecondary Education were the programs reporting the highest mean number of benchmarks implemented.

Approved CTPs would have already shown compliance with the inclusive academic access mandates of the HEOA (2008). in order to receive federal approval. To be selected as model demonstration projects, funded TPSIDs would have proposed to implement existing courses populated by students without disabilities. Each model program is practicing inclusive academic access in a different way--according to their context, college culture, and needs of their students.

Relationships Between Program Characteristics and Benchmarks Implemented

Programs for Different Age Groups Implementing Benchmarks

The statistically-significant relationship between the age group(s) of students served by a program and the program's implementation of accommodations through the college Disability Services Office (DSO), revealed by the chi-square test of independence and the Cramer's V measure of association, is not surprising. School districts would have continuing responsibility for accommodating students with eligibility for special education services under IDEA (2004). Colleges would need to assume this responsibility for adult students no longer being served by school districts.

A relationship between the age group(s) of students served by a program and implementation of access to existing courses is a statistically significant relationship—but not a strong association. Age-level of students served was also found to be related to receipt of credit for college courses. While statistically significant, this association was not strong. A third statistically-significant relationship, between ages of students served and access to college courses beyond a predetermined list, was revealed by the chi-square test of independence. This association was weaker than the other relationships between students' age levels and course access.

Programs serving high school students must implement the goals, objectives, and services required by the students' Individual Education Programs (IEPs). Consequently, these programs

may not demonstrate much focus on the inclusive college experiences of students. A weak statistically-significant relationship found was between age levels of students served and program implementation of UDL training for professors. Since the primary focus of programs serving only high school students is not access to college courses, training of college faculty is unlikely to receive much attention.

The wide variability of student profiles within the population of students with ID makes age-level seem a less than perfect predictor of access to college courses. However, the legal mandates pertinent to high school students with IDEA-eligibility are quite different from those applicable to adult students. This fact may significantly affect the orientation and priorities exemplified by programs. Access to college courses may provide opportunities for students with ID to participate in age-appropriate settings and activities but existing courses, with or without college credit, would not necessarily fulfill a high school student's transition and other IEP goals. Understandably, if access to college courses is not considered a priority than training for college professors will not be a high priority.

The chi-square test of independence showed a relationship between the age levels of students served and access to accommodations through the Disability Services Office (DSO). Both the chi-square and the Cramer's V values showed this was a stronger association than those previously described. The relationship between students' ages and access to DSO services may be influenced not only by the priorities of the transition program but also by the level of responsibility that a college assumes for accommodating students who are still receiving special education services under IDEA 2004 (P.L. ?).

Program Models Implementing Benchmarks

The only relationships between program models and implementation of benchmarks suggested by chi-square tests of independence were associations with access to existing college

courses and access to courses beyond a pre-determined list. The observed frequencies of implementation for both variables were lower for separate programs than the expected frequencies. Observed frequencies of implementation by individualized programs were higher than the expected frequencies. This finding supports the previous finding by Papay and Bambara (2011) that inclusive individualized programs unanimously reported college course access as a purpose for their college programs.

These association between program models and access to courses beyond a pre-determined list was stronger than the relationship between students' age levels and access to college courses beyond a list. Substantially separate programs might consider access to a variety of college courses a low priority. Inclusive individualized support programs would be more likely to include access to a variety of college courses.

Organizations Implementing Benchmarks

A statistically significant relationship was found between administrative organizations and implementation of accommodations through the DSO. Only college-administered programs reported frequency of implementation that was higher than expected. It is unsurprising that colleges would take responsibility for accommodating students with ID in their own programs. It might also be expected that college-administered programs could coordinate services, within the college's administrative structure, more effectively than programs administered by outside organizations.

A weak statistically-significant relationship was found between administrative organizations and implementation of UDL training for faculty. For this benchmark, colleges and other organizations both reported implementation frequencies higher than expected. School district-administered programs were less likely to implement UDL training for faculty. It is unsurprising that college-administered programs were more likely to implement UDL training

for their faculty. The implementation by other organizations is more difficult to understand. Since other organizations include a variety of partnerships, colleges and universities may still be initiating UDL training for their faculty.

The relationships between administrative organizations and implementation of access to existing courses, as well access to college courses beyond a pre-determined list, are unsurprising. College-administered programs might be expected to implement access to college courses more frequently than programs administered by school districts. However, programs administered by colleges did not implement access to existing college courses at a much higher rate (62%) than other organizations (45.5%). Partnerships within the other organizations category may help to explain the implementation of college course access in programs administered by other organizations.

Evidence of Progress Toward Inclusive Academic Access

The findings generated by this survey suggest that the field of postsecondary education for students with ID is making progress towards inclusive academic access. Colleges and universities are taking ownership of a large number of transition postsecondary programs. Significant numbers of students are participating in college courses in a wide variety of higher education settings. A full continuum of options for participation in college coursework appears to be available to students with ID in these college programs. Transition postsecondary programs are developing student-centered and outcome-oriented educational programs for their students.

Implications

The clearest implication that emerged from responses to this survey of inclusive academic access in college programs for students with ID was the need to continue using diverse tools and methods to create a variety of opportunities and options. No specific pattern of

implementation could be described as the example to follow for developing successful transition postsecondary programs. While the CTPs currently approved under federal financial aid programs, and the TPSIDs funded as model demonstration projects, can serve as illustrative examples, there is great diversity across these model programs. Also, these programs can be recognized for emulating many of the requirements of the HEOA (2008) but not necessarily for suiting the college culture and the specific contexts of many other programs.

Another clear implication for practice and research is the use and study of collaboration and partnerships within and among organizations administering college programs for students with ID. Grigal, Hart, and Weir (2012) found a high degree of collaboration between institutions of higher education and school districts and adult services agencies. While only a small number of partnerships were reported in the current survey, collaboration and partnership seem imperative. The Think College national coordinating center considers “integration with college systems and practices” and “coordination and collaboration” important elements of the infrastructure necessary for inclusive academic access to occur (Grigal, Hart, & Weir, 2011, p. 6). Descriptive studies must illuminate the ways collaborative efforts and partnerships are established and maintained, as well as the practices that are associated with particular partnerships, so that progress toward inclusive academic access can continue.

Descriptive and empirical research produced by the 27 model demonstration TPSID projects will provide crucial information to the field of inclusive higher education for students with ID. Descriptive research on the implementation of inclusive academic access by a variety of transition postsecondary programs is necessary. Such research will inform higher education programs serving students with ID as they improve their students’ inclusion in college courses populated by students without disabilities. Further research describing the characteristics of

these postsecondary programs will permit the identification of links between identified characteristics and important outcomes.

Limitations

The use of self-reported data may have impacted the validity and generalizability of the current study's findings (Dillman et al., 2009). As discussed previously, possible misinterpretation of items and/or responses must be considered when interpreting the findings of the present study. Additionally, concerns regarding coverage of the population by the self-identified programs that voluntarily responded to the current survey must be considered (Dillman et al., 2009; Grigal, Hart, & Weir, 2010)

The settings in which students with ID participated and were enrolled were not discrete categories. Many programs indicated that students participated and/or were enrolled in multiple settings. Analyses of frequencies and relationships, according to program settings, were not conducted. Program settings may be strongly associated with implementation of benchmarks. This unexamined variable may impact the validity and generalizability of findings.

The current survey included a small sample and small expected frequencies that impacted calculation of chi-square statistics. Ways in which variables were collapsed to permit the calculations must be considered when interpreting findings. A small number of responding programs for several categories also reduces the generalizability of findings.

Recommendations for Further Research

Future research should certainly address the impact of various college settings on the implementation of inclusive academic access by transition postsecondary programs for students with ID. Future research might also address how the infusion of outside funding and resources contributes to the effectiveness of programs housed in colleges and universities.

Further research must address what modifications of college policies on testing, prerequisites, and other eligibility criteria best afford comprehensive access to college curricula and catalogs. Colleges with open access policies for all students may not need to address such policies to include students with ID effectively. However, it seems likely that this set of benchmarks will require improved implementation to expand the inclusion of students with ID across more domains and levels of study.

The group of 27 model demonstration TPSID programs must continue to report descriptive research on their characteristics, contexts, and practices, as well as empirical research on the outcomes of inclusive academic access, so that promising practices may be identified and emulated. Professionals planning and administering transition postsecondary programs for students with ID will also benefit from descriptive and empirical research produced by the growing number of approved CTP programs. Such data will include strategies that may be replicated to obtain federal approval under financial aid programs. Students with ID will then benefit from access to federal financial aid in support of their attendance.

Future research must continue to describe the contexts, practices, and successes of this developing field, so that professionals can continue to discover strategies and solutions. Further research must address the comparative importance of each benchmark implemented across various types of students, models of programs, administrative organizations, college cultures, and other contexts. Research must also document the outcomes of these programs, at multiple levels, in order to support the benchmarks of inclusive academic access as promising and evidence-based practices.

