

Proceedings

of the Second Summit of the Coalition for the Support of Individuals with Significant Disabilities in Postsecondary Education

*“Preparation for and Support of Youth with
COGNITIVE DISABILITIES in Postsecondary
Education”*

December 14, 2002



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Introduction

Welcome to the proceedings document for the Second Summit: *Preparation for and Support of Youth with Cognitive Disabilities in Postsecondary Education*. The Second Summit was held in Boston, Massachusetts at the Institute for Community Inclusion. It was a gathering of people interested in supporting youth with significant cognitive disabilities in postsecondary education. Participants included consumers, family members, professionals, and policy makers. The Second Summit of the Coalition for the Support of individuals with Significant Disabilities in Postsecondary Education, was sponsored by the Administration on Developmental Disabilities (ADD), the National Center for the Study of Postsecondary Education Supports (NCSPES), University of Hawai'i at Manoa, the National Center on Secondary Education and Transition (NCSET), University of Minnesota, the Institute for Community Inclusion (ICI), the University of Massachusetts at Boston, and TASH.

The purpose of the Second Summit was to increase the awareness and understanding of supports and services for students with significant cognitive disabilities in postsecondary education. The intended goal was for participants to learn how to access and best use the provisions in place. The focuses were three: first, the students and what college attendance means to them; second, the professors and what they have done to assist the students in being successful; and finally, the families and their hopes and goals for their student in postsecondary education.

For transition-aged youth with significant disabilities, the need exists to gain access to postsecondary educational opportunities. Only six percent of people with significant disabilities have graduated from college (Swenson & Richardson, 2000). Less than eight percent of individuals with severe disabilities experience independence in employment, post school pursuits, social interaction, or residential living (Wagner, 1993). Students with more significant disabilities are not typically recruited by colleges and do not enroll in postsecondary education (U. S. Department of Education, 1999).

Currently, there is movement to ameliorate this situation. People are wondering now students with significant cognitive disabilities can fully participate in postsecondary education. More and more, individuals with significant disabilities are enrolling in colleges across the nation. Supports are occurring for these students in many creative ways. This is a dynamic time for those interested in supporting students with significant cognitive disabilities in postsecondary education.

Teresa Whelley, Ed.D.

Coalition for the Support of Individuals with Significant Disabilities in Postsecondary Education
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For more information on the National Center of Secondary Education and Transition (NCSET) please contact Velina Sugiyama at (808) 956-5688 or at Velina@hawaii.edu



Graphic by Cate Weir

Postsecondary Education and Persons with Cognitive Disabilities

Robert A. Stodden, Ph.D., Director & Professor, Center on Disability Studies (CDS) & National Center for the Study of Postsecondary Educational Supports (NCSPEs), at the University of Hawaii at Manoa.

Introduction

Over the past few years, family members of youth with significant cognitive disabilities have expressed an interest in their young adults participating in a range of postsecondary education activities. These family members and a few professionals have worked together to develop and experiment with a range of postsecondary education opportunities. These efforts originally received support from family member foundations or trusts, small amounts of federal demonstration funding, and/or the actions of a few supportive persons on postsecondary education campuses. These opportunities have taken different forms depending on the interests and knowledge of those persons involved. Hart (2002) summarized the different opportunities as follows:

- Substantially separate program. These programs are often referred to as "life skills"/transition programs and are based on a college campus. Students who attend these programs do not have interaction with the typical student body nor do they take any standard college courses. The curriculum is primarily focused on "life skills", community-based instruction, and rotation through a limited number of employment slots (e.g., maintenance, food preparation, filing) to gain experience.
- Mixed program. Substantially separate "life skills"/transition programs housed on the campus of a college. Students may have some interaction with the typical student body (e.g., cafeteria, sport events) and may take a college course but typically the curriculum is primarily focused on "life skills", community-based instruction, and rotation through a limit number of employment slots (e.g., maintenance, food preparation, filing) to gain experience.
- Individual support model. Students are provided individualized services and supports (e.g., educational coach, assistive technology) that are needed to ensure access, participation, and progress in college courses, certificate programs, internships, and degree programs. All services are student centered and based on student choices and preferences.

