

# Postsecondary Education Options for Students with Intellectual Disabilities: How Program Evaluation Informs Program Development

Deborah Zuver, Kelly Kelley, and Cate Weir  
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# Presentation

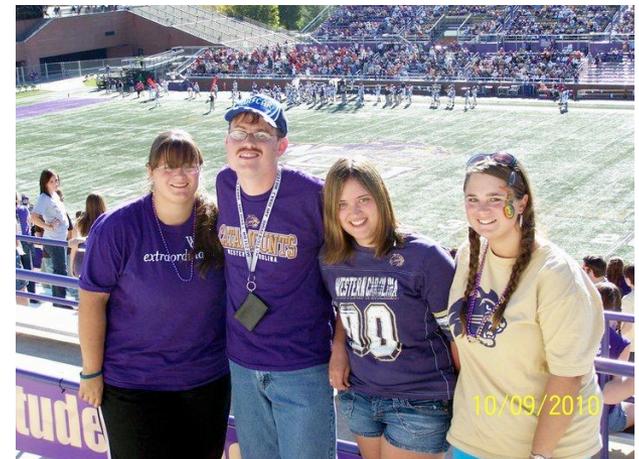
- **A National Overview: Successful PSE Options**
  - Cate Weir, ThinkCollege, Institute for Community Inclusion, UMASS, Boston
- **A Model Demonstration Site: University Participant (UP) at Western Carolina University**
  - Kelly Kelley, Ph.D., University Participant (UP), Western Carolina University, Cullowhee, NC
- **PSE Program Development through Program Evaluation**
  - Deb Zuver, Carolina Institute for Developmental Disabilities, University of North Carolina-Chapel Hill

# What is the UP Program?

- The University Participant (UP) Program is a two year, inclusive program for college-aged individuals with intellectual disabilities.
- Operated as a pilot program from 2007 to 2010; 2 participants completed the program by 2010.
- Expanded to 4 participants in 2010, 4 additional in 2011 for a total of 8 participants.
- Funded as a model demonstration site in 2010 by U.S. Department of Education.

# What do UP Participants do at WCU?

- Live in campus residence halls and experience college life with same age peers
- Have an individual plan that would allow personal development for post-UP success
- Attend and audit a limited number of classes
- Participate in social events and activities