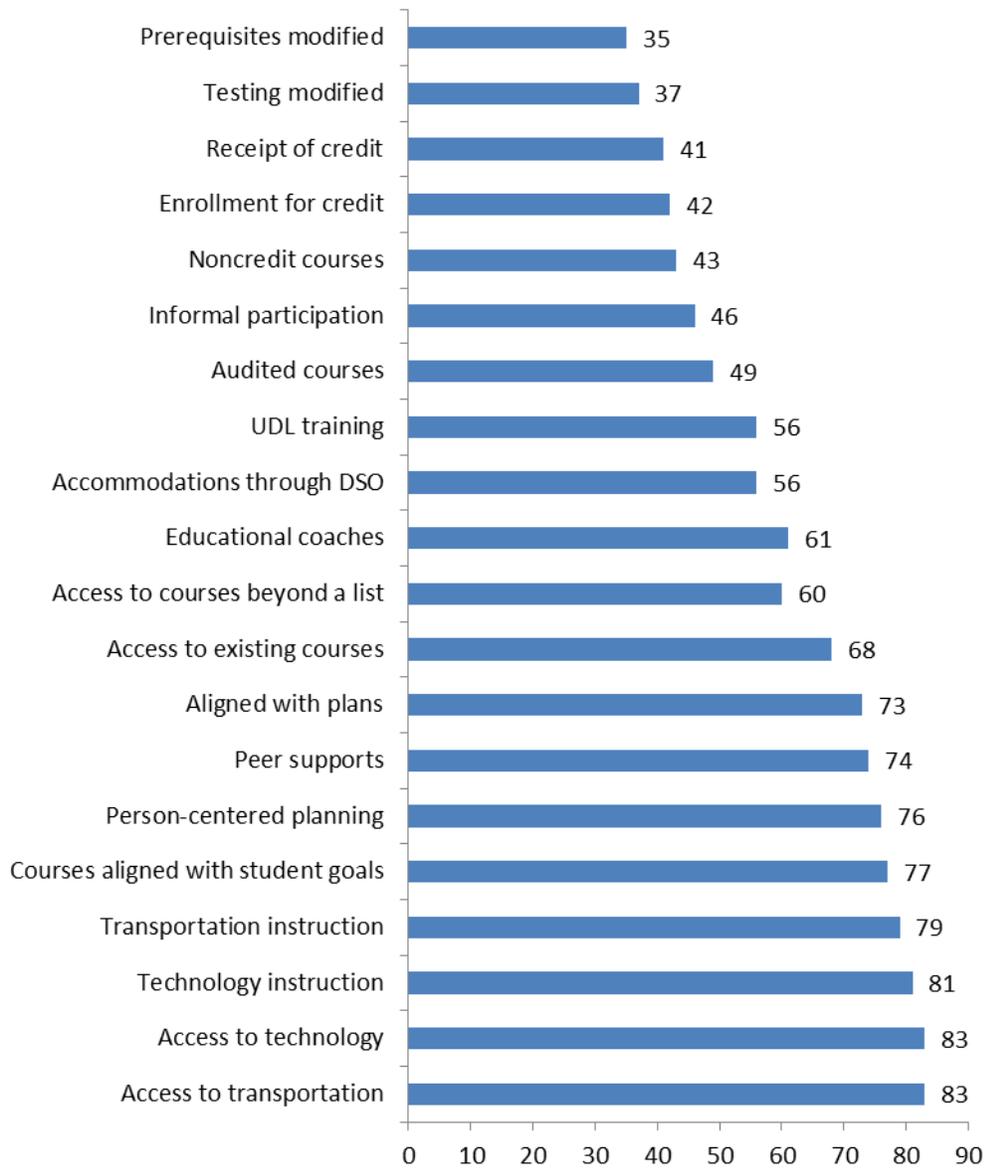


Figure 5-1. Ranked frequency of implementation of benchmarks

Mean Number of Benchmarks Implemented

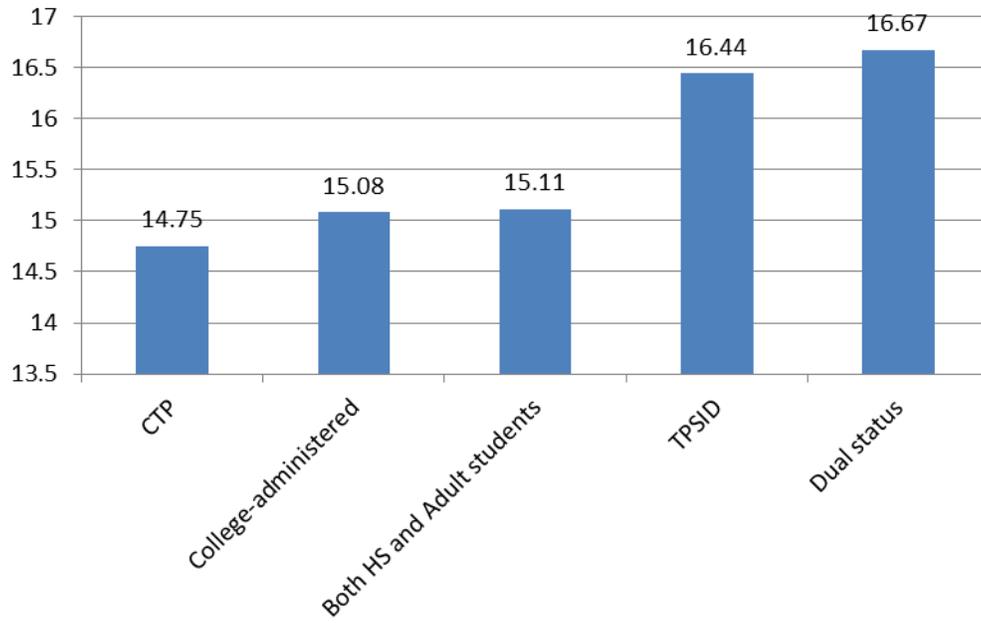


Figure 5-2. Characteristics associated with highest implementation of benchmarks.

APPENDIX A
TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH
INTELLECTUAL DISABILITIES ABSTRACTS

Grantee: Highline Community College

ACHIEVE Program...Learning Based on You

Highline Community College is proposing to increase the service capacity of the ACHIEVE Program in order to increase enrollment and educational opportunities of intellectually disabled clientele.

Goal Statement: Expand and increase the education, employment services and opportunities for Highline Community College's ACHIEVE Program clientele.

Objective 1.0: Expand service capacity for existing ACHIEVE students with the addition of both credit and/or non-credit transition to college courses.

Objective 2.0: Increase the student enrollment capacity by 10 new students each year of the five-year period.

Objective 3.0: Provide person-centered planning and a service need assessment for each LD (learning-disabled) student enrolling into the program.

Objective 4.0: Expand and standardize the ACHIEVE Program's Support Education services to include intensive advising, supplemental instruction, and peer mentoring and tutoring.

Objective 5.0: Expand and solidify peer student partnerships on the Highline Community College campus with degree-seeking students to become sources for mentoring and tutoring support for LD learners.

Objective 6.0: Strengthen ACHIEVE Program service agreements with other community colleges in the area with differing program offerings not available at Highline, while maintaining access to employment placement and training support from ACHIEVE.

Grantee: University of Hawaii

Hawaii Transition/ Dual Enrollment with Individualized Supports Model for Students with Intellectual Disabilities in Postsecondary Education Settings (CFDA 84.407A)

Purpose: Applying the principles of inclusion and self-determination, the Dual Enrollment With Individualized Supports Model for Students with Intellectual Disabilities (DEIS) demonstration project will develop successful transition practices and promote quality, inclusive postsecondary services and supports within the campuses of the University of Hawai'i system, resulting in improved employment and independent living outcomes for students with ID (intellectual disabilities).

Project Goals: The DEIS project is designed by the University of Hawaii at Manoa (UHM) Center on Disability Studies and its consortium partners to demonstrate and replicate a sustainable, comprehensive transition model supporting eligible students with ID to participate within and complete a program of study, that: (1) provides individualized supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of postsecondary education (PSE); (2) offers opportunities for academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment; and (3) integrates person-centered planning in the development of the course of study specific to each student. The interagency partnership protocol will guide the participation, role definition and fiscal/service provision alignment of each of the three primary partners (the U.S. Department of Education, Postsecondary Education Coordinating Center, and the Division of Vocational Rehabilitation) and the person-centered planning protocol will guide the individual student planning and service delivery aspects of the DEIS model.

The specific goals of the project are to: (1) Conduct a collaborative development process to identify critical factors influencing quality transition and PSE for youth with ID that will result in the demonstration of a model consisting of evidence-based strategies to effectively foster inclusive participation and learning in a PSE setting; (2) Design, deliver, and assess the effectiveness of interagency team professional development activities to ensure effective implementation of services, supports, and accommodations, aligned with a PSE program of study; (3) Conduct a feasibility analysis of the developed model components and strategies to determine alignment with three levels of implementation (general student services; special needs and/or disability services; specialized services and supports) within targeted school, community, and PSE environments; (4) Deliver the scope and sequence of model demonstration strategies within a supported evaluation design; (5) Evaluate and determine the effectiveness of the model demonstration components and materials using valid qualitative and quantitative process and outcome measures of post-school success; and (6) Expand implementation to two or more other partnership sites in high-need settings within the University of Hawaii system. Outreach will also be extended to partners in the outer Pacific Basin. The proposed iterative development and demonstration process will lead to refinement and replication of the model. Data will also inform participants and gauge student progress toward postsecondary outcomes resulting in the attainment of a meaningful credential and/or diploma upon their completion of the model program and improved employment and independent living outcomes.

Participants: Participants in the model demonstration include: 150 students with ID, ages 18-26. Each project year, DEIS will enroll 30 students with ID from two high schools (i.e., 15 students per site per year), who have not exited high school with same-age peers and who continue to be eligible for IDEA services, while indicating a desire to pursue postsecondary education.

Grantee:

West Kern Community College District

Transition to Independent Living (TIL)

West Kern Community College District (Taft College) began offering services to students with intellectual disabilities in 1976. In 1995, the Transition to Independent Living (TIL) program was conceived and has served a total of 216 students during its 15-year tenure. Marketing literature identifies the college as “*Large enough to serve you... small enough to know you.*” Administrative leadership at the college recognizes the *absolute and critical* need to enhance transition programming for students with intellectual disabilities. In 2007, Taft College President Willy Duncan and Student Support Services Director Jeff Ross initiated contacts with several dozen presidents from community colleges across the nation to inquire about their interest in joining together to form the National Community College Consortium on Autism and Developmental Disabilities. Over the last three years, this organization has grown to include 49 community college presidents representing 26 states throughout the nation. Many of these colleges have expressed a strong desire to replicate components of the TIL program on their individual campuses.

Taft College TIL is requesting approval of a \$2.49 million budget over the five-year grant period to **expand and strengthen** its current nationally recognized, award-winning inclusive model comprehensive transition and postsecondary program for students with intellectual disabilities.

Over the next five years, Taft’s proposed project will provide **enhanced, sustainable support services** to a minimum of 176 postsecondary and 175 secondary students transitioning into the TIL program from 42 feeder high schools across California. Additionally, **partnerships strategic to program enhancement** will be continued and expanded with the Kern Regional Center and California Department of Rehabilitation, and Memoranda of Agreement will be finalized with industry partners such as Frito-Lay and Goodwill.