During the summer of 2000, the National Center for the Study of Postsecondary Educational Supports (NCSPEs) brought together a number of family members, youth with cognitive disabilities, and professionals, all interested in exploring and furthering opportunities in postsecondary education. This gathering or the First Summit of the Coalition for Postsecondary Education & Youth with Cognitive Disabilities was held in Portland, Oregon, aligned with the National Conference of the Association of Higher Education & Disability (AHEAD). Following the First Summit, numerous

meetings were held around the country with family members, youth with cognitive disabilities, and interested professionals to further share opportunities and plan a national agenda (TASH, 2001; Pac Rim, 2002). These meetings generated a ground swell of interest in postsecondary education opportunities for youth with significant cognitive disabilities. During the past year, national interest was further peaked with new interest supported by federal agencies in education and labor. During the Summer of 2002, NIDRR in the US Department of Education supported a National Summit on Postsecondary Education and Employment Opportunities for Youth with Disabilities at the National Press Club in Washington DC (National Summit Proceedings, 2002 – paper & CD formats). The National Summit contained a focus on youth with significant cognitive disabilities. During the fall of 2002, the Office of Disability Employment Policy (ODEP) in the US Department of Labor sponsored a small working Roundtable to further explore means to support such opportunities. In December 2002, aligned with the TASH Conference in Boston, the National Coalition held it's Second Summit with sponsorship by the Administration on Developmental Disabilities (ADD) and the Office of Special Education Programs (OSEP), with a number of family members, youth with cognitive disabilities, and interested supporters in attendance. The Second Summit shared the success experiences of a number of youth with cognitive disabilities in postsecondary education settings, along with a series of papers that have been developed supporting this emerging field of study (Summit Curriculum, 2002). The Second Summit also yielded this proceedings document of the presentations and discussions as well as a number of products to be shared with family members and others interested in supporting this work.

Observations

In following the development of opportunities in postsecondary education for youth with cognitive disabilities, it is apparent that many of these efforts are guided by parents, family supporters, and others involved with programs for children with cognitive disabilities in secondary education settings. Other program models reflect service structures applied with adults with cognitive disabilities in community living and sheltered or supported employment program models. Most of the involved persons are familiar with and have been impacted by program and service delivery models as developed under the Individuals with Disabilities Education Act (IDEA). Such program models often reflect the following characteristics:

- Consist of a program of services, involving a range of specialized personnel (special education teachers), which may take place in self-contained settings, with learning and performance expectations which are different from similar age peers;
- Supported by separate and specialized funding streams, which are aligned with disability focused federal policy, regulations, and mandated activities;
- Efforts to use specialized funding streams to undo segregated programs with the development of more inclusive educational program models and settings, reflecting the context of general education as experienced by other children.

As postsecondary educational opportunities have evolved, few persons reflecting the environment and context of postsecondary education have been involved in such efforts. Personnel making decisions within postsecondary education settings, including administrators, instructors, and support personnel or those who determine funding, policies, and procedures for postsecondary educational supports have not been involved or shown significant interest in the effort. This lack of involvement is characterized as follows:

- Efforts to develop postsecondary education opportunities for youth with cognitive disabilities often reflect the service types and program models as implemented in secondary education;
- Rather than seeking to access accommodation and support options found in typical postsecondary education settings efforts are put forth to design programs which continue the types and levels of service found in lower education;
- Persons involved often seek the most restrictive model of support first rather than working with postsecondary education personnel to maximize universal access and support options first.

Suggestions for Moving Forward

As youth with cognitive disabilities and their family members continue to develop an expanded "sense of opportunity" and the "expectations" necessary to access and participate in postsecondary education and other life-long learning, it will be important for them to fit within the context of these environments, rather than focus upon separate funding and programming models. For this to occur family members and youth with cognitive disabilities need to approach postsecondary education and life-long learning opportunities similar to the way all persons approach these opportunities, as follows:

- Approach postsecondary education and other post-school roles with an "added value" perspective, rather than an approach focused upon asking for added services – persons with cognitive disabilities bring difference and diversity to postsecondary education settings, which is valued by many postsecondary institutions.
- Initial thinking about opportunity for access and participation within postsecondary education should focus upon areas of universal accommodation and support that occur and could be developed within the context of such settings;
- Support needs beyond those "universal" to the context of postsecondary education, should be explored with those persons supporting the needs of all diverse students on campus;
- Support and service needs beyond generic providers on campus should be explored with both disability support and service providers in postsecondary education and related community agencies;

- In cases when significant and targeted services and supports are required for a student to experience the opportunity for access and participation in postsecondary education, then special funding sources and additional persons should organize to build a "supplemental" support package for the young person with cognitive disabilities.



