Resource Mapping Matrix Proposal

Statement of the Problem

Ensuring equal access to an education for students with disabilities in postsecondary institutions has been aided with legislature such as the Americans with Disabilities Act (ADA) in 1990 (PL 101-336) and the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (PL 105-17). There are now laws mandating that postsecondary institutions provide reasonable accommodations and educational supports to students with disabilities.

Although the number of students with disabilities who enroll in postsecondary institutions is still 50% lower than that of the general population, enrollment is on the rise (Johnson, 2001; OSEP, 1996; Stodden & Dowrick, 2000). Legislation is helping to close the gap between students with disabilities and students without disabilities.

Research from *Focus Group Discussions on Supports and Barriers in Lifelong Learning* has shown that a successful postsecondary education for students with disabilities leads to a more productive and fulfilling life (National Center for the Study of Postsecondary Educational Supports (NCSPES), 2000a). Postsecondary education is highly correlated with improved vocational options and financial success for persons with disabilities (NCSPES, 2000e; Presidential Task Force on Employment of Adults with Disabilities, 1999). Therefore, it should go without saying that supports for students with disabilities warrant adequate funding from federal and state agencies. However, funding is cited as the main concern of disability support coordinators in the *National Survey of Educational Support Provision to Students with Disabilities in Postsecondary Education Settings* (NCSPES, 2000c).

With as many as 17% of all students in higher education programs in the United States identified as having a disability, supports for these students is an issue that needs to be addressed (National Council on Disability, 2000). As shown in the 2001 NEA Higher Education Almanac, from 1992 through 1997 students and parents have had the highest percentage (48%) of total expenditures of funding sources for all of postsecondary education, with state and local governments trailing behind them and the federal government in a dismal third place with around 10% (National Education Association, 2001).

There is a great deal of variability in supports being funded in postsecondary institutions from state to state and even school to school (National Center for Education Statistics (NCES), 1999b;
NCSPES, 2000b, NCSPES 2000d). Part of this may be due to lack of knowledge about what funds are available and another part may be lack of coordination between supports and funding streams (NCSPES, 2000a). The Department of Human Services, Vocational Rehabilitation and Services for the Blind Division identified principle supports for consumers which include: personal attendant services, reader services, interpreter services, diagnosis and treatment of impairments, vocational and other training, transportation, and maintenance. These categories were broken down even further into about 30 key elements, as stated in the National Survey (NCSPES, 2000c). For students in postsecondary institutions, these supports are fundamental in ensuring an optimal education (NCES, 1999a; NCSPES, 2000c; Stodden, Jessen, & Lolotai, 1999; Stodden, Whelley, Harding, & Chang, 2001).

Knowledge of barriers and issues relating to legislation, policy, and funding requirements for students with disabilities with regard to access, retention, and graduation in postsecondary institutions is crucial (NCSPES, 2000e). Social Security and Supplemental Security Income disability programs, Vocational Rehabilitation programs, the Rehabilitation Act, and Ticket-To-Work are just a few of the funding streams. However, some students with disabilities can be supported using money from other areas, such as the Department of Juvenile Justice and School-to-Work programs. It is up to students with disabilities, parents, Disabled Student Services personnel, and advocates to be informed of supports needed and funding sources available in order to maximize benefits. With increased awareness of all the relevant resources available, they will be able to use these funds efficiently.

Research Questions
1. Given current regulations, funding streams, legislation, and policy, what are allowable educational supports for students with disabilities in postsecondary institutions?
2. What is the comparison of Federal legislation and funding stream requirements vs. allowable educational supports as provided for students with disabilities in postsecondary institutions at the national level?
3. What are some examples of programs that are effectively utilizing all available funding OPTIONS to provide optimal supports for students with disabilities in postsecondary institutions and what are the criteria for why these programs are EFFECTIVE (i.e. funding, leadership, collaboration)?
4. What are some missed opportunities of postsecondary institutions in regards to accessing funds from other (general population) programs in order to better serve students with disabilities (i.e. Department of Transportation, Vocational Rehabilitation, Department of Labor, W.I.A., Ticket-To-Work)?