With new TPSID project resources to enhance services, TIL program staff will:

--Develop and implement a **third-year program**—centered on specific career and vocational skill development leading to higher-skilled, higher-paying jobs. This new, enhanced curriculum will greatly expand the career ladder available to all TIL students, providing meaningful nationally-recognized credentials for students with intellectual disabilities, increasing their opportunity to be independent, productive members of society.

--Provide students with **enhanced, person-centered individualized support and accommodations**—beyond what is currently being offered through student support services—to help ensure their success in traditional academic classes.

--**Strengthen established partnerships** with Taft High School and the 41 additional feeder high schools throughout California to more effectively support secondary students eligible for special education and related services. Grant funds will improve transition services and provide new vocational options for IDEA-eligible students, opening doors to increased opportunities for success.

Grantee:

Houston Community College

Vocational Advancement and Social Skills Training

The project's goal is to extend the capacity of the Vocational Advancement and Social Skills Training (VAST) comprehensive transition and postsecondary program for students with intellectual disabilities to serve more students, to establish VAST program services on additional Houston Community College (HCC) campuses, to assist other colleges and organizations to implement services for this population, and to implement an evaluation system that guides program improvement and expansion. To meet this goal, provide overall guidance for implementation of the project, and to address priorities formulated for this funding opportunity, four objectives have been set:

- (1) to increase the number of students with intellectual disabilities served by expanding the array of college-based courses, certificate programs, services, and activities with an 80 percent anticipated growth in enrollment.
- (2) to set up VAST satellite programs on additional HCC colleges to make access to services more accessible and convenient;
- (3) to formalize provision of technical assistance and consultation to other colleges and community programs nationwide interested in providing college-level services to individuals with intellectual disabilities; and
- (4) to design and implement an evaluation system which can guide program improvement and expansion.

Project initiatives are designed to expand upon Houston Community College's VAST program established almost 20 years ago. The grant award will increase the program's capacity to offer students with intellectual disabilities opportunities to experience academic and extracurricular life at college. Its highly regarded courses and services, tested and refined over the years, will expand its efforts in the key areas of developing academic proficiency; learning employment skills and making career plans; training in independent living, particularly self-advocacy; and participating in social, recreational, and enrichment courses and activities.

Its experienced and well qualified staff will continue to use a person-centered approach to work with individual students in preparing educational plans that meet their goals. It will continue partnering with area organizations, such as public school districts by addressing needs of students still being served under IDEA; the Houston Arc in teaching students how to plan and implement effective advocacy activities and to become confident and successful self-advocates; universities by providing practicum experiences for their students planning careers in special education, general education, and other related fields; and with the state rehabilitation agency which sponsors at least 70 percent of students who participate in the VAST program.

Grantee:

Minot University

Adult Student Transition Education Program

Adult Student Transition Education Program (A-STEP) at Minot State University (MSU) At a time when many parents across our nation face the anxiety of sending their child off to college, we write on behalf of families of the Great Plains confronting the fear and uncertainty of providing a safe and just life for a child whose needs exceed the current inadequacies of our academic institutions.

A-STEP will provide an inclusive postsecondary transition option for students with intellectual disabilities (ID) on the campus of Minot State University. University partners have committed to participate in an interagency team to build a sustainable and replicable model founded on best practice and the needs and values of North Dakota's stakeholders. The interagency team will include Local Education Agencies (Souris Valley Special Services, Peace Garden Consortium for Student Support Services); Vocational Rehabilitation; Dakota College and other MSU entities including: Disability Services, Financial Aid, Housing, Center for Engaged Teaching and Learning, and the Student Success Center. This interagency team will design systems and processes for effectively supporting students with ID in coursework, extracurricular activities, and student services including: housing, peer mentoring, tutoring, career services, advising, and college orientation.

This project will engage students while building capacity at MSU; and work with transition staff, teachers, families, and administration to recruit five students within the first year. Each successive year will see the enrollment of ten students. At the end of the project funding, 35 students from the Northern Plains will have benefited from inclusive academic, extracurricular and employment opportunities at MSU. In addition, through the project's resource mapping and blending of resources, A-STEP will continue to support an inclusive postsecondary transition program at MSU beyond the initial federally funded program. As MSU's program is refined and embedded in the fabric of the university, the lessons learned will increase the capacity of the entire state to offer a range of postsecondary options for students with ID at public, private, and tribal colleges.

Grantee:

Bergen Community College

Bergen Community College/Camden County College: Garden State Pathways to Independence: Transitions to Higher Education and Employment

Bergen Community College and Camden College are building a pathway to transition students with intellectual disabilities into higher education. The proposed project will develop a model comprehensive transition and postsecondary program for students that will provide academic, social skills and vocational training options leading to gainful employment. As large community colleges existing in different regions of the state of New Jersey, Bergen Community College and Camden County College propose to build on pre-existing relationships with community local education agencies, corporate partners and existing college services to provide appropriate guidance and support to 20 students per year for each of the five years of this grant. Programs and services will be incorporated into the existing college community and provide integrated learning experiences for students with intellectual disabilities leading towards certificate options.

Garden State Pathways to Independence: Transitions to Higher Education and Employment for Students with Intellectual Disabilities proposes to serve 100 students during the five years of this grant. Each site will serve 10 students in year one through five for a total of 50 students per site. Key components of this initiative include close ongoing relationships with local education agencies (Bergen County Special Services, Teaneck, Paramus, Y.A.L.E. Schools, Inc.) as well as corporations and community services providers.

The proposed grant provides educational services to students with intellectual disabilities that would otherwise have limited access to higher education. The grant focuses on transitioning the individual into postsecondary education and then into the community. There is an academic, vocational and personal skill component of the proposed program. Each piece is customized around the needs of the individual student to maximize success. The goals of the program are to: (1) integrate intellectually disabled and non-disabled students; (2) demonstrate increases in literacy and numeracy for all students; (3) lead to a meaningful certificate or degree; (4) lead to skill applicable to gainful employment or continued education; and (5) expand infrastructure for serving developmental students' needs. The expected outcomes are that the student will be able to: (1) manage daily activities through the application of life skills, 2) self-determine both personal and career goals; (3) navigate services and supports available in their communities; (4) perform employable skills; and (5) self-advocate.

Grantee:

California State University – Fresno

Wayfinders Program

The funding is sought to establish an inclusive, individualized, comprehensive and sustainable, residential program on the California State University – Fresno (CSUF) campus, to support 45 transition-age students (18 and onward) with intellectual disabilities to achieve employment and/or independent living goals. Wayfinders will serve individuals in the San Joaquin Valley, will be a model for the state that has only two residential programs, as well as collaborate with the Federal Coordinating Center. Wayfinders, partnering with the Center for Disability Innovation (CDI), Fresno Unified School District, Sanger Unified School District, California Department of Rehabilitation, PROJECT Search, and ARC Fresno will provide a higher education program focusing on leadership abilities and vocational training. Central Valley Regional Center (CVRC) has agreed to refer students with funding. The program is a 2-1/2 year (eight semester/year round) program preparing the student for adult transition into an environment of their choosing where they will live with minimal supports. Wayfinders includes a curriculum consisting of six domain areas: (1) Leadership; (2) University Inclusion; (3) Academic Life Skills; (4) Career Development; (5) Academic Lab School; and (6) Campus/Community Pathways. These domains are built into a certificate program offered by CSUF Division of Continuing and Global Education as well as an additional vocational certificate from PROJECT Search. The students will reside in on-campus apartments and will be able to utilize all the complex facilities. The students will fully participate in and use other resources on campus, including the health center, recreational and sports facilities, the library, numerous food service outlets, plus the computer and learning resource labs. The following project goal and objectives incorporating all the nine elements of the absolute priority. The project goal is to complete the development of a model demonstration project and implement it so that students with intellectual disabilities can transition successfully into higher education and into the workforce.

This proposal is submitted by the CDI at California State University-Fresno to obtain a Transition Program for Students with Intellectual Disabilities (TPSID) grant to establish the Wayfinders transition to higher education program on the CSUF campus. The CSUF campus with 21,500 students and 1,138 faculty serves the six counties of the San Joaquin Valley of California (24,603 square miles) and is one of the most diverse and impoverished areas in the country. The CDI is a futuristic institute that combines education, service and research in a unique and synergistic way by housing all three functions in one entity. Wayfinders will be housed under the auspices of the CDI, with all of the resources available to assist students with intellectual disabilities.

Objective #1 – The project will partner with a local education agency and CVRC to provide outreach of services, recruitment of students with intellectual disabilities and will admit 45 students in which 90 percent will successfully complete the program over the five-year grant cycle.

Objective #2 – The project will, through person-centered planning, provide 100 percent support services, credentialed education and enrichment, social integration, and career development for the 45 students in which 25 or more students will be placed in competitive or supported employment settings over the five-year grant cycle.

Objective #3 – The project will partner, collaborate, and coordinate evaluation and activities with the Coordinating Center and partner with the Rehabilitation Counseling Program in which 60 graduate students will assist the project.

Grantee:

Central Lakes College

Check & Connect: A Model For Engaging and Retaining Students with Intellectual Disabilities in Higher Education

Central Lakes College (CLC) in partnership with Ridgewater College (RWC) in central and west-central Minnesota, respectively, and the Institute on Community Integration (ICI), at the University of Minnesota, is seeking funding from the Office of Postsecondary Education, U.S. Department of Education, to establish an inclusive and comprehensive model for engaging and retaining students with intellectual disabilities in higher education programs. This demonstration project is based on 20 years of research on the Check & Connect (C&C) middle school, high school, and postsecondary education model concerning student persistence, engagement, and successful program completion, and will build on this knowledge in supporting the participation of students with intellectual disabilities. C&C is based on the principles of universal design for learning, person centered planning, self-determination, and academic and social integration.