Graphic by Cate Weir

Second Summit of the Coalition for the Support of Individuals with Significant Disabilities in Postsecondary Education Agenda

Morning

- 9:30 am Coffee, Rolls & Registration
- 10:00 Welcome & Opening Remarks:
William Kiernan—Director, Institute for Community Inclusion (ICI) & RRTC on Vocational Rehabilitation Systems, University of Massachusetts-Boston
- Robert Stodden**—Director, Center on Disability Studies (CDS) & National Center for the Study of Postsecondary Educational Supports (NCSPES), RRTC on Postsecondary Educational Supports, University of Hawai`i at Manoa
- Introduction of Facilitator and Reactors—Coalition Members
Carol Tashie—Consultant—Facilitator
- 10:15 Introduction of Keynote Speaker
Robert Stodden—Director of the National Center for the Study of Postsecondary Educational Supports, University of Hawai`i
- "The Issues of Students with Significant Cognitive Disabilities and Postsecondary Education"
Pat Morrissey—Commissioner
United States Department of Health & Human Services
Administration for Children & Families
Administration on Developmental Disabilities
- 11:00 Introduction of Guest Speaker
William Kiernan—Director, Institute for Community Inclusion (ICI), University of Massachusetts-Boston
- Stephanie Lee**—Director, Office of Special Education Programs (OSEP), United States Department of Education
- 11:15 Student Panel
Mary Kate Amantea—Quinsigamond Community College, Worcester, Massachusetts
- Kathy Ordway**—New Hampshire Technical College at Manchester, Manchester, New Hampshire
- Cassilly Woll**—Kapi`olani Community College, Honolulu, Hawai`i
- Peyton Goddard**—College Graduate, San Diego, California

- 12:15 pm Reactors to Student Panel
Ramona Sullivan—Quinsigamond Community College, Worcester, Massachusetts
- 12:25 Lunch and Discussion Groups of Student Panel
- Afternoon**
- 1:20 Instructors/Administrators Panel
Marsha Garstka—Quinsigamond Community College, Worcester, Massachusetts
Terri Rodriguez—Quinsigamond Community College, Worcester, Massachusetts
Irvin Clark—Community College of Baltimore County, Baltimore, Maryland
- 2:20 Reactors to Instructors/Administrators Panel
Bob Johnson—Kapi`olani Community College, Honolulu, Hawai`i
- 2:30 Discussion Groups of Instructors/Administrators Panel
- 3:00 Family Members Panel
David & Josie Woll—Hawai`i
Rich Robinson—Massachusetts
Liz Healey—Pennsylvania
Beth Dixon—New Hampshire
Judy McManus— Massachusetts
- 4:00 Reactor to Family Members Panel
Candee Basford— Ohio
- 4:20 Discussion groups of Family Members Panel
- 4:50 Facilitator Report

Key Policy Recommendation from the Second Summit

Disability legislation has enacted special paths for students with disabilities. This has meant special places, separate monies, and specific procedures. This separateness has been most significant for students with significant cognitive disabilities. Recent federal legislation has begun to shift the focus to more generic and consumer friendly educational supports and services, yet obstacles remain. One way to foster the full participation of students with intellectual disabilities in programs of the Higher Education Act is to render the Gear Up Project fully accessible to all students with disabilities, including students with significant cognitive disabilities.

Students with significant cognitive disabilities often do not pass the standardized testing in their state and therefore do not earn a high school diploma. There is a need to study the impact of the "no graduation" from secondary school practice upon the participation of youth with significant cognitive disabilities in postsecondary education. It is known that students with significant cognitive disabilities without high school diplomas are not eligible for federal loans and other student benefits. Solutions need to be generated supporting the full participation of such youth in typical postsecondary education opportunities using generic, community, and postsecondary resources. Waivers to obstacles in funding and postsecondary benefits may need to be fostered with the Higher Education Act. Moreover, students with significant cognitive disabilities often do not pass entrance exams to colleges and universities. There is a need to study the purpose of these exams and to determine their effectiveness in the college to career path of students with significant cognitive disabilities.

It is more difficult for students with significant cognitive disabilities to coordinate their supports and service than for typical students. Furthermore, the supports and services for students with significant disabilities tend to be more complex than supports for other students. Family support should be evolving as the postsecondary education student becomes an adult, often decreasing support to the individual. Demonstrations of intensive support coordination models, such as those that foster partnerships, conduct resource mapping and facilitate the alignment of supports and services, and maximize existing generic and disability supports, are recommended to assist in the retention of students with significant cognitive disabilities in postsecondary education.

