Pennsylvania
INCLUSIVE Higher Education Consortium: Developing a Community
October 29, 2019
Dr. Ann Marie Licata, Director

PIHEC Members– October 1, 2015

Pennsylvania Inclusive Higher Education Consortium

Promoting & Supporting Authentic Inclusive Postsecondary Education
Integrated Studies

- Non-degree seeking
- Ages 18-26
- Earn a University Certificate upon completion (choice of 2 or 4 yrs)
- Liberal Arts Curriculum
- Diagnosis of Intellectual Disability
- Like a “matriculating” College Student experience
- Coach support (academics/social/job)
- Live on campus
- Currently 25 students enrolled

Founded on the principles of Social Role Valorization Theory
Year 5 of TPSID

- 27 IHE Members
- Varying levels of inclusivity
- Varying levels of program implementation
- TPSID supported sites include:
  - Arcadia
  - Duquesne
  - Gwynedd Mercy
  - Lehigh Carbon Community College
  - Mercyhurst
  - Millersville
  - Penn State Harrisburg
  - Temple
  - West Chester
  - Widener
# IHE Members of the PIHEConsortium

<table>
<thead>
<tr>
<th>Community College</th>
<th>University</th>
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<tbody>
<tr>
<td>Arcadia University</td>
<td>Edinboro University</td>
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<tr>
<td>Bucks County Community College</td>
<td>Grove City College</td>
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<tr>
<td>Butler County Community College</td>
<td>Gwynedd Mercy University *</td>
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<td>Community College of Allegheny County</td>
<td>Harrisburg Area Community College</td>
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<td>Duquesne University *</td>
<td>Holy Family University</td>
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<td>East Stroudsburg University</td>
<td>Indiana University of Pennsylvania</td>
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<td>Lehigh Carbon Community College *</td>
<td>Lockhaven University</td>
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<td>Mercyhurst University #</td>
<td>Millersville University #</td>
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<td>Penn State Harrisburg #</td>
<td>Robert Morris University</td>
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<td>Penn State Harrisburg #</td>
<td>Saint Francis University</td>
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<td>The University of Pittsburgh</td>
<td>Slippery Rock University #</td>
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<td>The University of the Arts</td>
<td>Temple University #</td>
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**6 Community Colleges**

**14 Programs in Operation**

**10 Programs TPSID supported**

**7 are CTPs #**

**3 Opened in 2019 -20**
The Consortium

...a few more descriptives

- 50% of students on our campuses work part-time and most are not required
- 64% of programs offer mentoring to program participants
- 57% of programs offer tutoring to program participants [with many being paid]
- 43% on campus residential
- 14% off campus housing
- >50% of programs incorporate a University Office of Admissions in the intake process
- 64% of programs offer internships—the majority offering four or more throughout program
- 50% are only 2 year programs
- 14% are only 4 year programs
- 57% of students on our campuses receive waiver funding
The Pennsylvania Inclusive Higher Education Consortium (PIHEC) a collective body of Institutions of Higher Education within the Commonwealth, embraces authentic inclusive postsecondary education for students with intellectual disability. Committed to developing new and enhancing existing programs, PIHEC is focused on raising awareness and increasing expectations for people with intellectual disability. We seek to safeguard these typical college opportunities on our campuses, continually reflect on our practices in order to maintain the inclusive nature of our programs, and develop best practices. We adhere to ThinkCollege Standards, and fostering inclusion in every aspect of the college experience is our aim for each individual student engaged within our programs.
The Consortium

...Seven Strategic Objectives...

1. Raise awareness and increase expectations for people with intellectual disability

2. Identify “Champions”

3. Develop and Refine the foundation and structure of the Consortium

4. Build a diverse and influential membership
The Consortium

...Seven Strategic Objectives...