CLC and RWC are community and technical colleges that, combined, serve 6,500 students. These colleges are uniquely positioned to support the goals and purposes of this competition, based on: (1) institutional commitments to providing quality educational opportunities for diverse student learners in inclusive, supportive, and accessible environments; (2) track record of working cooperatively with local special education/transition programs and community service agencies (vocational rehabilitation [VR], Workforce Centers, county offices, etc.); (3) more than 20 years of experience providing educational and vocational training opportunities for students with ID; (4) small class sizes and an environment that supports many activities that give students the opportunity to enjoy an inclusive college experience; (5) location within rural areas that can draw upon “natural helping traditions” and close ties with their local schools, community service agencies, employers, and families; and (6) strong commitment to and interest in participating in this project with broad community and state support. Both colleges have served students with intellectual disabilities and are seeking to expand their capacity and expertise in serving these students.

This project also proposes broad levels of collaboration at the state and community levels. For the purposes of this demonstration project, and in the interests of achieving broader statewide impact and adoption of higher education strategies and approaches for serving students with intellectual disabilities, a state advisory committee will be established. Additionally, a stakeholder workgroup will be established within both sites for the purposes of guiding and supporting project activities. The local stakeholder workgroups will include representatives from each of the colleges (e.g., advising, support services, faculty, administration), local special education/transition programs, workforce center staff, vocational rehabilitation counselors, county agency staff and others.

Several strategies will be developed to broadly disseminate information concerning the impact and outcomes of the demonstration project. A project Web site will be developed and serve as a source of information concerning this demonstration project. This website and related information will be shared with all Minnesota State Colleges and Universities System (MnSCU), the University of Minnesota system, as well as private institutions of higher education within Minnesota. A procedural guide and other materials will be developed and disseminated through the project Web site.

Grantee:

Colorado State University

Transitions Project: Opportunities for Postsecondary Success (OPS)

The Transitions Project: Opportunities for Postsecondary Success (OPS), to be implemented by the Center for Community Partnerships (CCP) in the Department of Occupational Therapy at Colorado State University (CSU), will develop and implement a high quality and inclusive postsecondary transition program for students with intellectual disabilities (ID), providing integrated opportunities that include postsecondary education and training, academic enrichment, inclusive socialization and recreation, assistive technology, self-advocacy, independent living skill development, career exploration, integrated work experiences, and ultimately gainful employment that matches each participant's interests and unique abilities. The OPS project will build on a solid infrastructure of programs through the CCP in partnership with the Poudre School District, CSU Occupational Therapy Department, CSU Assistive Technology Resource Center, CSU Division of Student Affairs, CSU Resources for Disabled Students, Front Range Community College, the City of Fort Collins Adaptive Recreation Opportunities program, Foothills Gateway, Inc. and the CO Division of Vocational Rehabilitation. Students with ID who participate in the OPS project and pursue their postsecondary educational goals will receive meaningful credentials, certificates, and recognition for completion of the model transition and postsecondary program.

OPS project goals include:

1. Development and Implementation of Postsecondary Transitions Trajectory for participating students with ID, including entry into credit, noncredit-bearing and/or audited postsecondary courses, work experiences, training programs, internships, social/recreation activities, career exploration, and ultimately employment.
2. Provision of Universal Design for Learning training and technical assistance for participating secondary and postsecondary faculty, staff and administrators.
3. Provision of Individualized Transition Supports for Participating Students, including person centered planning, self-advocacy training, life mentoring, social/recreation encouragement and support, job development and supported employment, serving 40 students with ID each year and totaling 200 students over the five years of the project.
4. Formative and Summative Evaluation of OPS model program development processes and outcomes, including tracking and documentation of accomplishments of all participating students with ID as they pursue their postsecondary educational, training, recreational and career/employment goals.
5. Development and Implementation of Dissemination, Replication and Sustainability Plan to promote far-reaching expansion of the OPS program and continuation of project initiatives after grant funding has ended.

Grantee:

College of Charleston

REACH F.A.R. (Foundation, Augmentation, Replication) - College of Charleston

Students with intellectual disabilities who are included in regular educational settings develop linguistic, mathematical, and social skills that are dramatically higher than their peers with similar challenges who are segregated in separate classrooms. Additionally, inclusive experiences that create opportunities for collaborative interactions between students with and without disabilities can reduce negative stereotypes and promote positive attitudes toward people with disabilities, thus forging the path for enhanced personal and professional opportunities. The R.E.A.C.H. (Realizing Educational and Career Hopes) Program at the College of Charleston is a new four-year innovative postsecondary program for adults with intellectual disabilities who desire inclusion in the academic, professional, residential, and social college experience in a supportive environment. The REACH program was developed in 2010 and will serve six students in its first year. We aim to serve a minimum of 35 to 50 students by 2015. The current project will focus on three overlapping objectives of the REACH program, all designed to utilize inclusive mechanisms for addressing the needs of students with intellectual disabilities. The project will: (1) enhance and extend the core foundations of the REACH program; (2) expand cultural awareness and support of diverse learners and employees; and (3) improve student recruitment and retention, and evaluate the effectiveness of program components.

Objective 1: We aim to optimize students' opportunities for inclusive participation in academic, professional, residential, and social arenas by enhancing and extending the core foundations of the REACH program. Several key aims will be targeted to achieve this central goal, including: (a) extensive, progressive training for faculty on Universal Course Design (UCD) via workshops, coaching, and on-line training; (b) the development of a Center for Peer Education for training academic mentors, social buddies, teaching assistants, and job coaches; and (c) coordination of a collaborative career development effort that unites resources from local and national employers, Vocational Rehabilitation, Charleston County Parks, Career Services at the College of Charleston, and our School of Business and Entrepreneurship to create new, innovative career options that offer competitive paid employment option and align with students' interests.

Objective 2: We seek to create a culture that embraces diverse learners and employees in order to maximize inclusion in the campus community, and to nurture enduring change that will create opportunities beyond our campus. Our goal is to foster new career, social, and residential opportunities for individuals with disabilities both at the College and in the greater community. Mechanisms for achieving this goal include: (a) a diversity-awareness initiative developed in collaboration with our Office of Institutional Diversity and Best Buddies that includes a speaker series and campus-wide activities; (b) a research initiative designed to assess the impact of inclusion on attitudes toward diversity; and (c) collaborative, inclusive experiences across campus that include service learning, peer education and social engagement.

Grantee:

Trustees of Indiana University

Indiana Partnerships for Postsecondary Education and Careers

Postsecondary education (PSE) is one of the last frontiers of full inclusion for people with intellectual disabilities. The standards for successful postsecondary education for students with intellectual disabilities are clear. That is, typical college experiences and careers. If there is “one way” for delivering postsecondary education for people with intellectual disabilities, it is person-centered experiences.

The Indiana Partnership for Postsecondary Education and Careers includes: person-centered planning; academic engagement; independent and community living skills; social and extra-curricular activities; mentors; living where you choose (including the choice of on-campus housing); work experience and career development; self-advocacy and individualized supports.

The Indiana Partnership for Postsecondary Education and Careers has emerged from a broad coalition of stakeholders (advocates, institutions of higher education [IHEs], local education agencies [LEAs], providers and others) that have been meeting for nearly two years and established a vision and mission in 2009. This proposal has several key components: Full implementation of PSE experiences at Anderson University and IUPUI, both who have established a beginning of PSE; Second tier implementation of PSE at IHEs already interested; Dissemination and recruitment to additional colleges and universities of all sizes; Documentation and model development guidelines for adoption by other IHEs; Data on results including PSE achievement, social inclusion and career outcomes.

The project will be conducted from the Indiana Institute on Disability and Community at Indiana University, Indiana’s University Center for Excellence on Developmental Disabilities, with the current established coalition as its advisory council.

Grantee:

Kent State University

A Transition and Postsecondary Program for Students with Intellectual Disabilities at Kent State University

Employment and postsecondary education outcomes of students with intellectual disabilities (ID) continued to lag by more than 50 percent from other disability groups and this gap has widened over the past two decades. In response to this need, the Higher Education Opportunity Act Amendments of 2008 established funding for the development of model Comprehensive Transition and Postsecondary Programs (CTPPs) which allow students with ID aged 18-22 to pursue a university-approved program of study.

The Center for Innovation in Transition and Employment (CITE) is proposing the development of a CTPP at Kent State University. This program will provide students with ID a four-year program of study that includes university coursework, career exploration, paid work experiences and independent living opportunities. The following objectives will be pursued:

1. To develop supports and a program of study for students with ID through secondary school, university, employer, and community partnerships.
2. To recruit 20 secondary students with ID through collaborative relationships with local education agencies.
3. To develop Year 1 competency related to career exploration through person-centered planning and the Exploratory College
4. To develop Years 2 and 3 competencies related to career preparation through academic coursework, occupational training, and community work experiences
5. To support Year 4 transition to employment and community participation through partnerships with adult services and families
6. To develop materials for replication and disseminate these materials through publications, presentations, and technical assistance.

The CITE is in a unique position to develop this program with more than 25 years of experience in developing campus-based employment, recreational, and career exploration explorations for students with ID. The proposed project staff has been instrumental in developing these programs from their outset and Kent State University offers total accessibility, public transportation, and a full range of leisure, academic, and employment opportunities. The ultimate outcome of this proposed CTPP will be competitive employment which will be evaluated by comparing the outcomes of participating and non-participating students with intellectual disabilities. The CITE will work closely with faculty, Career Services, and Student Accessibility Services at Kent State University; and with adult service providers including the Rehabilitation Services Commission, Department of Developmental Disabilities, Social Security, and Work Incentive Act (WIA) programs to promote post-school employment. After federal funding is phased out; the Kent State University CTPP will be maintained through braided school and adult service funding, social security incentives, and financial aid programs.

Grantee:

Louisiana State University

Transition To Postsecondary Project

The *Transition To Postsecondary Project* (TTOPP) will establish inclusive postsecondary options for youth with intellectual disabilities (YWID) in the state of Louisiana. TTOPP includes components designed to enhance participants' current and future (i.e., adult) quality of life by using person-centered planning (PCP) strategies to: (a) identify their individual preferences and priorities across key domains of life (i.e., employment, social/leisure, community living, adult learning) by arranging and supporting experiences designed to: (b) inform participants' goal setting; and (c) enhance their personal growth in all targeted domains.

At a minimum, all participating youth will be supported to:

- Obtain paid employment.
 - Create career goals and action plans to achieve their career goals.
 - Identify and participate in campus-based social/recreational activities of their choosing
 - Establish new relationships with age-similar peers.
 - Identify their preferred future community living options and develop knowledge and skills to maximize their independence, safety and satisfaction with their preferred option.
 - Select and complete community college courses related to their personal interests, preferences, priorities and goals in the life domains described above
- TTOPP will offer training on Universal Design for Learning to ensure that participating community colleges are welcoming and supportive of YWID. Finally, TTOPP will provide opportunities for persons preparing to enter professions that provide services and/or educate YWID and families to gain direct experiences related to their field of study.

TTOPP has secured commitments and support from a community college network and will work with five local school districts and the state Vocational Rehabilitation agency (LRS) over a five-year period. All of our partners are committed to maintaining the programs following the funding period. Implementation of TTOPP is designed to first establish the efficacy of the model on one community college campus with a single partner school district. In the final year of the project, a two-day institute to teach interested parties (e.g., community college and local education agency administrators, educators, families, and other interested persons) how to implement the TTOPP model. The institute is designed to encourage additional school districts and community college sites to acquire the capacity to implement the model.

Grantee:

Ohio State University

**Transition Options in Postsecondary Setting for Students with Intellectual Disabilities
TOPS Abstract**

Office of Postsecondary Education, U.S. Department of Education (CFDA # 84.407A) --The goal of the **Transition Options in Postsecondary Settings for Students with Intellectual Disabilities (TOPS)** consortia is to develop, test and refine a statewide model that delivers inclusive postsecondary options including participation in college classes, internships, housing and social experiences that result in improved academic, employment and adult living outcomes.

Objectives:

- (1) Facilitate Statewide Participatory Action Team with state agency and consumer involvement to guide the project. This group will collaborate with an interdisciplinary support team of special educators, rehabilitation counselors, IT and digital literacy specialists, occupational and speech therapists, social workers, employers, and parents to provide needed supports to maximize independence.
- (2) Provide TOPS for a minimum of 100 students with intellectual disabilities (SwID) through academic enrichment, integrated work experiences, housing, and social activities with age-appropriate peers providing natural supports and education and job coaches providing customized supports to maximize adult outcomes.
- (3) Pilot technology supports to maximize independence of SwID.
- (4) Evaluate program components and students outcomes in collaboration with the coordinating center program to maximize student outcomes.
- (5) Disseminate products and findings through Web sites, articles, conferences, replication through mini-grants and an open-source digital repository.

Number of Students: Approximately 100 SwID , including some with severe intellectual disabilities (SID), between ages 18 and 26, will be served at a minimum of four college campus sites: North Central State College, Ohio State University, University of Toledo and Xavier University.

Partners: The project will convene a statewide planning group to include both of Ohio's University Centers of Excellence and LEND programs (Nisonger Center and University of Cincinnati), the Ohio Developmental Disabilities Council, the Rehabilitation Services Commission, the Department of Developmental Disabilities, representatives from each university and consumer advocacy groups such as Downs Syndrome Association of Central Ohio and the Association on Developmental Disabilities

Grantee:

Regents of the University of California

Pathway at UCLA Extension Transition Program

Successful participation in postsecondary education for students with intellectual disabilities often requires instruction in adaptive behaviors such as independent living skills, social and/or interpersonal relations, employment readiness, and self-advocacy skills beyond their K-12 education. Without this support and education, achieving their postsecondary goals and becoming successful, contributing members of society becomes less likely. UCLA Extension requests \$2,030,009 from the Department of Education to partner with the Los Angeles County Office of Education (LACOE) to expand the existing Pathway at UCLA Extension program.

This program expansion, known as the Pathway Transition Program, would specifically include transition-aged students with intellectual disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). Our goal is to provide these students with a comprehensive educational program on a major university campus to promote their successful transition from high school into higher education.

The Pathway at UCLA Extension Transition Program will bring 48 LACOE students to UCLA campus over the five-year grant period (October 1, 2010 to September 30, 2015) for a rigorous, one-year, residential-based education and enrichment program. While engaged in the program, students will participate in fully integrated academic courses; life, social and vocational skill development courses; internships; and numerous other social activities that are part of a traditional college experience. Students will live side by side with UCLA students and Pathway peers in apartments adjacent to the UCLA campus. Person-centered planning through the Individualized Education Plan (IEP) process and transition assessments involving all stakeholders will tailor the program to meet the academic, career, social and postsecondary goals of each student. At the end of the program students earn a certificate in postsecondary education transition awarded by UCLA Extension.

Pathway at UCLA Extension is a two-year certificate program providing a blend of educational, social, and vocational experiences. The first cohort of 17 students with intellectual disabilities enrolled in Pathway in September 2007. The curriculum is based on a liberal arts education, including the arts, sciences, and humanities. Pathway promotes self-advocacy, and uses individualized support to accommodate the different learning styles of students with intellectual and other developmental disabilities. Courses include training in life skills and career exploration, with a strong emphasis on practical learning.

Grantee:

The College of New Jersey

Career and Communities Studies Program

The College of New Jersey, Career and Community Studies Program, under the competition CFDA 84.407A, is seeking to expand and enhance its existing Postsecondary Program for Students with Intellectual Disabilities. This proposed five-year project focuses on expanding and enhancing strategies for the successful inclusion of students with intellectual disabilities (ID) in a rigorous four year college program through: (a) developing a person-centered system of advisement; (b) expanding options for students' (approximately 40 students each year) inclusion in typical courses through faculty training and support; (c) developing person-centered internships that connect students to meaningful post-college employment ; (d) expanding and extending the academic and social inclusion of students with ID through a peer mentoring program; (e) to expanding and enhancing the opportunities for students to students to acquire and use skills of independence and interdependence; (f) Preparing high school students for college; and (g) related activities. The College of New Jersey will collaborate with its partners including families, local school districts (Haddonfield and Hopewell Schools Districts) service providing agencies (University Center for Excellence in Developmental Disabilities Education, Research and Service; Neighbors, Inc.), and governmental organizations (New Jersey Division on Developmental Disabilities) to achieve the following:

Goal: To extend and enhance the currently operating Career and Communities Studies Program (CCS) at The College of New Jersey (TCNJ) so to result in establishing this it as a high quality inclusive comprehensive transition and postsecondary model program for students with intellectual disabilities.

Objectives

1. **Supporting High School Students with ID to Think College** – In partnership with two local school districts (Hopewell and Haddonfield), provide training to school personnel, parents and high school students on the skills of academics and independence needed to be a successful college student.
2. **College Student Support Systems** - To extend and enhance the college student's support system for students attending the Career and Community Studies (CCS) Program.
3. **Faculty Engagement** - To extend and enhance the willingness and ability of faculty to support students with intellectual disabilities within typical college classes across TNCJ Schools and Departments.
4. **Career Education and Training Program** - To extend and enhance the existing CCS Career Education and Community Vocational Career training program components toward increased relevance to individual students' person-center plan and overall interests; and to ensure that students are situated in career path employment upon completion of their postsecondary program.
5. **Peer Mentorship** - To extend and enhance the current CCS Academic and Social Mentoring program support system through formalizing structures and evaluating practices that are congruent with the culture of college life.
6. **Independent and Interdependent Living Skills** - To extend and enhance the availability and resources to support age-appropriate college-based skills of independence and interdependence.

Grantee:

University of Alaska-Anchorage

TAPESTRY: The Alaska Transition Program for Students with Intellectual Disabilities at the University of Alaska Anchorage

This proposal details a request for funds to support a five-year model demonstration project to develop a Comprehensive Transition and Postsecondary (CTP) program at the University of Alaska Anchorage (UAA) for 18-21 year old young adults with intellectual disabilities (ID). The TAPESTRY aims to strengthen UAA's capacity by building on existing infrastructure and resources. Post-school outcomes for students with disabilities in Alaska are poor. In Anchorage the percentage of youth with IEP's who have been competitively employed within one year of leaving high school is only 41 percent, and significantly fewer youth with IEP's were enrolled in some type of postsecondary school within one year of leaving high school (nine percent).

The program will use the resources of UAA's Center for Human Development (the UCEDD for Alaska), the Community and Technical College, and the Academic and Multicultural Student Services in **partnership** with the Anchorage School District and the Division of Vocational Rehabilitation (**Competitive Priority 1**). A Planning and Advisory Board, including parents, university students with disabilities, adult community service providers, Anchorage School District personnel, Division of Vocational Rehabilitation, Alaska Developmental Disabilities Council, Department of Labor and Workforce Development as well as UAA faculty and staff, will develop a Workforce Certificate that provides a college-based education consisting of academic enrichment, life skills, work experience, and social offerings that lead to **employment**. A total of **35 youth with ID** will earn a Workforce Certificate over the course of the five-year project.

TAPESTRY will weave new resources and strategies into existing UAA structures and systems, as opposed to patching together temporary or artificial fixes. The approach will be based on an adaptation of the *Inclusive Individualized Support Model* (Hart, Grigal, Sax, Martinez & Will, 2006) with all instructional services and supports being provided by the university. In doing so, the project's goals are to:

1. Establish a Comprehensive Transition and Postsecondary Program resulting in a Workforce Certificate (WC) using framework approved by the UA Board of Regents for youth with ID that blends together experientially-based contact hours, continuing education units and non-credit courses in employment, academics, life skills and social relationships.
2. Implement a modified postsecondary education inclusionary model of instructional delivery and supports that promotes expansion to fully inclusive approach, utilizing Supplemental Instructional Leaders (peer educational coaches) and university practicum students.

Grantee:

University of Arizona

Project FOCUS

As students progress and enter high school the issue of post-high school options and supports becomes very relevant for families. The need for a post-high school transition program that supports students within postsecondary learning environments is apparent and in need by students and their families. Project FOCUS (Focusing Opportunities with Community and University Support) will meet this growing need and set in motion a model demonstration program for other institutions of higher learning to replicate.

The goal of University of Arizona's College of Education model demonstration grant is to design and implement a nationally-recognized program that promotes the successful transition of a minimum of 50 high school students with intellectual disabilities, ages 18 to 21, into inclusive on-campus classes and associated learning environments. The University of Arizona's College of Education has established a collaborative partnership with Tucson Unified School District, University of Arizona's Disabled Student Resources, Vocational Rehabilitation, Division of Developmental Disabilities, and the Sonoran University Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran UCEDD) to participate in the development of the model and delivery of transition services.