There is a critical need to evaluate the results of opportunities now in existence for students with significant cognitive disabilities in postsecondary education. Model Demonstration projects should be awarded to those institutions that examine these outcomes and impacts.

Keynote Speakers Main Points



Pat Morrissey, Ph.D., Commissioner
Administration on Developmental Disabilities
Administration for Children & Families
United States Department of Health & Human Services

What is the issue?

- 22% of Individuals with disabilities of working age are employed.
- There is a significant income gap between those with and without disabilities.
- Youth with disabilities are twice as likely to drop out of school as their non-disabled peers.
- Individuals with disabilities are involved in their communities and have less accessible transportation.

Why this is an issue:

- Disability legislation fostered special paths for people with disabilities; separate monies, special places and special treatment.
- Generic human service and education have not been held accountable.
- Youth with disabilities are not well prepared for Postsecondary education, either educationally or socially with a good self esteem and good role models.
- Full inclusion is the best preparation for College – both curricular and extracurricular.

Recommendations for Research, Technical Assistance, Training and Information Dissemination

- Shift the focus on the whole individual or family.
- Train personnel on Service Coordination and integration.
- Disseminate the results of interventions and research.
- Have broad information dissemination on benefits, incentives and assistive technologies available.

Policy status and recommendation:

- There is a need for effective use of enabling legislation.
- There is a need for adequate coordination of supports and services on all levels and a need to make service integration the standard practice involving youth with disabilities, their families and providers.
- Promising practices need to be replicated.

- There is a commitment from the leadership and business communities to support the entrance of youth with disabilities into employment.
- Accountability is driving curriculum decision and teacher behavior in secondary education.
- Demographics are requiring universal design in classrooms;
- There is a need to apply universal design to teaching and learning to effect access to the environment, active engagement of the student, autonomy with control and choice, and preparation for transition to adult life.



Stephanie Lee, Director
Office of Special Education Programs
U.S. Department of Education

What is the issue?

- There is a lack of understanding of the partnership that needs to function between youth with disabilities, disability support personnel, instructors and other supporters within postsecondary education.
- There is a need to explore the role of self-determination and the use of universal design principles in the preparation for and participation of youth with disabilities in postsecondary education and subsequent employment.
- Students need to be involved in the development of their IEP's.

Why this is an issue:

- Identify barriers within the Higher Education Act, IDEA and the Rehabilitation Act.
- Documentation of disabilities acts as a barrier.
- Students need access to the general education curriculum.

Recommendations for Research, Technical Assistance, Training and Information Dissemination

- The role of vocational education and technical training within the movement to elevate performance of all youth academic standards needs to be discussed and clarified to benefit a range of youth with disabilities.
- Use the word “opportunities” rather than “programs” when speaking of ways that youth with significant disabilities participate in postsecondary education.
- Need to study the process of disability documentation required in postsecondary education and reasons why assessment data and evaluations used in secondary school are not used.

- There is a critical need to evaluate the results (what are the outcomes) and impact (improved quality of post-school life) of opportunities now in existence for youth with significant disabilities in postsecondary education.

Policy status and recommendation:

- Postsecondary Education needs to be placed into the transition service language of IDEA as a recommended post-school option for youth with disabilities.
- It is important to be careful about setting up postsecondary education programs that perpetuate separateness -The Road to Hell is Paved with Good Intentions.
- Postsecondary Education for youth with disabilities needs to also be reinforced in the reauthorization of the Rehabilitation Act and the Higher Education Act.
- There is a need to study the impact of the “no graduation” from secondary school practice upon the participation of youth with significant disabilities in postsecondary education (eligibility for federal loans and other student benefits) and generate solutions supporting the full participation of such youth in typical postsecondary education opportunities.
- There is a need to establish minimum standards, nationally, for the provision of disability services and supports to youth with disabilities.