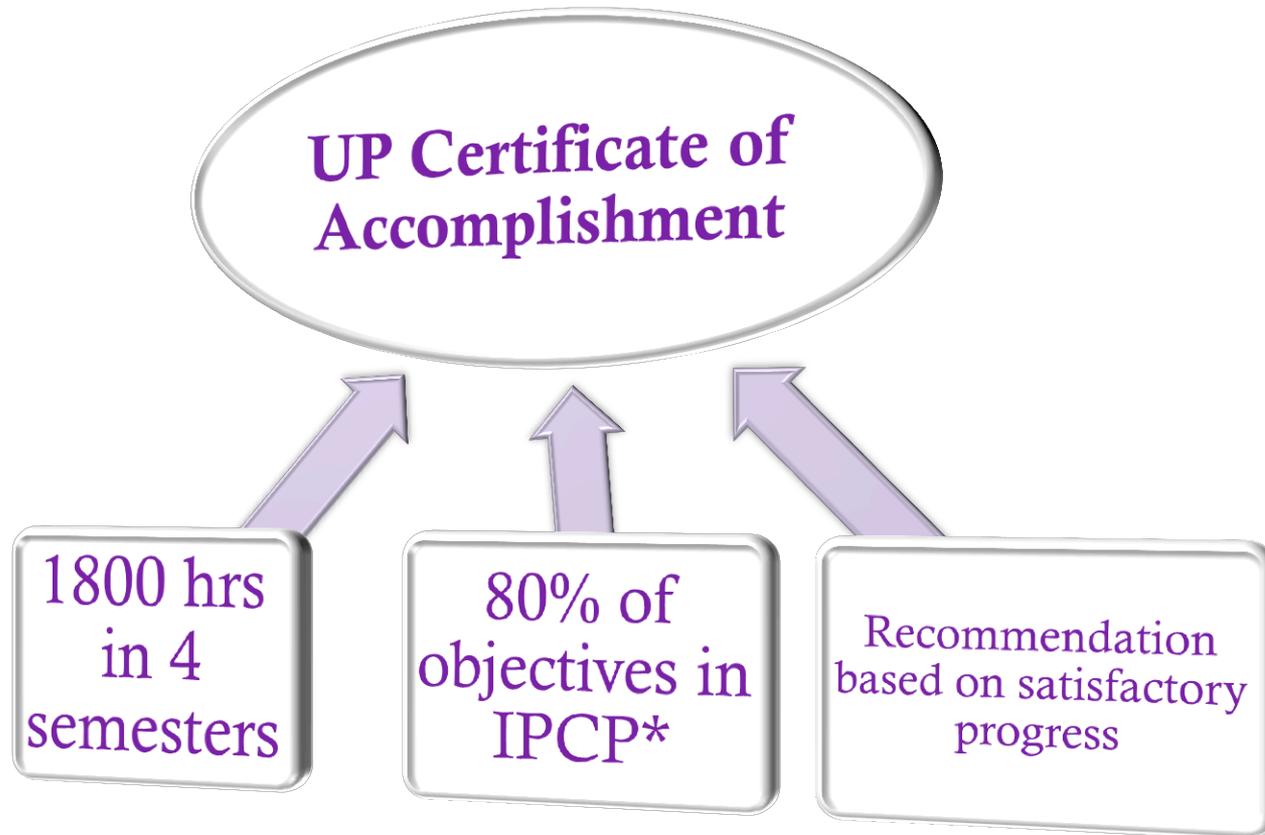


# Five UP Program Components



Participants must pay current university fees for auditing courses

# UP Certificate Requirements



\*Individual Plan for College Participation (IPCP)

# Organized Yet Individualized

1/30/12 MONDAY	1/31/12 TUESDAY	2/1/12 WEDNESDAY	2/2/12 THURSDAY	2/3/12 FRIDAY	2/4/12 SATURDAY	2/5/12 SUNDAY
9:05-9:55 am <b>HEALTH CLASS IN REID 117</b> Hannah Kiziah 828-502-XXXX 	9:30-10:45 am <b>CRIMINAL JUSTICE CLASS IN BARDO ARTS CENTER 130</b> Hilari Griffin 828-305-XXXX 	9:05-9:55 am <b>HEALTH CLASS IN REID 117</b> Hannah Kiziah 828-502-XXXX 	9:30-10:45 am <b>CRIMINAL JUSTICE CLASS IN BARDO ARTS CENTER 130</b> Hilari Griffin 828-305-XXXX 	9:00-11:00 am <b>WORK IN LIBRARY/ CIRCULATION</b> Chloe Mutz 919-457-XXXX 		9:30 - 10:00 pm <b>EVENING ROUTINE</b> 
10:00-11:00 am <b>HOMEWORK</b> Natalie Cannon 828-808-XXXX 	10:45-11:15 am <b>TRAVEL TO LIBRARY</b> A'Kasha Johnson 704-918-XXXX 	10:00-11:00 am <b>HOMEWORK</b> Hannah Kiziah 828-502-XXXX 	10:45-11:15 am <b>TRAVEL TO LIBRARY</b> Stephanieanne Smith 828-553-XXXX 	11:00am-12:15 pm <b>HOMEWORK</b> Destiny Jordan 910-571-XXXX 		10:00 pm - 7:45 am <b>SLEEP</b> Haley Gower 704-648-XXXX 
11:00-11:15 am <b>TRAVEL TO KILLIAN 108</b> Destiny Jordan 910-571-XXXX 	11:15am-1:30 pm <b>WORK IN LIBRARY/ CIRCULATION</b> A'Kasha Johnson 704-918-XXXX 	11:00-11:15 am <b>TRAVEL TO KILLIAN 108</b> Destiny Jordan 910-571-XXXX 	11:15am-1:30 pm <b>WORK IN LIBRARY/ CIRCULATION</b> Stephanieanne Smith 828-553-XXXX 	<b>TURN IN SCHEDULE/ WEIGH IN</b> 		10:00 pm - 7:45 am <b>SLEEP</b> Haley Gower 704-648-XXXX 
11:15am-12:05 pm <b>CAREER CLASS KILLAN 108</b> Destiny Jordan 910-571-XXXX 	1:30-1:45 pm <b>TRAVEL TO LUNCH</b> Faith Corbett 904-708-XXXX 	11:15am-12:05 pm <b>CAREER CLASS KILLAN 108</b> Destiny Jordan 910-571-XXXX 	1:30-1:45 pm <b>TRAVEL TO LUNCH</b> Faith Corbett 904-708-XXXX 	12:15-12:30 pm <b>TRAVEL TO LUNCH</b> Brittany Crain 828-289-XXXX 		10:00 pm - 7:45 am <b>SLEEP</b> Haley Gower 704-648-XXXX 