Starting in October 2010 the College of Education will initiate the process too successfully transition high school students with intellectual disabilities into the University of Arizona's Outreach College. In collaboration with Tucson Unified School District's Community Transition Program, high school students, ages 18 to 21, with intellectual disabilities will be provided the necessary supports to participate in credit and noncredit educational opportunities. In addition, students will be provided access to campus services, clubs, sporting events and social opportunities.

To accomplish this goal, Project FOCUS will recruit a minimum of 50 high school students, ages 18 to 21, with intellectual disabilities from Tucson Unified School District to attend the University of Arizona (U of A). Project FOCUS instructional staff, with the assistance of collaborating partners, will provide the students with direct instruction and activities based on the guiding educational framework of universal design. Instructional content and activities will include self-determination and advocacy, community and job related social skills training, person center planning, and enrollment in U of A credit and non-credit courses, career exploration opportunities with placement into competitive employment. The resulting outcomes will be a documented and replicable postsecondary transition model that will increase academic growth, self-reliance, and employment of students with intellectual disabilities.

Grantee:

University of Delaware

Career & Life Studies at the University of Delaware: TPSID Model Demonstration Project

For more than 15 years, the University of Delaware (UD), through its Center for Disabilities Studies, has collaborated with school districts to provide campus- and community-based education services to young adults who have intellectual and developmental disabilities (IDD). School-district and university students alike have benefited from the opportunity to engage each other in academic, work, and social settings. Within the last two years, UD expanded transition related services to include a one-week intensive residential campus experience, an “early start” to supported employment service, and a Jr. Partners in Policymaking program. UD also recently added a model employment service for adults with disabilities. Based on program evaluations, discussions with state and local partners, and inquiries to UD from families of individuals with disabilities, it is the consensus among stakeholders that there is a need in the state for postsecondary education options for individuals with IDD who desire more than a secondary education certificate or diploma, but who have not qualified for traditional postsecondary education programs. UD proposes to fill this gap by establishing a Career & Life Studies Certificate program.

Working in partnership with Delaware State agencies, school districts, other institutions of higher education (IHE), businesses, families, and individuals with IDD, UD will support expansion of postsecondary education options statewide through systems change, replication, and sustainability initiatives. An advisory council representing all major constituents will oversee project implementation and evaluation, which will be undertaken in all three project goal areas and integrated with activities of the national TPSID coordinating center.

Grantee:

University of Iowa

REACH OUT

REACH OUT comes as a new initiative of the University of Iowa's (UI) Realizing Educational and Career Hope's (REACH), a two-year certificate program for students with intellectual disabilities (ID). **REACH OUT** will improve and extend internal and external partnerships to support students using a person-centered approach to achieve each student's postsecondary education, career, and independent living goals. Project staff will employ **PIE (provide, improve, extend)** to transform REACH into a truly comprehensive, model transition program for students with ID. We will create, refine, assess, and disseminate curricula, innovative partnership exemplars, assessment tools, instructional protocols, and policy documents to enhance and extend the services and the inclusive opportunities REACH provides. **REACH OUT** will also develop a unique two year Post-Graduation Transition Support structure for students, families, and hometown employers as part of this grant. **REACH OUT** will serve approximately 100, 18-25 year old students with ID. Partnering with the *Center for Research in Undergraduate Education (CRUE)*, **REACH OUT** will develop qualitative and quantitative methodologies for assessment. Together with CRUE, data from the National Survey of Student Engagement and other instruments used to assess under-graduate education across the nation, will be compared to REACH student outcomes resulting in an inclusive data set available nowhere else.

REACH OUT goals are divided into two parts: student and program goals. *Student goals* pertain to developing and systematically evaluating, revising, and disseminating a person-centered planning approach to help students with ID excel in seven core areas: (1) independence and daily life skills; (2) vocation and career development; (3) literacy and academic enrichment; (4) communication, social and interpersonal competency; (5) leisure and community life skills; (6) self-advocacy and self-determination; and (7) leadership development. *Program goals* pertain to creating a comprehensive, high quality program for students with ID at a major public research university that: (a) is accessible to students with ID from diverse backgrounds; (b) is integrated into the professional/academic lives of faculty, staff, and students; (c) utilizes university and community resources in a sustainable, collaborative manner; (d) meaningfully infuses universal design and technology; and (e) imbeds ongoing formative evaluation and long-term accountability.

REACH OUT partners include one local and one out-of-state local education agency (LEA) on behalf of students currently served under IDEA (students with active IEPs), and one area education agency (AEA) serving 32 LEAs. **REACH OUT** will expand contractual arrangements with Vocational Rehabilitation and Access 2 Independence. Many departments--Teaching & Learning, Biology, Counseling, Rehabilitation, & Student Development, Pediatrics, Speech Pathology & Audiology, Health & Human Physiology, and School Psychology--are committed to collaborating with **REACH OUT** so more university students can become engaged with students with ID in their professional training programs. Partnerships with the Iowa Center for Assistive Technology Education and Research, the Center for Research in Undergraduate Education, the Center for Excellence in Development and Disabilities, The Leadership Education in Neurodevelopment and related Disabilities, UI Student Disabilities Services, University Housing, and Student Financial Aid provide the critical resources and expertise needed to achieve all **REACH OUT** goals.

Grantee:

University of Kentucky

Supported Higher Education Project

Regardless of all else, the label of college student is one that is worn with pride. Going to college is a rite of passage for many, an expectation for most, and an avenue of increased economic self-sufficiency for all. But if you are a student with an intellectual disability (ID), the labels, expectations, and roles that you wear rarely include that of a college student. That must change. The shifts in society that have led to improved access to community supports and supported employment must now turn to providing equal access to higher education for students with ID, thus creating inclusive communities at the postsecondary level. This is the crux of this project. While subtle improvements at the federal level are acknowledged as students with ID are recognized in the Higher Education Opportunities Act of 2008, more work needs to be done. The time is now to capitalize on these efforts to create a statewide model of Supported Higher Education, with a goal of providing outcomes-based postsecondary opportunities for students with intellectual disabilities. The process has already begun in our state as various entities have individually initiated a myriad of supports and avenues for young adults who wish to attend college.

The Supported Higher Education Project will use what has been learned from these efforts and develop a comprehensive system of support for students throughout the state. The objectives of the project are to: (1) support 150 students with ID in inclusive higher education settings using authentic person-centered planning; (2) train 2000 professionals in secondary and higher education and in disability services to effectively serve a broader audience of learners; (3) implement individualized certificates and meaningful academic recognition that promotes improved educational and employment outcomes; and (4) create viable funding streams to sustain project efforts beyond the project funding. The foci of the project will be the inclusion of young adults with ID in all aspects of college life, integrating academics, socialization, and meaningful work experiences within student centered plans. As true participants in campus life, students with ID will be able to meaningfully engage in the college culture, ranging from living in a dorm to taking part in study groups, rallies, and student clubs. Whenever possible, natural supports through peer mentors and classroom accommodations will be used, changing the college culture to one of inclusiveness where diversity is valued. Independent living skills and self-advocacy will be overtly supported to enrich each student's experience and improve individual achievement. The overarching goal is to build capacity within the state for supporting students with ID to attend college. Over the course of the project, services will shift, evolving from direct students' support to training and technical assistance, generating sustainability by building the knowledge and skills and fostering the collaboration across agencies needed to maintain quality programs. Additionally, viable long-term funding strategies will be developed to avoid overburdening resources that are already stretched thin in many Kentucky colleges and universities. The project will also work with local education agencies to assist in promoting a paradigm of supported education in which postsecondary education is an expectation, and not an exception.

Grantee:

University of Rochester

Western New York College Consortium (WNYCC)

The Institute for Innovative Transition (IIT) at the University of Rochester responds to the **Absolute Priority** by organizing a consortium of four institutions of higher education (IHE)—University of Rochester (UR), Keuka College (KC), Monroe Community College (MCC) and Roberts Wesleyan College (RWC) —which will establish four model demonstration projects to promote the success of students with intellectual disabilities. The initiative responds to the **Invitational Priority** by extending and enhancing existing programs at three of these institutions. Each IHE will partner with a local educational agency (LEA): Monroe 1 Boards of Cooperative Education Services (BOCES), Penn Yan Central School District, Rochester City School District and Monroe 2-Orleans BOCES, respectively.

The model demonstration projects will improve employment outcomes by increasing access to higher education for students with intellectual disabilities; however, each of the four projects will take a unique direction in developing an inclusive and meaningful experience: (1) UR will provide access to noncredit- and credit-bearing college courses and campus activities through the support of graduate and undergraduate student mentors. It will increase employment outcomes by providing inclusive paid and nonpaid internships on the campus. (2) KC will increase access to noncredit- and credit-bearing courses and develop a certification process that aligns with existing degree-seeking certificates in its education department. (3) RWC will provide access to noncredit- and credit-bearing courses and inclusive employment opportunities through paid and nonpaid internships on its campus. RWC will establish a credential as students complete courses and wish to enroll in courses for credit. (4) MCC will provide access to noncredit- and credit-bearing courses and develop a credential process. All four TPSID model demonstration projects will align existing practices on the campus to implement initiatives and ensure sustainability after completion of the grant period. The consortium will *serve a minimum of 50 students ages 18-21 with intellectual disabilities*.

The consortium addresses **Competitive Priority 1** through all four model demonstration TPSID projects by partnering with Vocational and Educational Service for Individuals with Disabilities (VESID, a vocational rehabilitation agency) and the Office for People with Developmental Disabilities (OPWDD). VESID will provide employment supports to students enrolled in a model demonstration TPSID project as resources allow. OPWDD will continue providing supports to students it currently funds and will consider new students as resources allow. The consortium addresses **Competitive Priority 3** through all four projects by involving students from the departments of education, special education, speech language pathology, psychology, art education and human services on every campus. During the five-year grant period, the IIT at UR will provide planning assistance, training, technical assistance, coordination, person-centered planning, data management and project evaluation to the four model demonstration projects.