Family Members' Main Points

Since the ARC movement and the March of Dimes of the 1950's, families have been instrumental in developing and implementing supports and services for people with significant cognitive disabilities. In the development of postsecondary education for students with significant cognitive disabilities, parents are leaders in identifying postsecondary institutions, developing services, and often providing supports for their youth with disabilities in postsecondary education. However, parents of students with significant cognitive disabilities need support themselves to become the encouragers of the student and to launch their adult children in the world (Suzel & Keenan, 1981; Whelley, 1990; Whelley & Graf, 2002). Following is a sampling of parents' comments, concerns, and queries:

- A student's thirst for learning...is never beginning or ending.
- College is a process.
- Another thing that has to dramatically change...is the method of facilitating students' learning. It is highly unusual for instructional techniques to be significantly adapted...
- There is in our area some organized systems.... keeping their entitlement and going on. That is different than a high school setting up a transition class.
- One family planned with high school friends and college friends for their daughters's college education.
- I think [benefits and services] should extend beyond community college. I know we are in an age of accountability...but I don't want to limit it to the outcomes of college.
- Schools need to conceptually understand the fact of being on a college campus...but segregated. There are a lot of school districts (that) realize they can fill up dorm space and classes, but there is a de facto segregation, still.
- Do you see that people in the autism spectrum are becoming more and more segregated?
- We want our daughter to have an ordinary life. College is part of the ordinary experience. We did not want a "program" for her. There are more opportunities in college for students to be with other people her age, doing things she enjoys and are interesting to build relationships.
- We believe that we can influence other professionals as we have been influenced by getting to know and love a person with a disability. Influence occurs through personal relationships. The student's presence and participation on campus hold reciprocal benefits for students and staff. This results in changed assumptions for the student's future.
- We argue that IDEA has never been fully funded...and at the college level (where IDEA

ceases to apply) there is almost no funding....there are the TRIO projects that do some funding, but that is all.

- I found that when my daughter got financial aid...that took care of tuition alone. There needs to be financial aid to cover a broad array of services.
- We have a family vendor supporting us. The first one just wasn't equipped...in California, if you choose not to go to a day program but go to college, you can get some help. But sometimes you have to sacrifice...
- I don't know if I want to expand IDEA upward.
- All the laws in the world do not put out the welcome mat. It's hard and one by one.
- Accommodations improve over time – Student Support Systems at my daughter's college have increased their array of services as they've acquired experience with people with disabilities
- We are not simply interested in this for our own kids but want our schools, our communities to be transformed because of the presence of people with disabilities.

Other Stakeholders Main Points

Preparation for Postsecondary Education

Participants of the Second Summit had a wide range of discussions on the supports being provided to students with significant disabilities in postsecondary education. These reflected their roles of student, family member, administrator, or researcher. Many of the main points raised fell into the categories of preparation, accommodations, and supports identified by Stodden (2002).

- Students have accomplished much more than anyone thought they ever would, revealing how low expectations of students with disabilities (have been).
- There is no program (in postsecondary education) where they put students with disabilities; they are in the regular classrooms.
- The way in which SPED services are delivered in high schools needs to change; it does not empower students! Students don't want to be in Special Ed- you want to get out of there.
- Individuals need to have the opportunity to participate in integrated education. In segregated environments behavioral issues become prevalent as academic challenges are not present. Students learn to rely on these supports. This reliance does not transfer to post school life.
- There needs to be more opportunity to practice self advocacy. Students in high school and middle school need more responsibility.
- Students need to run their own IEP's and exit secondary school knowing their accommodations.

- Transition plans need to be begun earlier and must include college preparation courses.
- Parents, students and members of their networks need to advocate for support of postsecondary education for students with significant cognitive disabilities – proponents are still considered absurd. The expectations of all, especially teachers and faculty, must be considered.
- Students need to be taking academic classes rather than life skills classes to better prepare for college level courses.
- Schools must provide mentoring and service learning options.
- Schools must redefine success.
- Schools must increase flexibility in method of examining students is important.

Supports and Accommodation in Postsecondary Education

- Accommodations need to be tailored to all students, with a variety offered.
- Support from the community is critical.
- Supports need not to be so prescriptive.
- Supports need to be provided in a number of ways and be individualized not programmatic.
- Avoid “tons and tons” of support; superfluous supports make the switch to postsecondary education that much more jarring.
- Technology accommodations are important.
- Universal design benefits everyone, not just students with disabilities, or just one person in the class.
- If one looks at disability as diversity, universal design should be natural.
- Promote a culture that encourages respect, diversity and acceptance; students need to be themselves, be respected, be equal
- Provisions need to be in place to enable students with disabilities to network with each other.
- The Office of Disability Support Services (DSS) must issue information to support the need for fewer classes required for the student to be considered full time and therefore remain covered by insurance.
- The documentation of incoming students is an issue. At the beginning of each semester, each student should be required to distribute accommodations packet to professors.
- Students should have a key contact person at each college.