5. Seek and foster a community of partners

6. Prioritize and preserve the Culturally Valued Analogue (CVA)

7. Exercise reflective practice with change
The Consortium

...Growth Strategies

1. Use of Capacity Building Consultants in 3 regions of the state
2. Development of a detailed rubric for mini-grant funding with rolling submission
3. Membership status
4. E-newsletter – 2x/month
5. Monthly Consortium Member calls with speakers and topics of interest
6. Frequent communication with programs
7. Providing opportunities for leadership and visibility among member programs
8. Programs reaching out to IHEs to facilitate more opportunities
9. Developing an Advisory Board
1. Acceptance of role of advocate for 100% inclusion, even when its not popular
2. Language related to SRV theory grounding the model program
3. Lack of understanding of the aim of Inclusive Postsecondary (certificate/audit program vs. degree seeking)
4. Program development and the slow moving nature of higher education
5. Sustainability of programs and the Consortium
The Consortium

...one of numerous Consortia or Alliances

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<tr>
<td>7.</td>
<td>Georgia</td>
<td>17.</td>
<td>New Hampshire</td>
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<td>10.</td>
<td>Kentucky</td>
<td>20.</td>
<td>Oklahoma</td>
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Pennsylvania
INCLUSIVE Higher Education Consortium: Developing a Community

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The Intersection of Mental Health and Disability: Accounts from College Students

Drs. Jodi Duke and Grace Francis
Hello!
Purpose: investigate the experiences of college students registered with a DSO to learn about: (a) the degree to which they felt prepared to enter college, (b) the disability-related services they received in college, (c) their perspectives of the services they received, (d) suggestions for improving services, and (e) their perspectives of family involvement in college.
Survey

- 33 question survey
- 109 respondents
  - 67% White/Caucasian
  - 93% English as their first language
  - 63% identified as female
- 70% 18–24 years old (30% reporting that they were 25 years or older)
- Disabilities ranged widely:
  - other (20%)
  - other health impairment (e.g., ADD/ADHD)” (17%),
  - autism (12%),
  - mental health needs (13%),
  - specific learning disability (10%)
Preparation

My I.E.P. staff taught me in freshman year that self-advocacy and self-determination will always get me closer to my goals, so I might as well learn early in life because the world will push me aside if I do not speak up.

No one communicated with me about tuition, I ended up signing a student loan with no idea it was my responsibility to pay. I wish someone would explain to me how FAFSA works. If I have known, I would have done differently.

<table>
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<th>Preparing Status</th>
<th>Percentage</th>
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<tr>
<td>Very prepared</td>
<td>25%</td>
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<tr>
<td>Prepared</td>
<td>26%</td>
</tr>
<tr>
<td>Neither prepared nor unprepared</td>
<td>19%</td>
</tr>
<tr>
<td>Unprepared</td>
<td>19%</td>
</tr>
<tr>
<td>Very unprepared</td>
<td>11%</td>
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I think socioemotionally I was FAR behind many of my peers, and handling personal setbacks and failure was not something I was prepared for.
Most Commonly Used Services

- extended time for exams (30%)
- alternate testing environment (21%)
- “other” (e.g., “extended time for homework,” “reduced credit load,” “flexible attendance policies;” 15%)
- assistive technology (12%)
- and academic tutoring (4%)
They were all geniuses and incredibly nice, but I felt like the tutors didn't know enough strategies to teach me the content rather than just tell me the content.

The quiet testing room has helped IMMENSELY and I find I don't even need my full extended time and a half because I am in an environment where I feel safe and in control.

The mental health professionals were dangerously incompetent and shouldn't be allowed anywhere near disabled people.
Suggestions to Improve Services

• “not treat disabled students like cheaters and demand medical records”
• provide “continuing education for professors
• train tutors to better understand how students with disabilities “learn differently”
• Teach professors how to “be patient”
• “Stop calling the police when people have panic attacks—that’s how you get us killed”
• Use universal design for learning
• “schedule monthly appointments with [students] to see how [they] are doing and if [they] need any help [or if staff] can provide by any services [students] don’t know about”
• expand tutoring, counseling, and writing center “hours of operation,” length of services, and DSO locations across campus.
Family involvement

Communication/collaboration with families should be an additional help, but not a crutch...

I think [the] university should teach the students to advocate and communicate for themselves, often times families end up doing a lot of their children with disabilities...

It depends on the situation and student.
Our Major Take-Aways

• Greater preparation in writing, study skills, executive functioning skills, how to navigate college (e.g., registration, loans) in high school

• Training about disabilities both in high school and college campuses
  • Available services
  • Disclosure
  • College expectations for students and families

• Family workshops

• Comprehensive mental health support

• Peer support groups
Thank You!

- Jodi Duke (jduke4@gmu.edu)
- Grace Francis (gfranci4@gmu.edu)