Grantee:

University of South Florida-St. Petersburg

Florida Consortium on Postsecondary Education Transition Programs and Intellectual Disabilities

The University of South Florida - St. Petersburg (USFSP) is partnering with the University of North Florida (UNF) in Jacksonville, Florida, and Lynn University in Boca Raton, Florida, to form the Florida Consortium on Postsecondary Education Transition Programs and Intellectual Disabilities, hereinafter referred to as the "Consortium." With USFSP as the lead institution, the Consortium is applying for this federal grant to accomplish three major objectives. First, the Consortium will expand the existing transition programs on the three campuses of USFSP, UNF, and Lynn University, as well as fully align them with the criteria established for Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSIDs) by the Office of Postsecondary Education, U.S. Department of Education. Secondly, the Consortium plans to work with nine existing postsecondary transition programs, to align them with the aforementioned criteria. The third major objective is to develop additional postsecondary transition programs for students with intellectual disabilities, across Florida. Within all phases, emphasis will be placed on expansion of agency and business partnerships, and a comprehensive curriculum with inclusive academics leading to a meaningful credential.

To achieve these goals, the Consortium is partnering with the Florida Governor's Commission on Disabilities, the Florida Department of Education's Division of Vocational Rehabilitation, and the Department's Bureau of Exceptional Education and Student Services. The Consortium will also collaborate with other appropriate partners to design and deliver professional development, an annual symposium, strategic program evaluation, and to ensure collaboration with the federal coordinating center.

Grantee:

University of Tennessee

A Vocational Certificate Program for Students with Intellectual Disabilities and Autism

The University of Tennessee's Center on Disability and Employment; Special Education and Counselor Education Programs; the Korn Learning, Assessment, and Social Skills (KLASS) Center; in partnership with Knox County Schools and Tennessee School for the Deaf; and in collaboration with the Divisions of Special Education and Rehabilitation Services, proposes the program as an inclusive model comprehensive transition and postsecondary education opportunity for students with intellectual disabilities and autism. Post-school services for individuals with disabilities in Tennessee are limited. Over 6,000 individuals with disabilities are on the waiting list for services from the Division of Intellectual Disabilities Services (DIDS). Educators are not equipped to provide career guidance, job development, and on-going supports in the community.

Project Goals: The program will be achieved through six goals: (1) create a postsecondary education program for students with intellectual disabilities and autism at the University of Tennessee; (2) build university and community capacity in postsecondary efforts through partnerships, joint activities, workshops, and materials; (3) create a vocational certificate recognized by businesses to graduates to gain increased employment opportunities; (4) create seamless transition services through training and technical assistance with Tennessee educators and families; (5) conduct continuous evaluation and quality improvement of program services; and (6) establish program sustainability through continued cooperative efforts with university administration, expand services of the KLASS Center, determine a system to use IDEA funds for transition and postsecondary services, external funding, and/or philanthropic donations.

Project Activities: The program curriculum is comprised of eight components: (1) university courses; (2) basic academics; (3) independent living skills; (4) vocational instruction; (5) career development services; (6) socialization skills; (7) internships; and (8) vocational skills training. Additional services include: person-centered planning; circles of support; tutoring; student support; recreation and leisure; parent/faculty workshops; connections to community services; and job placement. Students will select university courses that will enhance their vocational goals and expand their social skills and networks through campus interactions with the university student body through service-learning and peer mentoring activities as university and community capacity for inclusive activities is expanded.

Number of Students Served: The University of Tennessee program expects to provide services to 80 students over the course of the five-year project: Year 1 (eight students); Year 2 (12 students); Year 3 (16 students); Year 4 (20 students); and Year 5 (24 students).

Grantee:

University of Vermont and State Agricultural College

Project Inclusive Post Secondary Education

Project Inclusive Post Secondary Education (PIPSE) will create high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities at the University of Vermont (UVM) and Johnson State College (JSC) in Vermont. The proposed program will be a consortium of institutions of higher education providing: (1) recruitment of students with intellectual disabilities ages 18-26 including dual enrolled students; (2) utilize a person-centered planning approach to identify the academic, social, living and employment needs of students with intellectual disabilities; (3) support students through peer mentors, developmental disabilities service agency specialists (DDAS), undergraduate and graduate academic peer coaches (e.g., special education and social work students), employment coaches (provided by the Division of Vocational Rehabilitation, DDAS, , and the Howard Center) (4) provide university support through the Institutions of Higher Education (IHE) offices of ACCESS and Disability Services; (5) support academic faculty at UVM and JSC through the Universal Design for Learning (UDL) design team to create curriculum that is inclusive and supportive of individuals with intellectual disabilities (ID); (6) two years of increasing employment experiences in IHE and community settings leading to paid employment; (7) an option for international study and research participatory action research sharing for students with ID with students in Ireland; (8) opportunity for dual enrolled students through collaborations with two local education agencies (South Chittenden, LaMoille); (9) advocacy training and experience through Green Mountain Self Advocates (GMSA); and (10) provide increasing levels of independent living experiences through collaboration with IHE residential life and the Howard Developmental Disabilities Center.

The overall goal of this five-year project is to provide individual support and services for the academic, physical, and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program including internships leading to gainful employment based upon the principles of inclusion, universal design, and collaborative consultation. Project objectives include: (1) to develop a certificate program on two IHE in Vermont; (2) to identify financial resources for students; (3) to recruit, enroll, retain and transition students to gainful employment; (4) to provide UDL collaborative consultation for IHE faculty; and (5) to develop capacity throughout the IHE system in Vermont. Project collaborators include: (1) families and the Vermont Family Network; (2) Johnson State College; (3) two Vermont local education agencies; (4) Howard Center and LaMoille Center Development Disabilities Agencies; (5) Trinity College Dublin (PSE Program); (6) Vermont Division of Vocational Rehabilitation and Developmental Disabilities Agency; and (7) UVM (ACCESS, Disability Support, Residential Life, UDL, Center on Disability and Community Inclusion, and the College of Education and Social Services).

The project is expected to: (1) graduate up to **16 individuals with intellectual disabilities across UVM and JSC by 2015**; (2) provide a certificate in professional studies awarded by UVM and JSC that includes academic coursework for students with ID with non-disabled peers; and (3) support independent living and paid employment for up to 16 students.

Grantee:

Virginia Commonwealth University

Academic & Career Exploration: Individualized Techniques (ACE-IT!)

Virginia Commonwealth University (VCU) proposes to provide an inclusive, on-campus, transition and postsecondary program for young adults with intellectual disabilities (ID). Implementation of this program will be accomplished through the leadership and collaboration of the Vice President of Student Affairs, Vice President of Academic Affairs, the Center for Teaching Excellence, the Rehabilitation Research & Training Center, and the Partnership for People with Disabilities. The proposed goals of the project are: (a) develop and implement a college transition and postsecondary program (ACE-IT!) at VCU for young adults with ID between the ages of 18 to 26; (b) adapt the VCU on-campus program at two community colleges; and (c) develop and implement training materials (including curriculum) and information for local education agencies, adult service agencies, young adults with ID and their families to not only prepare young adults with ID for college, but also to assist localities around the state in developing and implementing inclusive postsecondary opportunities.

VCU has strong ties with local education agencies, adult service agencies, and advocacy organizations. The development and implementation of VCU's transition and postsecondary program is the next step in a statewide strategic planning effort that VCU is facilitating with representatives from higher education agencies, university and college faculty and staff, adult service agencies, local education agencies, young adults with disabilities, family members, and advocacy organizations. This group has met over the past eight months to develop a five-year strategic plan for individualized, inclusive and authentic postsecondary opportunities across Virginia. The focus of the group is the development and implementation of the inclusive individual support model which is currently not available in any Virginia higher education institution (two- or four- year). This proposal will address the development and implementation of this model at VCU and will adapt the model in two community college sites. This strategic planning group will serve as the project's advisory committee.

The outcomes of the ACE-IT program are an established credential program and competitive employment process for college students with ID through the use of college academic and career supports. This will be achieved through a 30-month, on-campus program that will focus on college students with ID building a series of academic learning experiences for credit or non- credit selected from the VCU course catalog. It is anticipated that the program will be designed to serve up to 35 students with ID over the course of the model demonstration. Approximately 20 will be served at VCU and 15 at the community college sites.

Grantee:

Western Carolina University

Western Carolina University's University Participant Program: An Inclusive Model Post-Secondary Education Program for Individuals with Intellectual Disabilities

The purpose of the proposed project is to expand and improve the Western Carolina University University Participant (UP) program. The WCU UP program was developed in 2007 as a pilot program to provide a two-year, full-time, inclusive, on-campus living and learning experience for persons with moderate intellectual disabilities between the ages of 18 and 22. Participants' learning activities are developed through an individual, person-centered planning process that leads to the development of their Individual Plan for College Participation (IPCP). The IPCP focuses on five areas: personal development skills; community participation skills; vocational preparation skills; social participation and learning; and elective course auditing. At the completion of the two-year period, based on successful program completion, participants are awarded UP Certificate Accomplishment by the WCU Office of Educational Outreach.

The primary goal of the program is to facilitate the transition of participants from secondary school to an adult life characterized by a high degree of self-determination, paid employment, independent living, and an overall high quality of life. UP participants live in WCU residential halls distributed throughout university under the same university policies that apply to all WCU students.

Their on-campus life is fully integrated, and there are no separate facilities, settings, or classes for UP participants. WCU students are recruited to provide paid and unpaid natural supports in order to facilitate participants living in dorms, attending classes, engaging in social and recreational activities, becoming involved in student organizations, and developing natural friendships and relationships. The UP program cooperates with public schools and community agencies that often provide support to participants while they are living on campus. Since the program's initiation, two young men have completed the program. In the coming year (2010-2011), four new participants will enter the program, two women and two men.

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APPENDIX B
THINK COLLEGE STANDARDS WITH IMPLEMENTATION SCALE*



THINK COLLEGE STANDARDS, QUALITY INDICATORS and BENCHMARKS FOR INCLUSIVE HIGHER EDUCATION

Think College at the Institute of Community Inclusion at University of Massachusetts Boston, has developed Standards, Quality Indicators and Benchmarks for Inclusive Higher Education. Institutes of higher education (IHEs) use these standards to create, expand or enhance high-quality, inclusive postsecondary education experiences to support positive outcomes for individuals with intellectual disabilities (ID). Additionally, these Standards can be used as a framework to conduct and expand research on issues related to supporting students with ID in higher education. They are aligned with the definition of a comprehensive postsecondary and transition program for students with intellectual disabilities and reflect institutional and instructional practices that support a Universal Design for Learning framework as outlined in the Higher Education Opportunities Act of 2008.

Instructions: Complete the following grid by indicating a level of implementation score for each benchmark

Unit of measure: Level of implementation

- 0 = not planning to implement
- 1 = no progress
- 2 = in progress but not fully implemented
- 3 = fully implemented

STANDARD 1 INCLUSIVE ACADEMIC ACCESS: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:					
Quality Indicator 1.1 Provide access to a wide array of college course types that are attended by students without disabilities, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
I.1A: Enrollment in noncredit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.					
I.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.					
I.1C: Enrollment in credit bearing courses offered by the institution attended by students without disabilities, when aligned with the student's postsecondary plans.					

I.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.					
I.1E: College course access that is not limited to a pre-determined list.					
I.1F: Participation in courses that relate to their personal, academic and career goals as established through person-centered planning.					
I.1G: Collection of objective evaluation data on college course participation.					

Quality Indicator 1.2 Address issues that may impact college course participation, including:

Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
I.2A: College policies regarding placement tests, ability to benefit testing and prerequisites that negatively impact college course participation access.					
I.2B: Access to and instruction in the use of needed public or personal transportation, such as public buses, taxis, para-transit, ride-sharing with other students and other naturally occurring transportation options.					
I.2C: Access to college Disability Services for accommodations typically provided by that office.					
I.2D: Access to and instruction in the use of needed technology.					
I.2E: Access to educational coaches who receive ongoing training and supervision.					
I.2F: Access to peer support such as mentors, tutors, and campus ambassadors.					
I.2G: Faculty training in universal design for learning principles.					

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STANDARD 3 CAMPUS MEMBERSHIP: To facilitate campus membership for students with intellectual disabilities, the comprehensive postsecondary education program should:					
Quality Indicator 3.1: Provide access to and support for participation in existing social organizations, facilities and technology, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
3.1A: Campus programs, such as clubs and organizations, community service, religious life, student government, Greek system, co-curricular experiences, service learning, study abroad, student sports and entertainment events, recreational facilities and programs, etc.					
3.1B: Residence life facilities and activities, including, when desired, the off campus housing office.					
3.1B: Technology for social communication, including email, texting, cell phone, Facebook, Twitter, Skype).					
3.1C: Social activities facilitated by students without disabilities who serve as natural supports.					

STANDARD 4: SELF DETERMINATION: To facilitate the development of self-determination in students with intellectual disabilities, the comprehensive postsecondary education program should:					
Quality Indicator 4.1: Ensure student involvement in and control of the establishment of personal goals that:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
4.1A: Reflect student interests and desires as indicated by person centered planning.					
4.1B: Are reviewed regularly and modified as needed to reflect changes in student interests and preferences.					
4.1C: Address accommodation and technology needs.					
4.1D: Lead to outcomes desired by the student.					
4.1E: Reflect family input when desired by the student.					
Quality Indicator 4.2: Ensure the development and promotion of self-determination skills for students with intellectual disabilities as evidenced by students:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
4.2A: Monitoring their own progress toward their personal goals.					
4.2B: Directing their choice of courses, activities, and employment experiences.					
4.2C: Involvement in course registration, accommodation requests, and payment of tuition.					
4.2D: Being involved in all aspects of employment, such as creating a resume, setting up job interviews, follow up phone calls, negotiating job change, etc.					
4.2E: Interacting directly with faculty and employers including the articulation of needed accommodations.					
4.2F: Managing personal schedules that include courses, employment, and social activities.					

Quality Indicator 4.3: Have a stated process for family involvement that reflects:					
Benchmarks	Implementation Scale				
	3	2	1	0	NOTES
4.3A: Clearly defined roles and responsibilities for parents and students.					
4.3B: A process for the provision of information to parents on resources, effective advocacy and transition planning.					
4.3C: Student control over how parents are involved with their experience					
4.3D: Adherence to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)					

STANDARD 5: ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES: To facilitate alignment with college systems and practices for students with intellectual disabilities, the comprehensive postsecondary education program should:					
Quality Indicator 5.1: As required in the HEOA, identify outcomes or offer an educational credential (e.g., degree or certificate) established by the institution for students enrolled in the program, including assurance that:					
Benchmarks	Implementation Scale				
	3	2	1	0	NOTES
5.1A: Outcomes established by the program for achievement of an educational credential are measurable.					
5.1B: Program outcomes are publicly available (e.g. brochure, website, program application).					
5.1C: Courses and internships are related to achieving and maintaining gainful employment.					
5.1D: Outcomes/credentials established by the program also addresses engagement in college community life, service opportunities, etc.					

Quality Indicator 5.2: Provide access to academic advising that:					
Benchmarks	Implementation Scale				
	3	2	1	0	NOTES
5.2A: Uses person centered planning in the development of a students' course of study (curriculum structure).					
5.2B: Reflects the institution's policy for determining whether a student enrolled in the program is making satisfactory academic progress.					
5.2C: Is aligned with the educational credential established by the institution for students enrolled in the program.					

Quality Indicator 5.3: Provide access to college campus resources, including:					
Benchmarks	Implementation Scale				
	3	2	1	0	NOTES
5.3A: Admissions, registration and orientation.					
5.3B: College identification cards.					
5.3C: Health and counseling centers, athletic center, information technology, career services, dining services, Greek system, clubs, student organizations, student government, etc.					
5.3D: Co-curricular activities including practicum and learning communities.					
5.3E: Support for participating in existing on and off-campus university housing owned or university-affiliated housing.					
5.3F: Orientation, training and resources for parents of incoming students.					
5.3G: Campus shuttle buses to different campuses and the community.					

Quality Indicator 5.4: Collaborate with faculty and staff, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
5.4A: Accessing existing professional development initiatives on campus (i.e. workshops on Universal Design principles).					
5.4B: Offering expertise of the program staff and students to faculty, other college personnel and students through trainings, course presentations, etc.					

Quality Indicator 5.5: Adhere to the college's schedules, policies and procedures, public relations and communications as evidenced by:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
5.5A: Review of the college's code of conduct with students.					
5.5B: Participation of students in courses and/or social events during afternoons, evenings, and weekends.					
5.5C: Participation of students in graduation exercises and experiences.					
5.5D: Observation of college vacations and holidays, not local education agencies (if dual enrollment) or that of outside agencies.					
5.5E: Recognition of students with intellectual disabilities as a representative population in the IHE's diversity plan.					
5.5F: The presence of students with ID on campus reflects the college's commitment to diversity and has a presence in college communications, strategic plan, mission statement, president's messages, system reviews.					

STANDARD 6: COORDINATION AND COLLABORATION: To facilitate collaboration and coordination, the comprehensive postsecondary education program should:					
Quality Indicator 6.1: Establish connections and relationships with key college/university departments, as evidenced by:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
6.1A: Students with ID effectively using campus resources, such as disability services, financial aid services, course registration, academic advising, health services and career services.					
6.1B: Program staff effectively using college infrastructure such as IT support, maintenance, etc.					
6.1C: Program staff being aware of the governance and administrative structures of the college or university that may impact the program.					
6.1D: Program staff participating in faculty/staff governance, or committees as part of their contribution to the college.					

Quality Indicator 6.2: Have a designated person to coordinate program-specific services of the comprehensive postsecondary education program, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
6.2A: Scheduling and implementing interagency team meetings.					
6.2B: Conducting person-centered planning and assuring that the results of those meetings are infused into the students' daily activities.					
6.2C: Assuring that data collection and program evaluation activities occur.					
6.2D: Providing outreach to families.					
6.2E: Providing training and supervision for educational coaches, job coaches and job developers.					

STANDARD 7: SUSTAINABILITY: To facilitate sustainability, the comprehensive postsecondary education program should:					
Quality Indicator 7.1: Utilize diverse sources of funding, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
7.1A: Maintaining a relationship to the campus financial aid office.					
7.1B: Ensuring that eligible students and families apply for financial aid					
7.1C: Providing information to students on sources of funds for tuition and other costs, such as National Service grants, work-study, use of Medicaid waiver funds, vocational rehabilitation, etc.					
7.1D: Using state funds, IDEA funds, developmental services agency funds, family funds, private and federal grant funds to provide core funding for the program.					

Quality Indicator 7.2: Have a planning and advisory team which:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
7.2A: Includes representatives from the college including administrators (deans, provosts, department chair), disability services, faculty, as well as disability specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and students.					
7.2B: Supports collaboration both between the college and the program and with outside entities.					
7.2C: Addresses program policies and practices (costs, access, partnerships) and student outcomes (data review) to ensure sustainability.					
7.2D: Communicates regularly.					

STANDARD 8: ONGOING EVALUATION: To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should:					
Quality Indicator 8.1: Conduct evaluation on services and outcomes on a regular basis, including:					
Benchmarks	Implementation Scale				NOTES
	3	2	1	0	
8.1A: Collection of data from key stakeholders, such as students with and without disabilities, parents, faculty, disability services and other college staff.					
8.1B: Collection of student satisfaction data.					
8.1C: Collection of student exit data.					
8.1D: Collection of student follow-up data.					
8.1E: Review of all data compiled by the advisory team and other stakeholders.					
8.1F: Implementation of program changes as a result of data review.					

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BIOGRAPHICAL SKETCH

Denise Michelle “Shelly” Voelker began her educational career as an English Education major at Towson State University in Maryland. After finishing her baccalaureate degree, she studied Special Education at the University of Florida, earning a Master of Education degree in 1998 and a Specialist in Education degree in 2004. Shelly spent seven years as a teacher of special education and one year as a teacher of adult basic education. She has also worked as a reading specialist in the public schools and as an educational specialist with Florida’s deaf-blind technical assistance and dissemination project. Shelly Voelker earned her Doctor of Education degree in the fall of 2013.