# Work-based learning?



- Interest inventories and assessments
- Community partnerships for employment
- Course selection related to employment goals
- On-campus jobs; work-study opportunities
- Specialized curriculum leading to certificate
- Internships and job-based instruction
- Transition: job coach

**Postsecondary Education = Employment!**

# College Students' Attitudes about an Inclusive Postsecondary Education Program for Individuals with Intellectual Disabilities



# Brief Overview from WCU Survey

Survey questions and purpose:

1. What are the attitudes of college students regarding the enrollment of individuals with ID in an inclusive PSE program on their campus?
2. Does knowledge of the PSE program or its participants influence attitudes toward the program and inclusion?
3. Do previous contacts with persons with ID influence attitudes toward the UP program and inclusion?
4. Do students' demographic characteristics influence attitudes toward the UP program and inclusion?

# Survey Participants

- All undergraduate students (7,149) were requested through email to participate
- 572 undergraduate students opened the questionnaire
  - 385 females, 183 males (4 unidentified)
  - 128 freshman, 137 sophomores, 147 juniors, 155 seniors
  - 540 were full-time students
  - 367 lived on-campus

# The Questionnaire

- Used SurveyMonkey to deliver questions, gather data
- Questionnaire included 17 questions
  - 3 about knowledge and experience with UP program or participants
  - 6 on attitudes toward UP program, participants, and inclusion
  - 2 on previous experience with persons with ID
  - 4 on demographic information
  - 1 for comments
  - 1 to leave name and phone number to enter a drawing

# Results: Knowledge about Program and Participants

<b>I am aware of the UP program at WCU.</b>	<b>Yes No Not sure</b>	<b>319 (55.8%) 212 (37.1%) 41(7.2%)</b>
<b>I know at least one of the UP participants.</b>	<b>Yes No Not sure</b>	<b>227 (39.9%) 253 (44.5%) 89 (15.6%)</b>
<b>I have been enrolled in a course with at least one UP participant.</b>	<b>Yes No Not sure</b>	<b>99 (17.4%) 251 (44.1%) 219 (38.5%)</b>

# Results: Attitude Toward UP Program, Participants, & Inclusion

<p><b>Individuals with intellectual disabilities can benefit from attending college if given some support.</b></p>	<p><b>Agree strongly</b>  <b>Agree</b>  <b>Not sure</b>  <b>Disagree</b>  <b>Disagree strongly</b></p>	<p><b>412 (72.3%)</b>  <b>132 (23.2%)</b>  <b>22 (3.9%)</b>  <b>3(0.5%)</b>  <b>1 (0.2%)</b></p>
<p><b>Typical college students can benefit from attending a college that includes students with intellectual disabilities.</b></p>	<p><b>Agree strongly</b>  <b>Agree</b>  <b>Not sure</b>  <b>Disagree</b>  <b>Disagree strongly</b></p>	<p><b>336 (59.2%)</b>  <b>173 (30.5%)</b>  <b>50 (8.8%)</b>  <b>6 (1.1%)</b>  <b>3 (0.5%)</b></p>
<p><b>Including students with intellectual disabilities in a college class does NOT lessen the quality of the class for other college students.</b></p>	<p><b>Agree strongly</b>  <b>Agree</b>  <b>Not sure</b>  <b>Disagree</b>  <b>Disagree strongly</b></p>	<p><b>307 (54.0%)</b>  <b>168 (29.5%)</b>  <b>71 (12.5%)</b>  <b>21 (3.7%)</b>  <b>2 (0.4%)</b></p>

