

TURNING POINT PROGRAM UPDATES

Spring 2019

The National Governor's Association (NGA), in "Aligning State Systems for a Talent-Driven Economy - A Road Map for States", reports that NJ industries demand a higher level of skills, that individuals with higher-level skills have more success and that individuals with some postsecondary education attained 11.5 million of the 11.6 million jobs created since 2007. These findings support that some form of postsecondary education is increasingly necessary to be a competitive job seeker in NJ. Bergen Community College's Turning Point program remains committed to ensuring that workers with intellectual disabilities continue to receive the postsecondary skills training needed to successfully meet the needs of NJ's economy.

A. **Turning Point Program Employment Statistics (updated 4/2/2019)**

335 days after exiting the program

Employment rate Cohort 6 (all jobs)	71%**
Employment rate Cohort 6 working more than 15 hours/week	71%
Cohort 6 Employed in field of study	90%
% of Cohort 6 Employed earning company benefits	40%
% of Cohort 6 employed who had a wage increase*	70%
% of Cohort 6 hired and retained after 60 days*	81%

*Align with VR's Core Performance measures

**Two students are actively working with staff to attain employment. One student is pursuing a degree.

700 days after exiting the program

Employment rate Cohort 5 (all jobs)	85%
Employment rate Cohort 5 working more than 15 hours/week	35%
Cohort 5 Employed in field of study	92%
% of Cohort 5 Employed earning company benefits	28%
% of Cohort 5 employed who earned wage increase*	unknown
% of Cohort 5 hired and retained after 60 days*	84%

*Align with VR's Core Performance measures

700 days after exiting the program

Employment rate Cohort 4 (three students who returned for a Career Pathway course pilot program)	100%
Employment rate Cohort 4 working more than 15 hours /week	100%
Cohort 4 Employed in field of study	100%
% of Cohort 4 Employed earning company benefits	33%
% of Cohort 4 employed who earned wage increase*	unknown
% of Cohort 4 hired and retained after 60 days*	100%

*Align with VR's Core Performance measures

Will exit 05/23/2019

Cohort 7 students graduate May 2019	58% are currently employed*
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*Data will be updated every 30 days after exit as internships end and employment is attained.

B. Clarification about Turning Point's Admission Process

All candidates interested in applying to the program go through the same competitive admissions process. There is an application window. Applicants complete a paper application and submit other required documentation. If an applicant meets the eligibility criteria, they move forward in the application process. The Turning Point Admissions Committee reviews all applications, interviews all eligible candidates and admits up to sixteen students. The students who are offered admittance will represent the candidates from the applicant pool whose goals align with the program's outcomes, who are motivated to participate in all aspects of the program, and who together will make a cohesive Cohort. **There is absolutely no priority given to any one applicant based on the availability or lack of a funding source revealed during the application process.** No applicant is automatically accepted or prioritized based on their ability to pay for the program's tuition. If a candidate is accepted and forfeits their spot for any reason, the Committee offers acceptance to the next candidate on the waitlist. If a candidate forfeits acceptance and chooses to reapply, they must go through the entire competitive application process again.

It aligns with the Mission and Values of Bergen Community College and Turning Point that admittance to the program be accessible to as many eligible community members as possible. It is not in line with the Mission and Values of the Turning Point Program nor the College to limit eligibility to in-school youth who would utilize IDEA or Pre-Employment Transition Services (Pre-ETS) funding exclusively. The program as it is intended will remain a postsecondary option for both students in transition and candidates beyond 21 years of age who have transitioned from the K-12 system.

C. Current Sources of Funding Student Tuition Costs

(Does not including the elective which make up roughly 7% - 14% of total program costs- DVR and School Districts do not pay for elective costs, and DDD will, where applicable.)

Current students utilize various funding sources including self-pay, scholarships, DVR and DDD to support the costs of the program. When seeking a funding source Turning Point encourages any interested candidates to explore funding options with their families, district case managers if applicable and/or any other agency with whom they are working. It follows that each party should explore the appropriateness of the program according to district or agency guidelines and determine if participation in the program can be incorporated into the student or consumer's plan. Turning Point expects that this will be conducted on an individualized and case by case basis according to and depending on which funding source they are exploring.

Division of Vocational Rehabilitation Services

Student Group / Years in program	Number who completed program supported by DVR
Cohort 5 (2015 – 2017)	14 of 15 students, DVR supported consumers
Cohort 6 (2016 – 2018)	10 of 14 students, DVR supported consumer
Cohort 7 (2017 – 2019)	8 of 12 students, DVR supported consumers
Cohort 8 (2018 – 2020)	4 of 12 students, DVR supported consumers

A pilot program with Bergen County DVR supported most of the tuition costs for students participating from 2015 – 2018. DVR is committed to support the four Cohort 8 consumers through their second year. Any future consumers who are interested in attending the program are encouraged to connect with DVR while the program and DVR's support for consumers participating is under review.

School Districts / IDEA Funding

Student Group / Years in program	IDEA funded (school district funded)
Cohort 5 (2015 – 2017)	0 students funded under IDEA
Cohort 6 (2016 – 2018)	2 of 14 students funded under IDEA
Cohort 7 (2017 – 2019)	2 of 12 students funded under IDEA
Cohort 8 (2018 – 2020)	3 of 12 students funded under IDEA

Turning Point Program has worked with 8 school districts and has an outreach plan that hopes to enlist more collaboration heading into the 2020 application period. TP Administrative staff was advised by Brett Bersano, Bergen County Director of Child Study, and Maureen Kerne, Region V Director, to pursue “NJ Department of Education (NJDOE) Office of Special Education Policy and Procedure Application to Establish a Community Transition Program” (see attached) status which would code the program in the NJ SMART Education Data Center, streamlining processes for school districts who hope to refer and send students to the program.

Self- Pay

Student Group / Years in program	Self-Paying Students
Cohort 5 (2015 – 2017)	0
Cohort 6 (2016 – 2018)	1 of 14
Cohort 7 (2017 – 2019)	2 of 12
Cohort 8 (2018 – 2020)	4 of 12

As a program aligned with the mission and values of a community college committed to providing affordable education, Turning Point seeks to keep costs as close to those of full-time degree seeking students at the College. As the program is partially funded through a Five-year Department of Education, Office of Postsecondary Education grant (TPSID) that will phase out as of October 1, 2020, tuition costs are expected to increase. Yearly tuition costs for students entering in 2019 and 2020 will need to increase to sustain staffing, mentoring and vocational components developed through the TPSID grant. Executive Leadership at the College and program staff will be evaluating to determine future tuition costs for the program.

Division of Developmental Disabilities – Students use a portion of their DDD budget under the ‘Goods and Services’ umbrella to pay for their college electives, which typically make up between 7 – 16% of total program costs. Turning Point is exploring use of Medicaid waivers to support students since program goals align with outcomes intended by the HCBS waiver program (see attached). Consideration needs to be given to the labor cost associated with the Medicaid reporting process that may negatively impact staff’s ability to provide student services, and the knowledge gap for staff new to this process. TP is in the beginning stages of this investigation and has enlisted support from knowledgeable community partners including Lori Rudeau, TP’s advisory committee member representing from DDD, as well as partners at TCNJ and in the THINK College network who have adopted a working model.

Bergen Community College Foundation – In previous years, the Foundation engaged in fundraising specifically to provide funding for Turning Point students. These funds supplemented program costs for individuals who suffered a hardship or were unable to meet program costs. The College’s Foundation has recently been restructured and Turning Point staff will be meeting with the new Executive Director, Ronald Miller, in late spring to discuss the program’s sustainability plan and how the BCC Foundation can assist with future funding support for our program and the students we serve.

Title V Federal Student Aid – Currently unavailable to Turning Point students until the program is certified as a Comprehensive Transition Program (CTP) The CTP application is currently in-process. Once CTP status is achieved, students will be eligible to apply for Pell Grant funding and internship hours can be applied to the student aid assistance program. TP expects to be designated a full-time program, which will award a full Pell grant to eligible students.

Grants – The college's initial TPSID grant from the Department of Education (2010-2015) provided financial support that covered all of the operating expenses for the newly developed program. A tuition structure was developed and approved by the college's Board of Trustees in 2015 to support the costs associated with staff, salary, job coaching and mentoring support for program activities created under the college's initial program. In October 2015 the college received notification it was awarded a second round of funding under the TPSID grant. This second grant provided a collaborative approach by BCC and The College of New Jersey. Funding was used to support community-based outreach and professional development activities, the hiring of 3 full time staff, 2 P/T staff, develop the credentialing curriculum, instructor costs as well as provide additional program related support for TPSID students. As of Fall 2019, the program will be entering the fifth and final year of the grant. Funding is anticipated to end in October of 2020. The program has shifted to a tuition based, braided funding model to support sustainability moving off grant. Turning Point does not feel that an additional five-year grant award for the TPSID project will be beneficial, but does feel that applying for smaller grants that are aligned with the program's mission and goals are worth exploring. Turning Point is working with the Bergen Community College Grants Office and other community partners to explore appropriate and applicable RFP opportunities moving forward.

D. Connecting to the Community

Turning Point continues to be proactive in its plan for sustainability post grant. Relationship building and community involvement continues to be a part of Turning Point's plan for sustainability. Networking and collaboration in both our national and local network are integral parts of ensuring candidates interested in attending the program have the information they need to prepare for supporting the program's costs. With the assistance of Jennifer Reyes, Dean for Student Support Services, the College's Career Center faculty and staff, Executive Director of Continuing Education, Christine Gillespie, and Dean Cinzia D'Iorio, the program has engaged in a strategic and unified business plan to increase participation in the Career Pathway Credentialing Program that hopes to sustain the program for future TP students. This and other continuous community engagement have a multi-faceted impact. Getting the word out, sharing TP student successes, promoting the programming developed from the TPSID grant will root the program's value in the community and allow the program to become a hub for resources, skilled employees and innovative educational models.

Advisory Committee – (see attached) The committee meets quarterly and the overarching goals include community and employer engagement to further employment outcomes and student success, bringing Turning Point's mission to the community through open channels of communication and transparency, creating an information and resource pipeline for stakeholders including disability support agencies and school districts to facilitate collaboration, and enlist community support bringing Turning Point into its next evolution post-TPSID grant.

Local School District Engagement – Beginning in 2015 there has been outreach to the local school districts to provide information sessions for educators and we are working with the Bergen County Director of Child Study to align TP within the state guidelines for out of district transition programs. Whether it is through information events, regional summits, or on an individualized basis, the staff at TP are continuously engaging with the

education community to work on dispelling myths or preconceptions about the program, and provide information that will help guide someone to appropriate programming whether that is at The College or elsewhere.

Educator Specific Outreach (Annual Regional Summit at The College of New Jersey, Educator's Briefing I at Bergen Community College, Educator's Briefing II at The College of New Jersey, Career Pathway Information Session for Educator's at Bergen) ***Transition Fairs*** (Region V, Rockland BOCES, Sussex) ***Information Sessions and Panel Discussions*** (Spectrum 360 Post High School Panel Discussion, Bergen County CAPE Center, Bergen County Care Fair, Rockland BOCES Panel Discussion) ***Video Project and Program Literature*** (forthcoming video series and recently revised program literature and outreach materials).

The National Scene – TP continues to report, share and collaborate with THINK College, the National Coordinator for TPSID projects and a hub for exploring postsecondary options for young adults with intellectual disabilities. Turning Point is not alone in its efforts, and not reinventing anything that has not been in development for the past 10 years since the reauthorization of the Higher Education Act of 2008 that made postsecondary education more accessible to a diverse community of learners previously excluded. Data from THINK College participants from the last decade demonstrate that inclusive postsecondary experiences (IPEs) are valuable in so many ways both quantitative and qualitative. VR Consumers participating in IPEs demonstrate greater employment outcomes, retention and wage increases that align with VR's new core performance measures (see attached).

E. Tuition and Cost Break Down

The current cost of the program is \$3,000 per semester, or \$6,000 per year plus the cost of 2 college level electives. The cost for electives can average between an additional \$900.00 - \$4000.00 over the course of the two years depending on how many credits a student takes and if they are in or out of county. The program tuition is currently being evaluated by the College's Administration and is expected to increase for students entering in fall of 2019.

Community Transition Program Description

Garden Stated Pathways to Independence, The Turning Point Program at Bergen Community College, is a two-year inclusive postsecondary transition program for students with intellectual disabilities ages 18-30 for students who are dual-enrolled under IDEA or have exited high school. The program began in 2011 when Bergen Community College was awarded a five-year TPSID Grant, Transition and Postsecondary Education for Students with Intellectual Disabilities, through the Department of Education. The College was awarded a second TPSID grant in 2016. The program is full time and housed on Bergen Community College's campus in Paramus, NJ. Students do not have to reside in Bergen County or the State of New Jersey to participate. Turning Point's approach utilizes student-centered planning, enhanced academic and peer mentoring support to provide an inclusive college experience that promotes the advancement of skills and knowledge in the areas of career/vocational skill development, academic enrichment, and socialization. Program goals focus on assisting students in developing the skills and experiences necessary to prepare for adult life in the areas of employment, self-determination, self-advocacy and decision making. Academic coursework is modified to meet a 3rd – 5th grade equivalency in reading and math. This curriculum includes courses such as Career Education, Financial Literacy, English Skills, Social Thinking and Success 101 which are designed to enhance basic skills, promote self and social awareness, and to develop self-advocacy skills. Students also have the opportunity to take non-modified college level electives in an area of interest and a Career Pathway Credentialing and Certification Course that will align with a student's vocational goal. Turning Point students have access to all facilities, resources and student support services that are available to anyone enrolled at Bergen Community College. Students participate in campus clubs, activities and service learning projects sponsored by the Office of Student Life. Turning Point provides Pre-Employment Transition Services including job exploration coaching, work-based learning experiences both on the Bergen Community College Campus and in supported internships in each student's local community, workplace readiness training, soft skill and social skill development as well as instruction in self-advocacy. Travel training is provided in year two as students prepare for their off-campus internships. Students will explore career options, receive feedback based on skill assessments and determine their vocational goal based on skills, abilities and interests. Participants who successfully complete all program requirements will receive a non-degree Certificate of Achievement through the Division of Continuing Education. The Division of Continuing Education and Turning Point Program offer a variety of Career Path credentialing options to enrolled students that offer them the opportunity to earn industry-valued certifications and credentials. Successful completion of these credentialing options will assist students in attaining competitive employment within their chosen field after graduation with the assistance of the program's career placement specialists. Current Career Pathway options include: Child Development Associate, Dietary Aide, Certified Logistics and Manufacturing, Clerical Assistant with Electronic Records Management, Hospitality for Guest Service Professionals. Students are connected to community-based supports and resources they can utilize post-graduation. Turning Point will continue to work with students seeking jobs in need of assistance post-graduation and coordinate with the Division of Vocational Rehabilitation Services to support a student's plan for employment.

Use of Medicaid Waivers to Support Students with Intellectual Disability in College

By Paige Parisi and Julia Landau

An increasing number of states allow students with intellectual disability (ID) to use Medicaid Home and Community Based Services waivers to support participation in postsecondary education (PSE) programs. These waiver services support access to higher education for students receiving Medicaid services who might otherwise not be able to attend postsecondary education.

WHAT IS A MEDICAID WAIVER?

In 1983, Congress authorized the waiver of certain Medicaid requirements to allow states to provide Home and Community Based Services (HCBS) to individuals with disabilities who would otherwise require institutionalization. These waiver programs are often called 1915(c) waivers (named after the section of the Social Security Act that authorized them), or HCBS waivers. HCBS waiver programs prioritize access to community living and the provision of services in inclusive settings.

Services that may be covered by Medicaid waiver

- Education Coach/Peer Mentor Support
- Career Services
- Tuition and Fees
- Transportation
- Assistive Technology
- Housing and Supports

The federal government allows each state considerable discretion in determining the waiver services it offers. Services used to support postsecondary education can be explicitly authorized in a state waiver

program, or they can be accessed as part of other more broadly defined community-based services.

Each state defines the service elements and activities that are appropriate for its HCBS waiver program. Given this latitude, waiver services vary greatly among states.

POSTSECONDARY SERVICES COVERED BY MEDICAID WAIVER

Medicaid waivers have been used to fund a variety of supports and services for students with ID in PSE, as well as tuition or fees in some cases. Below, we describe some uses of waiver funds and offer examples from specific states.

Education Coach/Peer Mentor.

Peer mentors are usually students enrolled at the college who are recruited, trained, and supervised to provide individualized supports to students with ID. Mentors assist students in learning roles or tasks related to the college environment. Examples include participating in the classroom, getting around campus, building interpersonal skills, and developing independent living skills for dormitory life.

Vermont's HCBS waiver program pays for college peer mentors as part of its Community Supports services. This is an example of a state using a traditional waiver service for postsecondary education. Community Supports usually cover services that assist in developing skills and social supports necessary to promote growth and/or prevent more restrictive levels of care.

Outcomes reported for students graduating from Medicaid waiver-supported college programs in Vermont (2017)

- 86% of all graduates were employed within four months of graduation.
- Wages ranged from \$10 - \$14/hour (min. wage is \$10.50 in VT).
- Five programs had 100% employment at graduation.

Source: Vermont Developmental Disabilities Services Division

While the Vermont definition of Community Supports doesn't specifically mention PSE, the state recognizes the benefits of providing these services to participants on a college campus.

A few states specifically include postsecondary education in their waiver programs. For example, in Pennsylvania, the waiver program includes an Education Support service category, which pays for on-campus peer mentors (up to \$5,000 per semester).

Career Services.

Most state waiver programs provide services to support individuals’ employment goals. These services have also been accessed to pay for the career exploration components of a college program. This includes coverage for activities needed to obtain and sustain paid work, such as a coach for a paid job, internship, job shadowing, or other employment experiences.

Waiver employment services can also include support for learning underlying job skills, such as community workplace conduct, attending to tasks, problem solving, workplace safety, and mobility training. Some states have specific Employment Support categories that can be used to cover these services, while others, like Vermont, cover the services under the broader category of Community Supports.

Tuition and Fees.

Only a few states currently permit students to use Medicaid waivers for tuition. Pennsylvania’s Education Support service allows for the payment of college tuition and fees (there is a lifetime limit of \$35,000 that participants can receive for tuition).

Many states include a waiver service category called Individual Directed Goods and Services. These funds pay for services that address an identified need in an individual’s service plan but are not otherwise provided through a waiver. