

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

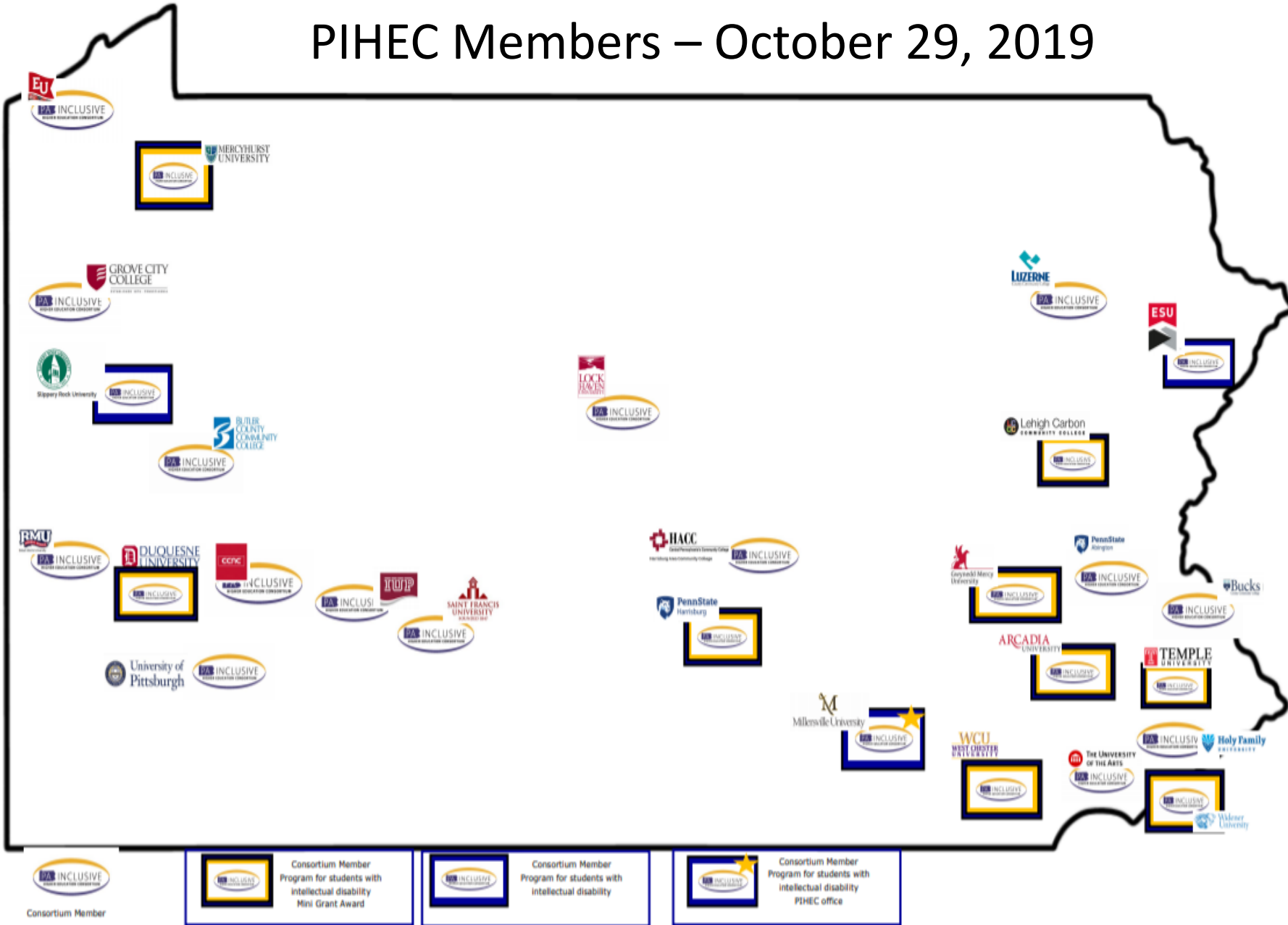


- Non-degree seeking
- Ages 18-26
- Earn a University Certificate upon completion (choice of 2 or 4 yrs)
- Liberal Arts Curriculum
- Diagnosis of Intellectual Disability
- Like a “matriculating” College Student experience
- Coach support (academics/social/job)
- Live on campus
- Currently 25 students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

*Founded on the principles of
Social Role Valorization Theory*



PIHEC Members – October 29, 2019



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



<u>Arcadia University #</u>	Edinboro University	<u>Lehigh Carbon Community College * #</u>	<u>Penn State Harrisburg #</u>	The University of Pittsburgh
<u>Bucks County Community College</u>	Grove City College	Lockhaven University	Robert Morris University	<u>West Chester University</u>
Butler County Community College	<u>Gwynedd Mercy University *</u>	Luzerne County Community College	Saint Francis University	<u>Widener University</u>
Community College of Allegheny County	Harrisburg Area Community College	<u>Mercyhurst University #</u>	<u>Slippery Rock University #</u>	
<u>Duquesne * University</u>	Holy Family University	<u>Millersville University #</u>	<u>Temple University #</u>	
<u>East Stroudsburg University</u>	Indiana University of Pennsylvania	Penn State Abington	The University of the Arts	

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 Consortium



...A Unified Vision

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

The Consortium



...Hurdles along the way

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

1. Alabama
2. Arkansas
3. California
4. Colorado
5. Connecticut
6. Florida
7. Georgia
8. Hawaii
9. Idaho
10. Kentucky
11. Louisiana
12. Massachusetts
13. Michigan
14. Mississippi
15. Missouri
16. New York
17. New Hampshire
18. North Carolina
19. Ohio
20. Oklahoma
21. Oregon
22. Pennsylvania
23. South Carolina
24. Tennessee
25. Texas
26. Washington

Pennsylvania

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Developing a Community

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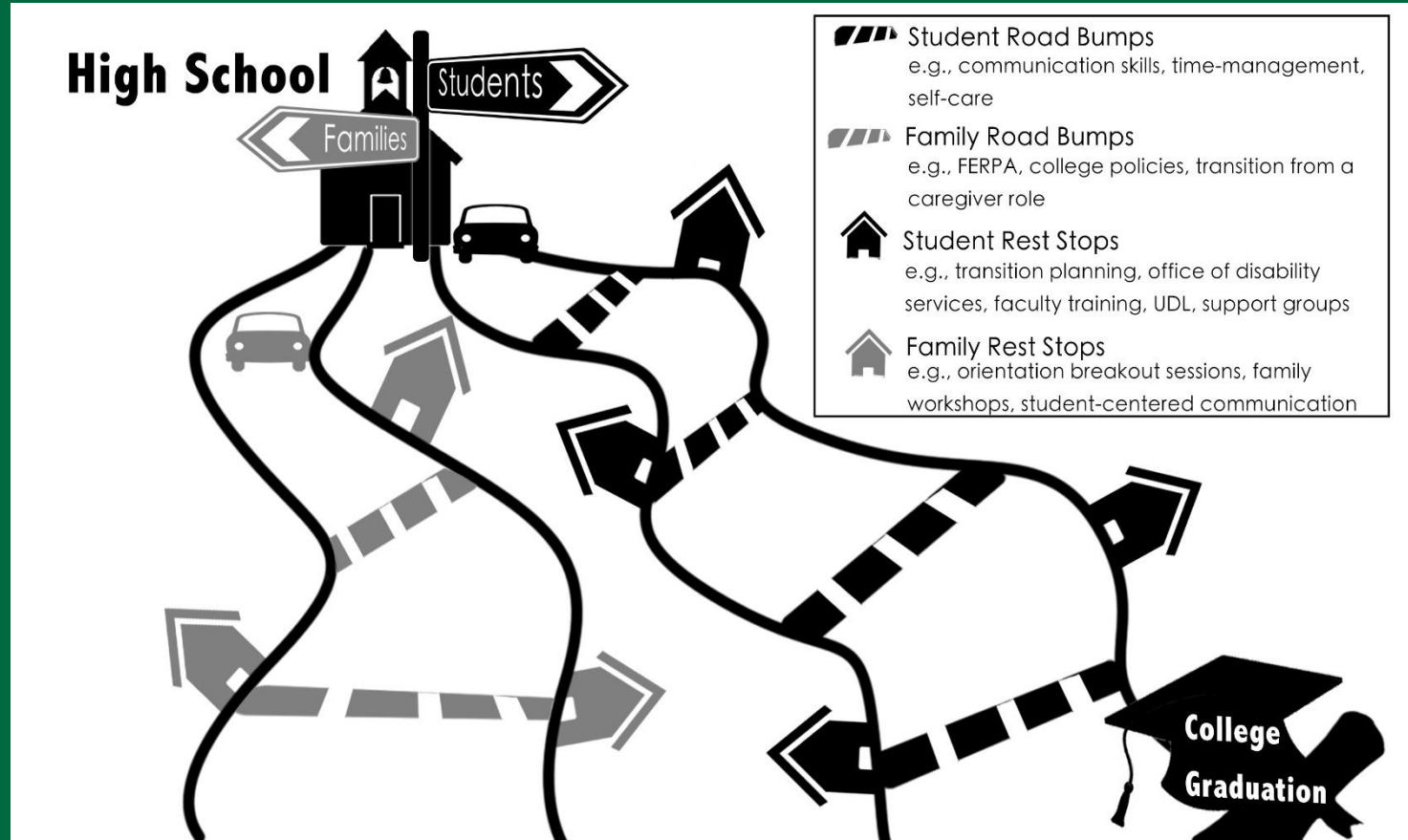
The Intersection of Mental Health and Disability: Accounts from College Students

Drs. Jodi Duke and Grace Francis

Hello!



Context



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.

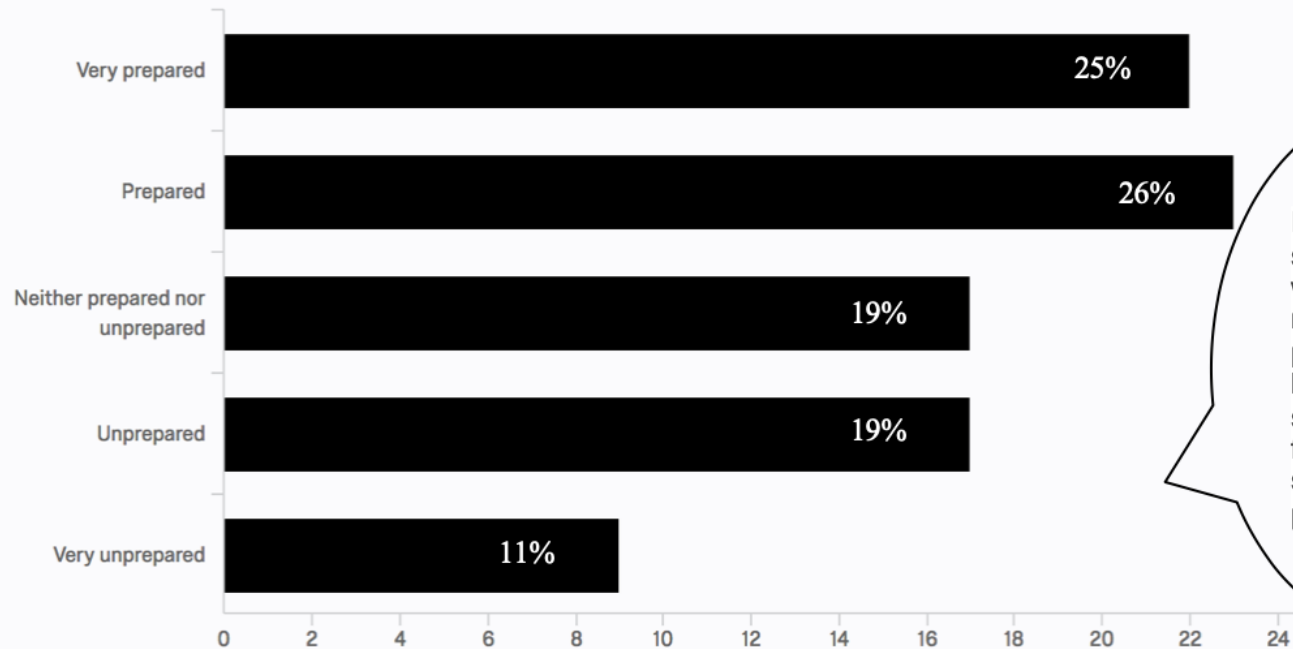
Survey

- 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.



I think socioemotionally I was FAR behind many of my peers, and handling personal setbacks and failure was not something I was prepared for.

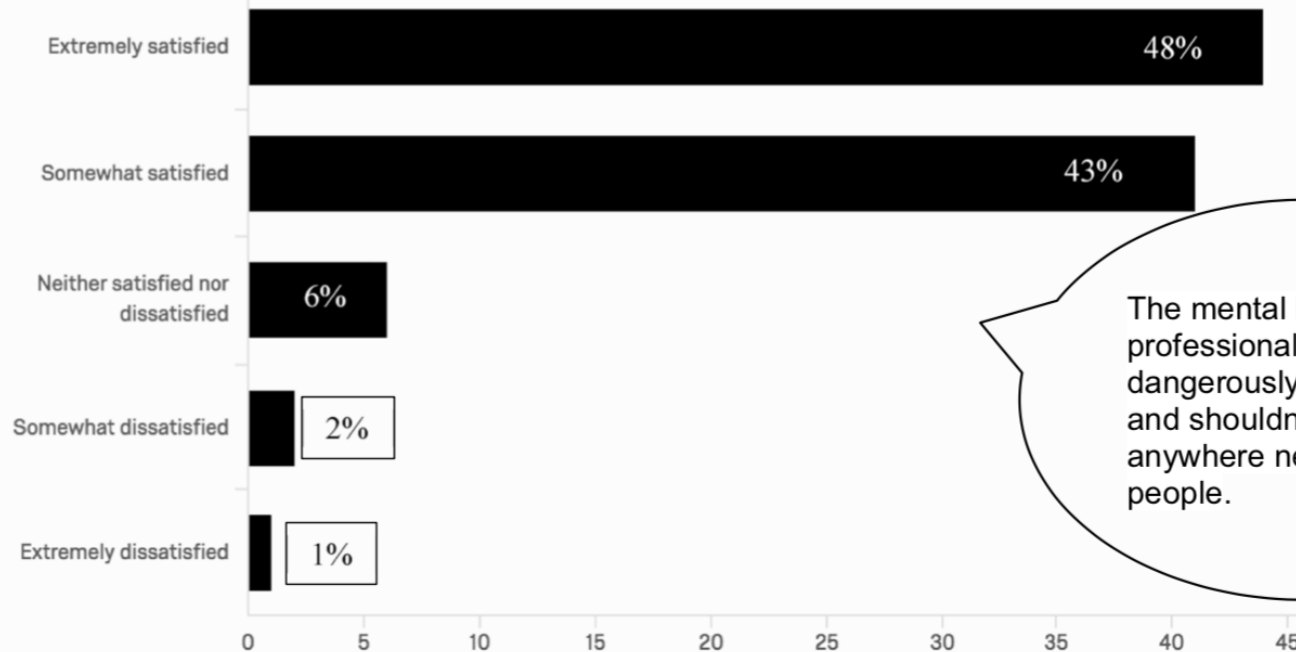
Most Commonly Used Services

- 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%)

Perceptions of Services

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.

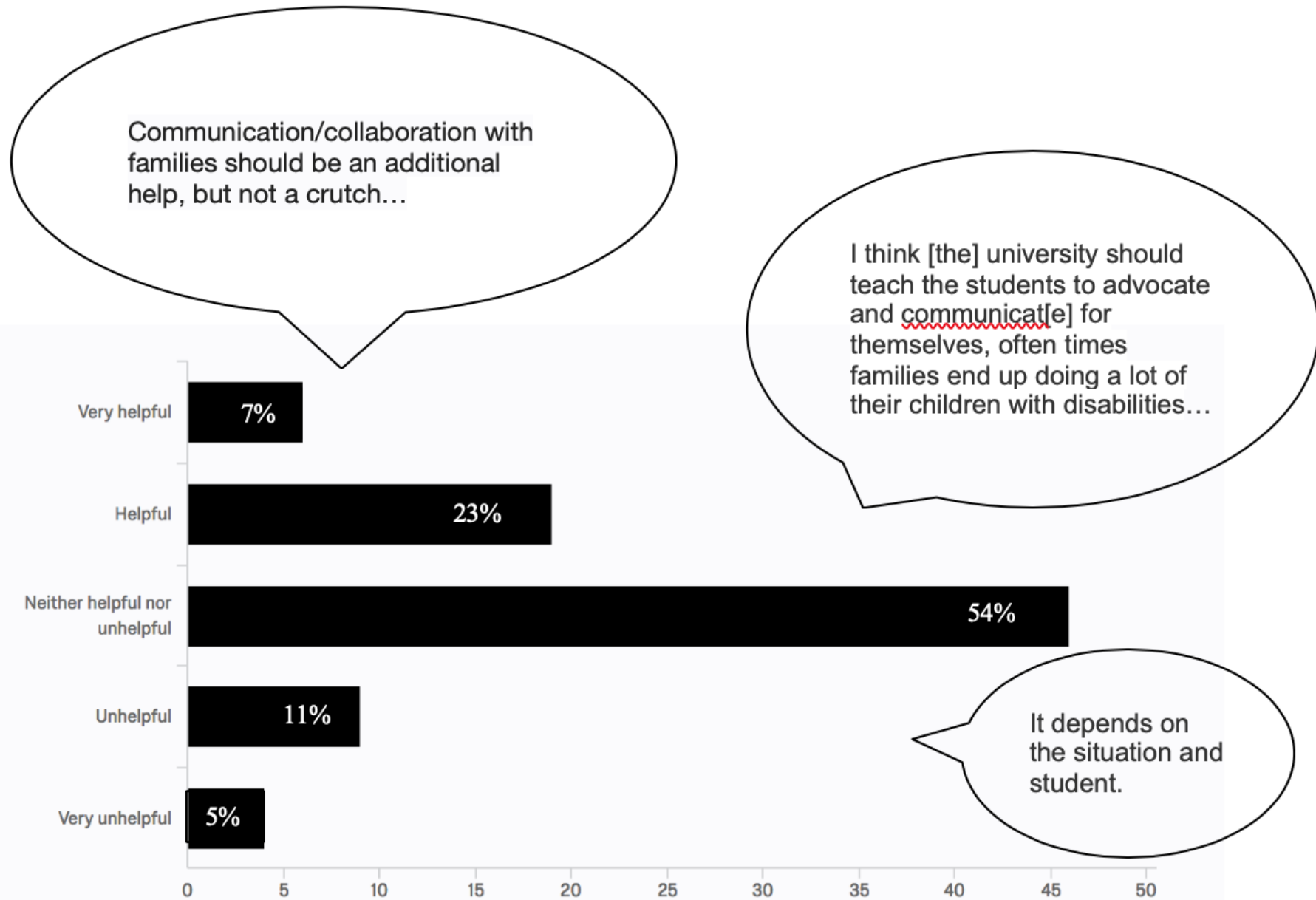


The mental health professionals were dangerously incompetent and shouldn't be allowed anywhere near disabled people.

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



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)

Francis, G. L., Duke, J. M., Brigham, F. J., & Demetro, K. (2018). Student perceptions of college-readiness, college services and supports, and family involvement in college: An exploratory study. *Journal of Autism and Developmental Disorders*, 48, 3573-3585. doi: 10.1007/s10803-018-3622-x

Francis, G. L., Duke, J. M., Fujita, M., & Sutton, J. C. (2019). "It's a constant fight:" Experiences of college students with disabilities. *Journal of Postsecondary Education and Disability*, 32(3), 247-261.