Method
The first PHASE will be a descriptive study that will entail researching the literature, government documents, GAO, and Educational Statistics. The second part will be a matrix analysis that will consist of organizing all the supports vs. funding information into a resource-mapping matrix, which will enable someone to determine funding streams for the supports in which they are interested. The third part will be to identify effective models of disability support programs across the nation. Three case studies will be done which will serve as examples of ideal programs that utilize funds efficiently at the postsecondary level.
Part 1: Descriptive Study

The first step is to collect information on federal legislation, state legislation, and funding streams for postsecondary institutions with regard to supports for students with disabilities. The protocol used to collect data will be an information sheet, which highlights supports that each of the resources provides funding for. This list of criteria will be used to categorize the funding streams in a matrix format. The sample to be used will be all identifiable resources and the main allowable services necessary to ensure an excellent education for students with disabilities in postsecondary institutions. The method of analysis will be based on the qualitative and quantitative data previously collected (past studies) on necessary services for students with disabilities.

Part 2: Resource Mapping Matrix

The next step is to create a resource mapping matrix which clearly illustrates where the funding originates from and what supports they will foster. The goal will be to create a tool that the targeted audiences could use to determine funding for necessary supports for students with disabilities in postsecondary institutions. The matrix will look something like this (with about 30+ allowable support variables in the vertical column and 10+ funding stream variables in the horizontal column):

<table>
<thead>
<tr>
<th></th>
<th>Social Security</th>
<th>ADA</th>
<th>Department of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3: Case Studies

The final step is to look at sites (nationally) that provide optimal supports for their students with disabilities and look at their uses of funding streams. Possible sites include University of Hawai‘i, University of Minnesota, University of Virginia, Fitchburg State (Massachusetts), University of Ohio, and University of Washington. Three sites will be chosen based upon recommendations from leaders within the field as well as an on-line literature review of current research on the effectiveness of these programs. Case studies will be done on these 3 sites in order to outline the efficient use of funding streams to provide supports for students with disabilities in postsecondary institutions. The case studies will also offer examples to other institutions of how to adapt funding streams to one’s own program.

Products and Impact

The goal will be to create a tool that the targeted audiences could use to look at providing all supports necessary for students with disabilities to receive a good education in postsecondary institutions. The Resource Mapping Matrix will be a basis for determining various funding sources for supports needed.

The targeted audiences will be disabled students, Disabled Student Services personnel, Special Education personnel, parents of students with disabilities, Vocational Rehabilitation counselors, and Federal and State policy makers and legislators.

- Reports posted on the NCSPEES web page
- Policy briefs and papers
- Conference presentations

Implications for Training & Technical Assistance

This is expected to yield important information for administrators of postsecondary education and policy makers. Submissions to professional publications and presentation at a policy summit will be appropriate.

<table>
<thead>
<tr>
<th>Task</th>
<th>Finish Date</th>
<th>Product / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect information &amp; design matrix</td>
<td>June 30, 2001</td>
<td>Matrix Tool</td>
</tr>
<tr>
<td>Complete descriptive study</td>
<td>October 1, 2001</td>
<td>Findings Brief</td>
</tr>
<tr>
<td>Matrix analysis</td>
<td>December 31, 2001</td>
<td>Resource Mapping Matrix</td>
</tr>
<tr>
<td>Complete 1\textsuperscript{st} case study</td>
<td>March 1, 2002</td>
<td>Presentation at Pac Rim 2002</td>
</tr>
<tr>
<td>Complete 2\textsuperscript{nd} case study</td>
<td>June 30, 2002</td>
<td>Implications Brief &amp; Presentation at Summit</td>
</tr>
<tr>
<td>Complete 3\textsuperscript{rd} case study</td>
<td>September 30, 2002</td>
<td>Findings Summary &amp; Paper</td>
</tr>
</tbody>
</table>
References


National Center for the Study of Postsecondary Educational Supports (NCSPES) (2000a). Focus group discussions on supports and barriers in lifelong learning. Honolulu, HI: University of Hawai`i.

National Center for the Study of Postsecondary Educational Supports (2000b). Interagency partnerships and funding: Individual supports for youth with significant disabilities as they move into postsecondary education and employment options. Honolulu, HI: University of Hawai`i.

National Center for the Study of Postsecondary Educational Supports (2000c). National survey of educational support provision to students with disabilities in postsecondary education settings. Honolulu, HI: University of Hawai`i.

National Center for the Study of Postsecondary Educational Supports (2000d). Phase II quarterly update: Rehabilitation research and training center on workplace supports, Virginia Commonwealth University. Honolulu, HI: University of Hawai`i.

National Center for the Study of Postsecondary Educational Supports (2000e). Research findings brief: Postsecondary supports (study area 4a, vol. 5). Honolulu, HI: University of Hawai`i.


