Postsecondary Education and Training

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Presentation to the Massachusetts Secondary Transition Capacity Building Institute

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About Me

- Director of the Center on Postsecondary Education and Disability at UConn
  - www.cped.uconn.edu
- Former Director of UPLD at UConn
- Former Director of LRC at Mitchell College
- Graduate Intern at Boston College Counseling Services
- A Boston area native.....
Yes, I am From Massachusetts

• If you say packy, or Beanpot, I know what you mean
• I can walk like a penguin….and I know that….
• ….Its fun to find out what makes an ocean wave wave
• I remember Dale Dorman, Rex Trailer, and Romper Room
• I knew that you turned right on Daniel Webster after turning left on Spitbrook, and that there was a Jordan Marsh not just Jordan’s
• I learned to not make eye contact when entering the Sumner tunnel
• I worshipped Bobby Orr and Carl Yastrzemski
• I used to say “wicked” before it was a musical
• I can remember how Kevin White said “the city of Boston”
• When I say “khakis” people think I say “car keys” or “cocky”
I lost my khakis.

What it means in Boston.
More About Me
Session Objectives

• To discuss postsecondary education as a viable option for a wide range of students with disabilities

• To discuss statistics on students with disabilities in postsecondary education

• To discuss key differences between secondary and postsecondary services for students with disabilities

• To review the overall body of literature related to studies on students with disabilities in postsecondary education

• To present specific findings from literature in key areas

• To present suggestions related to planning for postsecondary education for students with disabilities

• To focus on long range planning and high expectations for students with disabilities

Madaus - BPS; 2012
The Main Session Objective

- To help your students go from High School to......
The Main Session Objective

• To help your students go from High School to.....
Quiz Time!!!!! Think, Pair, Share

- The first American President to sign a bill authorizing a college program for students with disabilities was……..?
Quiz Time!!!!!

- In 1864, the National Deaf-Mute College was established in Washington, DC
- Now known as Gallaudet University (after the first director, Edward Miner Gallaudet)
- Picture from http://www.visitingdc.com/president/abraham-lincoln-picture.htm
He walked three miles to the woman’s house and returned the money.

Imagine that you lived at the same time as Abraham Lincoln. What would you say to him or ask him?

I’d tell him not to go to a play ever.
Increased Access: Good News!

- College students with disabilities in college:
  - 2.6% in 1978
  - 9% in 2004 (CIRP Freshman Study)
  - 11% in 2004 (NCES, 2006)

- Most prevalent types of disabilities reported:
  - Students with LD
  - Students with ADHD
  - Students with Psychiatric disabilities

- Disability types on the rise:
  - Students with Psychiatric Disabilities
  - Students with Aspergers Syndrome
  - Students with Intellectual Disabilities
Trends on Access

- **NLTS – 1992**
  - 19% of HS graduates with disabilities had enrolled in postsecondary ed within 2 years of high school (53% of all youth)
  - 27% of all youth (and 37% of HS graduates with disabilities) had enrolled within 5 years of high school

- **NLTS-2 – 2009**
  - 45% of youth with disabilities had enrolled in postsecondary education (51% of all youth)

- **Better preparation:**
  - SWD in HS science (62% in ‘87; 83% in ’03)
  - SWD in HS Foreign Language (6% in ‘87; 21% in ‘03)

- **In fact, SWD more likely to enroll in STEM than SWOD** (Lee, 2011, NLTS-2 data)

(see NLTS2.org)
Where Do They Enroll?

- NELS - 1994 (reporting on students with LD only)
  - 2-year school: 72%
  - 4-year school: 28%

- NLTS-2 - 2009
  - 2-year school or program: 32%
  - Vocational, business, or technical schools: 23%
  - 4-year colleges or universities: 14%
Where Do They Enroll? (ID)

• 250 PSE programs across 37 states
  - 51% 4-year
  - 40% 2-year
  - 10% Trade/Technical School
  - 45% Adult only
  - 26% Dually Enrolled
  - 29% Both Groups

Grigal, Hart, Dukes, & Madaus, 2012; Think College, 2012
Important Trends - 2010

- Student’s self-rated emotional health is at the lowest point since the question was first asked in 1985
  - 51.9% report EH as highest 10% or above average (down 3.4% from 2009)
  - Women’s perceptions dropped 13.2% points

- Women more likely to report Psychological Disorder (4.9% versus 2.6%)

- Men more likely to report ADHD (6.4% versus 3.8%)

The Work Ahead

• According to the NLTS-2:
  - 61% of students with LD access college
    (compared to 62% general population)
  - 4-year school: 16% (compared to 37%)
  - 2-year or community college: 41%
    (compared to 21%)
  - Vocational/Business/Technical school 31% (compared to 17%)

• 2 years later:
  - 24% LD v. 41% non-LD
  - UConn CSD Retention rate: 91%
The Work Ahead

- What are the top reasons for not completing college?
  - Cost (24%)
  - Employment (14%)
  - Changing schools (14%)
  - Disliking school (14%)
  - Poor grades (10%)
  - Other (34%) (NLTS2)

- What about the high need for remedial courses?
  - 36% of all undergrads in ‘03-’04
  - Math: 77%, Writing: 35%, Reading 28%
  - More likely in 2-year schools, students with disabilities
  - Directly increases cost, time to earn degree (NCES, 2004)
Why Go to College?

Why Go to College?
Why Go to College?
Why Go to College?

• College graduates earn more than twice the lifetime salary of workers with HS degree only (US DOE, 2006)

• New jobs increasingly require a college degree

• June, 2012 BLS Unemployment Data:
  - No Disability: 8.7% (drop from ‘10)
  - Persons with Disabilities: 15.0% (consistent with ‘10)
  - White persons with disabilities: 13.7%
  - Black/African American persons with disabilities: 23.5%
  - Hispanic or Latino: 20%
  - Asian: 11%

Why Else is this Important?

• What percentage of jobs in Massachusetts will require some postsecondary education by 2018? By 2020?
  - 68%; 70%

• Where does this rank the Commonwealth?
  - Fourth (behind DC, ND, and MN)

• Where does Massachusetts rank in terms of proportion of jobs that will require a BA?
  - First!

• How many Mass residents current have an Associates or higher?
  - 53%

http://www.completecollege.org/docs/Massachusetts.pdf
Why Else is this Important?

- How many Massachusetts public college students graduated from a 2-year school in 4 years?
  - 10% of those who enroll (57% of all students enrolled)

- How many Massachusetts public college students graduated from a 4-year school in 8 years?
  - 26% of those who enroll (43% of all students enrolled)

- How many Massachusetts public college students took remedial courses?
  - 62% (2-year); 27% (4-year)

- College and Career Readiness Toolkits
  http://www.completecollege.org/docs/Massachusetts.pdf

Madaus - BPS; 2012
Legal Mandates

- Education of All Handicapped Children Act of 1975 (P.L. 94-142)
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (1990; 2008)
- There are significant differences in mandates from secondary to postsecondary education!

Madaus - BPS; 2012
IDEA

• Federal special education legislation

• Requires:
  - Free appropriate public education
  - Least restrictive environment
  - Team of professionals
  - Child find and evaluations
  - Development of an IEP, modifications
  - Progress towards goals
  - Transition planning by age 16
  - Summary of Performance statement

• Some degree of consistency from state to state

• Ends at graduation or HS exit
Section 504

- Component of Vocational Rehabilitation Act of 1973
- Civil rights law
- General Ed law, NOT special ed law
  - But often falls to special education
- Virtually ignored until late the mid to late 1990’s
- Rapid rise in 504 plans, litigation
- Some indication of incorrect implementation
Section 504

“No otherwise qualified person with a disability in the United States...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. (29 U.S.C. 794)”

Vocational Rehabilitation Act of 1973
If a Person

Has a physical or mental impairment which *substantially limits* one or more major life functions;

OR

Has a history of such impairment;

OR

Is regarded as having such an impairment;

AND

The person meets the *essential eligibility requirements* of a program or activity;

THEN

Must be *ensured equal opportunity* for participation.
Relationship of 504 and IDEA

- All Children
- 504 Children
- IDEA Children
Section 504 Subparts

- Subpart A: General Provisions
- Subpart B: Employment Practices
- Subpart C: Program Accessibility
- Subpart D: Preschool, Elementary, and Secondary Education
- Subpart E: Postsecondary Education
- Subpart F: Health, Welfare, and Social Services
- Subpart G: Procedures
The Five Titles of the ADA

- **Title I: Employment**
  - 15 or more employees

- **Title II: Public Services and Transportation**
  - state and local government entities and programs

- **Title III: Public Accommodations**
  - all private institutions, unless exempted as above
  - testing agencies and licensing boards

- **Title IV: Telecommunications Relay Systems**

- **Title V: Miscellaneous Provisions**
# IDEA versus Section 504/ADA

<table>
<thead>
<tr>
<th>Issue</th>
<th>Responsibility: Secondary Level</th>
<th>Responsibility: College Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Assessment</td>
<td>School</td>
<td>Student</td>
</tr>
<tr>
<td>Programming</td>
<td>School/Parents</td>
<td>Student/Institution</td>
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<tr>
<td>Advocacy</td>
<td>School/Parent</td>
<td>Student</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Placement Team</td>
<td>Student</td>
</tr>
<tr>
<td>Transition Planning</td>
<td>Placement Team</td>
<td>Student</td>
</tr>
</tbody>
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From: Brinckerhoff, Shaw, & McGuire (1992)
What Is Required at the College Level?

- If the student is “Otherwise Qualified”:
  - Access to all programs and activities
  - An institutional contact person
  - Reasonable academic accommodations
  - Necessary Auxiliary Aids (e.g, notetakers)
What Is Not Required at the College Level?

- Disability specialists
- Special education instruction
- Identifying, evaluation of students with disabilities
- Personal services (e.g., tutoring)
- Altering technical standards
- Following testing recommendations
- Following IEP’s, Secondary 504 plans
- Guaranteeing success or progress
What *Might* be Available?

- An established disability service office
- Disability specialists
- Individual support and/or monitoring
- Individual assessments
- Personal services (e.g., tutoring)
- An additional fee!
<table>
<thead>
<tr>
<th>Decentralized Services</th>
<th>Loosely Coordinated Services</th>
<th>Centrally Coordinated Services</th>
<th>Data-Based Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated disability contact person may have multiple responsibilities</td>
<td>Disability contact person</td>
<td>Full-time disability coordinator</td>
<td>Full-time program director; Assistant director and/or additional staff</td>
</tr>
<tr>
<td>Basic services as mandated under Section 504</td>
<td>Generic 504 support services and accommodations</td>
<td>Services located in Office for Students with Disabilities or other on-campus sites (e.g., learning or academic skills center)</td>
<td>Services located in Office for Students with Disabilities</td>
</tr>
<tr>
<td>Few formal policies</td>
<td>Procedures in place for accessing services</td>
<td>Full range of accommodations</td>
<td>Full range of accommodations</td>
</tr>
<tr>
<td></td>
<td>Peer tutors available for all students</td>
<td>Policies and procedures in place</td>
<td>Comprehensive policies and procedures</td>
</tr>
<tr>
<td></td>
<td>Students referred to other on-campus services (e.g., counseling and/or career services, residential life)</td>
<td>Emphasis on student self-advocacy</td>
<td>Emphasis on student self-advocacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistive technology may be available</td>
<td>Assistive technology available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specially trained disability specialists may be available</td>
<td>Individualized support plan available</td>
</tr>
</tbody>
</table>

Institutions May Not

- Make pre-admissions inquiries
- Limit number of students with disabilities
- Base decisions for financial aid on disability
- Bar participation in a program, activity, or major
- Counsel students towards restrictive majors
Student Responsibilities

• Significantly increase in college:
  - Prove eligibility for admission
  - Self-identify
  - Submit appropriate documentation
  - Initiate requests for accommodations
  - *Maintain* eligibility for protection
  - Monitor the effectiveness of accommodations
  - Make decisions (e.g., courses, plan of study)
  - Assume costs and fees for education
Documentation Requirements

• The ADA and 504 do not address documentation, but....

• OCR has been clear that institutions can require documentation that:
  - Describes a disability under the ADA/504
  - Describes current, functional limitations
  - Provides clear rationale for accommodations
  - Developed by appropriately credentialed professional
  - Is the student’s responsibility to provide and to assume costs of
Reasonable Accommodations

- “Reasonable” versus “desired” or “optimal”
- Intersection of documentation and essential course, program, professional requirements
Think, Pair, Share

- Consider the following accommodations
  - No penalty for spelling errors
  - Use of a calculator
  - Foreign language/Math substitutions
  - Paraphrasing or explaining test questions
  - A scribe
  - Changing test format
  - Missing class or arriving late

- Do you have any students using these?
- Are they reasonable at the college level?
- What about reduced course loads? Tutors?
Quiz Time!!

- How many students with disabilities actually self-disclose in college?
  - 40%

- How many students consider themselves to have a disability but don’t self disclose?
  - 7%

- How many students with disabilities do not consider themselves to be a person with a disability in college?
  - 52% (!)
Self-Disclosure

Accommodation Use


Percentages reflect those of the 1,910 students in the sample.
Does Your LD Impact Work? (n = 500)

- Yes: 72.4%
- No: 27.0%
- No Response: 0.6%
Key Points

• In post school settings:
  - Self-disclosure is optional
  - Accommodation use is optional
  - Accommodation use declines

• So what does this mean for your students?

• How might this impact your work?

• How can you share this with students and families?
The Need for Self-Determination
Need for Self Determination
The High School Day

- School Day: 6
- Work/Sports: 3
- Eat: 1
- Sleep: 7
- Dress/Shower: 1
- Get to and From School: 1
- Study: 1
The College Day

- Class Time: 12 hours
- Dress/Shower: 3 hours
- Eat: 1 hour
- Sleep: 7 hours
- Free Time: 1 hour
Quiz Time!

- Martin and colleagues studied 389 IEP meetings over 3 years:
  - Who was least aware of the reason(s) for the meeting?
  - Who talked the most?
  - Who talked the least?
  - Who was the least satisfied after the meeting?
  - Who was the most satisfied?

- See: http://www.ou.edu/content/education/centers-and-partnerships/zarrow/presentations.html
Quiz Question 9

• Who was least aware of the reason(s) for the meeting? *Students, gen ed teacher*
• Who talked the most? *Special Ed teacher*
• Who talked the least? *Student*
• Who was the least satisfied after the meeting? *Student*
• Who was the most satisfied? *Special Ed teacher*

- See: http://www.ou.edu/content/education/centers-and-partnerships/zarrow/presentations.html
Successful Students

- Take advantage of available supports
- Are self-advocates
- Are self-determined
- Set clear goals
- Understand the need to improve skills
- Understand need to work steadily
- Work hard, but also work efficiently
- Get involved and stay busy
- Develop social networks and supports
Transition Tips

• Begin planning early – 16 is too late!
• Have high expectations for all students
• Promote student involvement, self-advocacy
• Promote study skills and metacognition
• Avoid modifications, tutoring
• Promote knowledge of change in legal status
Transition Tips

• Prepare for degree and graduation, not just admissions

• Research “Gen Ed” and degree requirements
  - Marine Biology
  - Athletic Training
  - Sports Management
  - Agriculture
Transition “Traps”

- Slow semester “start ups”
- Poor self-awareness and executive skills
- Belief that high school techniques will suffice
- Emotional issues (anxiety, depression)
- Loss of significant support networks
- Over reliance on significant support networks
- Lack of involvement
- Over involvement
- “Sabotage”
- Lack of preparation in basic skills
How to Help Make it Happen

• Start early and have high expectations!
• Develop appropriate post school goals
• Develop an academically rigorous program
• All hands on deck – not just special education
• Avoid modifications and tutoring if possible
• Promote learning skills and strategies
• Promote self-determination and self-advocacy
• Understand differences in laws and services
• Help students collect proper documentation
Great Resources

• Guidance and Career Counselors Toolkit Advising High School Students with Disabilities on Postsecondary Options
  http://www.heath.gwu.edu/Toolkit/Toolkit.pdf

• University of Connecticut Center for Students with Disabilities Transition Information
  http://csd.uconn.edu/transition_secondary.html
  http://csd.uconn.edu/transition_parents.html
Great Resources

- OCR – Students Transitioning to College: Know your rights
  - [http://www2.ed.gov/about/offices/list/ocr/transi tion.html](http://www2.ed.gov/about/offices/list/ocr/transition.html)

- Zarrow Center

- NSTAAC

- State of Wisconsin
  - [http://dpi.wi.gov/sped/transition.html](http://dpi.wi.gov/sped/transition.html)
In Their Own Words

“Just be yourself...study a lot, ask questions no matter if you think they are stupid...just do what is best for you to advance in life and in a career.”

“Encourage students to pursue careers in areas that they enjoy and have strength in. Do not take a job. Take the job that works well for you. You will make the most money and be the happiest if you stay in a career area you enjoy.”

“I really have no suggestions other than reinforcing for students LD does not limit income. The outside world is easier than school. Have a vision and go for it!!”

From Madaus, 2006
In Their Own Words

“Take things a little at a time and you can do it. Work with your professors to know what is expected of you. If you show that you care, they will too.”

Jeremy, A College Student with LD

Adapted from Peterson’s Guide of Colleges with Programs for Students with Learning Disabilities
The Target

From http://badmoneyadvice.com

Madaus - BPS; 2012