- Professors should be helped to not be afraid of working with students with significant disabilities.
- Teachers should be reassured that they may just do their jobs regardless of a presence of a disability. They are trying to teach all of their students as best they can.
- There needs to be flexibility on the part of the administration, which should be modeled to the faculty.
- Colleges need to take ownership of it (providing supports to students with significant cognitive disabilities).
- We think we can drive change with policy, from a legal standpoint. We are, however, cautious about how we proceed.
- Students should work with VR or MR support offices to pick up cost of tuition.
- Whether a student is pursuing a degree or not, is important because matriculation status factors into the receipt of financial aid, among other benefits.
- A student believes that it is important to go to college so to make better decisions and to be more independent.
- Whatever students are able to do in postsecondary education segues into the vocational aspects of their lives.
- There are more barriers to participation than necessarily presented.
- Access to public transportation services is good in town, but difficult for those in more rural areas.
- College was hard but I'm very impressed by my college.
- Colleges, families, and especially students must always bear in mind: success in postsecondary education IS POSSIBLE.

Changes in instructional methods to better support students with significant disabilities in postsecondary education

Some of the issues raised by the participants at the Second Summit are specific to students with significant disabilities. They fall in the areas of refinement of instructional methods and administrative procedures. Recommendations are as follows:

- Expand peer mediated supports for all students.
- Expand the use of universal learning strategies.
- Encourage pursuit of extra-curricular scholarly activities.
- Encourage the training of professors to enhance the knowledge of different learning styles and the diverse array of learning/instructional strategies.

- Evaluate accessibility of teacher office hours.
- Evaluate availability of tape recorders and all assistive technology.
- Utilize small group interaction/instruction in place of / and supplement to large group interaction/instruction.
 - Utilize internships.



More effective postsecondary administrative procedures in support of students with significant disabilities

- Supply an array of accommodations.
 - Facilitate documentation requirements and provide services temporarily until documentation is updated.
 - Develop an alternative to a stereotypical bachelor's degree for students with disabilities.
 - Provide smaller classes, not huge lecture halls.
 - Incorporate some elements of universal design into instructor evaluations.
 - Value instructional excellence.
 - Promote auditing as an option. This could demonstrate capability.
 - Provide proper supports so that everyone can benefit from postsecondary education.



Some practices that have been successful

- Professors' offer of accommodations to students included in their syllabi.
- Student ability to self- identify and discuss their support needs.
 - Professors and students negotiating with one another about the accommodations.
 - Professors' empathy toward the unique needs of students with significant disabilities. An informed and caring professor can make all the difference.

Policies to better support students with significant disabilities in postsecondary education

- Create the same entrance requirements, placement, and financial aid as for typical students.
- Create mechanisms for access to postsecondary education and financial aid for students who have exited high school without a diploma due to the recent advent of high stakes testing.

- Create documentation of disability that is consistent and uniform across systems and colleges.
- The more inclusive approach has no funding stream as the program approach was sustained by a separate funding stream. Financial aid needs to be available to address the expenses of postsecondary education for students with significant disabilities.
- Create a loan fund to support students with significant disabilities. There is a model in New Hampshire.
- Point out the financial benefit to colleges to educate students with disabilities.
- Open scholarships that have differing criteria.
- Use Pass plans, SSI incentives, tuition waivers,
- Support the participation of Vocational Rehabilitation in higher education.
- Create more options to degrees.
- Since students with disabilities take longer to complete college, broaden the image of the typical college student beyond the ages of 18-21.
- Use a 504 pamphlet that outlines the accommodations for postsecondary education.
- Institute residential choices and supports assist in the formation of friendships in community college.
- Build a career path into the postsecondary education experience.



Sponsors of the Second Summit

Primary Sponsors

Administration on Developmental Disabilities United States Department of Health and Human Services

The Administration on Developmental Disabilities (ADD) is the national oversight organization for the state University Centers on Excellence, The Developmental Disability Councils and the Protection and Advocacy. Through the state programs and their federal activities, ADD affects both state and federal policy initiatives and program development.