# Results: Attitude Toward UP Program, Participants, & Inclusion

<p><b>Including students with intellectual disabilities in college classes can be beneficial to other college students in the class.</b></p>	<p><b>Agree strongly</b> <b>Agree</b> <b>Not sure</b> <b>Disagree</b> <b>Disagree strongly</b></p>	<p><b>289 (51.0)</b> <b>182 (32.1)</b> <b>75 (13.2)</b> <b>18 (3.2)</b> <b>3 (0.5)</b></p>
<p><b>Including students with intellectual disabilities in campus life is beneficial to other college students.</b></p>	<p><b>Agree strongly</b> <b>Agree</b> <b>Not sure</b> <b>Disagree</b> <b>Disagree strongly</b></p>	<p><b>334 (58.9)</b> <b>183 (32.3)</b> <b>44 (7.8)</b> <b>4 (0.7)</b> <b>2 (0.4)</b></p>
<p><b>Communities should be willing to include individuals with intellectual disabilities.</b></p>	<p><b>Agree strongly</b> <b>Agree</b> <b>Not sure</b> <b>Disagree</b> <b>Disagree strongly</b></p>	<p><b>444 (77.9)</b> <b>112 (19.6)</b> <b>12 (2.1)</b> <b>1 (0.2)</b> <b>1 (0.2)</b></p>

# Results: Previous Contact with Persons with Intellectual Disabilities

<b>In my high school, students with intellectual disabilities were included in some classes or school activities.</b>	<b>Yes</b> <b>No</b> <b>Not sure</b>	<b>392 (68.9%)</b> <b>118 (20.7%)</b> <b>59 (10.4%)</b>
<b>I have a family member, friend, and/or acquaintance with intellectual disabilities (not including UP participants).</b>	<b>Yes</b> <b>No</b> <b>Not sure</b>	<b>319 (56.1%)</b> <b>220 (38.7%)</b> <b>30 (5.3%)</b>

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Individuals with intellectual disabilities can benefit from attending college if given some support” if
  - They had a family member, friend or acquaintance with ID, or
  - They were female

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Typical college students can benefit from attending a college that includes students with intellectual disabilities” if
  - They were aware of the program, or
  - Knew at least 1 UP participant, or
  - Had a family member, friend or acquaintance with ID, or
  - Were female.

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Including students with intellectual disabilities in a college class does NOT lessen the quality of the class for other college students” if
  - They had been enrolled in a course with a UP participant, or
  - Had a family member, friend or acquaintance with ID, or
  - Were female

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Including students with intellectual disabilities in college classes can be beneficial to other college students in the class” if
  - They knew at least 1 UP participant, or
  - They knew students with ID included in high school, or
  - Had a family member, friend or acquaintance with ID, or
  - Were female

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Including students with intellectual disabilities in campus life is beneficial to other college students” if
  - They were aware of the UP program, or
  - Knew at least 1 UP participant, or
  - Had a family member, friend or acquaintance with ID, or
  - Were female

# Results: Significant Relationships ( $p. \leq .05$ )

- Respondents were more likely to agree with this statement “Communities should be willing to include individuals with intellectual disabilities” if,
  - They had a family member, friend or acquaintance with ID, or
  - Were female

# General Conclusions

- Overall attitudes to the UP program, UP participants, and inclusion were positive.
- Awareness of the program and experience with participants increased positive attitudes toward UP program and participants.
- Those who had been in a class with a UP participant more often agreed that the participant did NOT lessen the quality of the class.

# Limitations of the Study

- Sample was not randomly selected, may not be representative of all WCU students.
- Findings may not generalize to other colleges or universities.
- Responses to the Internet survey may have been erroneous in some cases.
- Responses may have been different if there were different participants with ID in the UP program.

# Integrating Evaluation and Program Development

- Evaluate the impact of the program on students, families, faculty, campus life
- Evaluate the effectiveness of the program
- Identify needed modifications



# NC Postsecondary Education Alliance



**Mission: To expand Postsecondary education options in NC**

- Involve stakeholders: Educators, transition coordinators, agency representatives (DPI, VR, legislators, families, student advocates
- Collaborate/communicate/support
- Break down barriers/create system change
- Provide web site for information, resources

# Programs in North Carolina

## UNIVERSITIES:

- WCU: *University Participant*
- UNC-G: *Beyond Academics*
- ASU: *Scholars with Diverse Abilities*
- CIDD-UNC: *LEND Self-Advocate Trainee*

# Programs in North Carolina

## Community Colleges:

- Alamance CC: Career College
- Central Piedmont CC: Project SEARCH
- Cleveland CC: Connexions
- Randolph CC: Career College

# Steps to Creating PSE Access

- Establish key stakeholder support- we've got it!
- Establish interagency **team**
- Facilitate **family** participation
- Identify postsecondary & employment **resources**
- Determine **funding** strategies
- **Evaluation** as part of program development

# Components of effective programs

## Principles/values:

- Person-centered planning
- Support self-determination
- Inclusive social opportunities



## Structure:

- Course access w/accommodations
- Individualized support (coach, support/volunteer)
- Work-based learning

# Evaluation Components

- Individual interviews with UP participants
- Family focus group
- Faculty Survey
- Focus groups of typical students providing volunteer, natural, paid support

# Evaluation Components

## Program Review:

- Philosophy and values
- Structure
- Recruitment/policies & procedures
- Public awareness/communication
- Academic inclusion and support
- Residential and campus life
- Vocational opportunities
- Collaboration

# Participant Interviews

- Why college?
- Adjustment: challenges; positives
- Academic experiences
- Work experiences
- Support
- Changes: self; family
- Expectations
- Goals

# Family Focus Groups

Two consistent themes related to families' goals and dreams:

Independence

Inclusion

# Student Focus Groups

- Student volunteers: most as class requirement but continuing by choice
- Training & support for their roles
- Support of UP students intensive, then fades
- Expectations vs. experience
- Strong commitment to the program

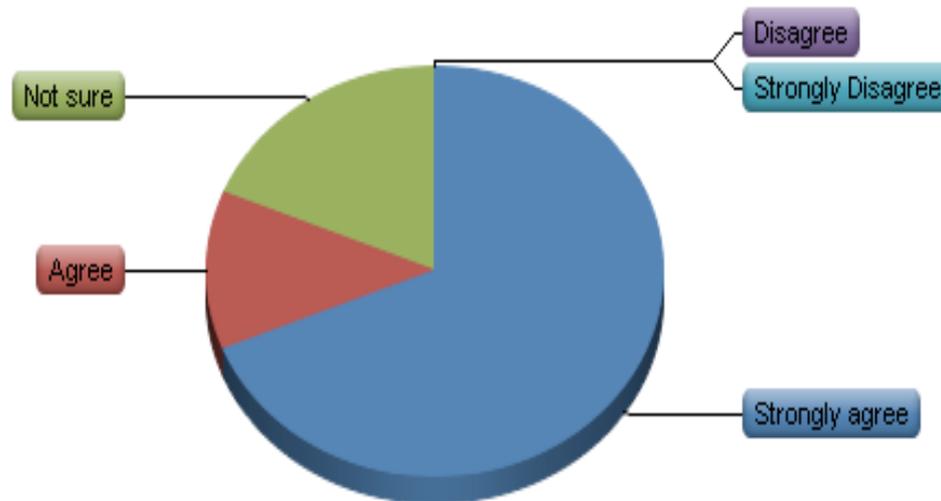
“People are more mindful now. It’s changed this university.”

# WCU students:

- “I’ve learned not to make assumptions about what they can or cannot do.”
- “Everyone deserves a chance to learn and to have a job.”
- “As much as they learn, we also learn. If we could translate that into the community, the world would be a better place.”

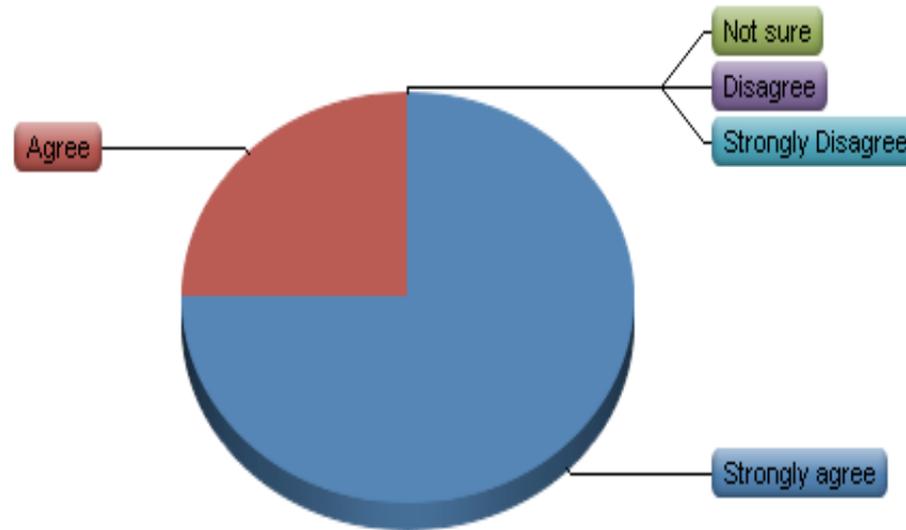
# Faculty Survey

- Many students with intellectual/developmental disabilities (I/DD) can benefit from a college experience with adequate supports.



# Faculty Survey

- Typical college students can benefit from a college experience that includes students with I/DD.



# Review of Systems

- Specific criteria for admission
- Consistent application of values
- Inclusive opportunities in all of campus life
- Integration of work-based learning and transition to employment
- Administrative support of program development
- Support from student volunteers

# Integrating Evaluation with Program Development

- Setting initial goals
- Objective assessment of progress
- Specific criteria
- Ongoing input/exchange of ideas
- Measurable outcomes
- Collaborative efforts

# Additional PSE Resources

- <http://up.wcu.edu> - WCU UP Program website
- [www.cidd.unc.edu/psea/](http://www.cidd.unc.edu/psea/) - NC Postsecondary Education Alliance
- [www.transitiontocollege.net](http://www.transitiontocollege.net) - Post-Secondary Education Research Center (PERC). Info on options and trends.
- [www.ThinkCollege.net](http://www.ThinkCollege.net) –Database, TA, newsletters
- [www.nsttac.org](http://www.nsttac.org) -- The National Secondary Transition Technical Assistance Center



# Questions and Discussion

# Contact Information

Kelly R. Kelley- UP Program Coordinator

- [kkelley@email.wcu.edu](mailto:kkelley@email.wcu.edu)



CIDD External Evaluators

- |  |  |
|--|--|
| • Donna Carlson Yerby  | Deborah Zuver  |
| <a href="mailto:Donna.yerby@cidd.unc.edu">Donna.yerby@cidd.unc.edu</a> | <a href="mailto:Deborah.zuver@cidd.unc.edu">Deborah.zuver@cidd.unc.edu</a> |



Cate Weir - Think College, UMASS, Boston

- [Cathryn.Weir@umb.edu](mailto:Cathryn.Weir@umb.edu)