Coalition for the Support of Individuals with Significant Disabilities

The Coalition is a new voluntary organization with a mission to increase opportunities for students with significant disabilities to attend postsecondary education with their peers.

National Center for the Study of Postsecondary Educational Supports (NCSPES), University of Hawaii at Manoa

The mission of the National Center is that postsecondary educational programs of the future will foster high expectation, build self-confidence and develop an understanding of the strength and needs of all students. The goal of the National Center is to improve access, participation and performance of persons with disabilities in postsecondary programs, and improve the placement of such students as successful members of the labor force.

National Institute on Disability Research and Rehabilitation (NIDRR), United States Department of Education

The National Institute on Disability Research and Rehabilitation, United States Department of Education (NIDRR) is a leader in sponsoring research. NIDRR is one of three components of the Office of Special Education and Rehabilitative Service (OSERS) at the U.S. Department of Education. NIDRR operates in concert with the Rehabilitation Service Administration (RSA) and the Office of Special Education Programs (OSEP). It is the mission of NIDRR to generate, disseminate and promote new knowledge to improve the options available to disabled persons. The ultimate goal is to allow these individuals to perform their regular activities in the community and to bolster society's ability to provide full opportunities and appropriate supports for its disabled citizens.

Supporters

TASH supports the inclusion and full participation of children and adults with disabilities in all aspects of their communities and all aspects of life as determined by personalized vision of quality of life. TASH is an international advocacy association of people with disabilities, their family mem-

bers, other advocates and people who work in the disability field.

The Institute of Community Inclusion (ICI)

The ICI is the University Center on Excellence at the University of Massachusetts / Boston. It has collaborated with the National Center on the Study of Postsecondary Educational Supports for several years, most recently conducting research on the outcomes of postsecondary education for students with significant cognitive disabilities.



Speakers Biographies

Dr. Patricia A. Morrissey is the Commissioner of the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. Dr. Morrissey is an experienced advocate for persons with disabilities having worked as a policy Director in the United States Senate and the House of Representatives. She has more than 25 years of federal policy experience spanning several branches of government and is extremely knowledgeable and skilled in the federal policy arena.

Stephanie Lee is the Director of the Office of Special Education Programs, U.S. Department of Education. Prior to that position, she served as a government affairs representative for the National Downs Syndrome Society where she worked directly with elected officials and grassroots organizations on policy issues relating to individuals with disabilities, From 2000 to 2002, Ms. Lee served as a member of the Ticket to Work and Work Incentives Improvement Act Advisory Panel, which make recommendations to the president, members of Congress and the Social Security Commission on ways to empower individuals with disabilities to enter the workforce. She is also a parent of a child with a disability, and was highly involved and influential in the 1997 reauthorization of the IDEA .

Dr. Robert Stodden is Director of the Center on Disability Studies, and the National Center for the Study of Postsecondary Educational Support, and is a Professor of Special Education and Rehabilitation at the University of Hawaii at Manoa. Over the past 25 years, Dr. Stodden has served as a principal investigator/ director of more that 100 research and training projects panning the areas of disability.

Dr. William Kieran is the Director of the Institute for Community Inclusion, the University Center on Excellence of Massachusetts and he is director of the RRTC on State Systems and Employment. He has been honored with the 1999 Michael W. Muther Award, and is recognized for his lifelong professional and personal commitment to expanding employment opportunities for people with disabilities.

Dr. Teresa Whelley is an Assistant Professor and Research Coordinator for the National Center for the Study of Postsecondary Educational Supports at the Center on Disability Studies, University of Hawaii, Manoa. She has been an advocate for students with cognitive disabilities participation in postsecondary education for over 10 years and is a founding member of the Coalition for the Support of Individuals with Significant Disabilities in Postsecondary Education.

Debra Hart is the Coordinator of School and Community Projects for the Institute for Community Inclusion at the University of Massachusetts, Boston. She is an Associate for Research and

Continuing Education in Physical Therapy, Children’s Hospital and Adjunct Associate Professor of Physical Therapy. Ms. Hart has several years experience implementing supports for students with significant disabilities in postsecondary education. She is a founding member of the Coalition for the Support of Individuals with Significant Disabilities in Postsecondary Education.

Carol Tashie is currently a consultant, but was formerly an employee of the Institute on Disability, the University Center on Excellence of New Hampshire. While at the Institute, Ms. Tashie directed a service called “A Choice for Everyone”, the first statewide effort in postsecondary education for students with significant disabilities.

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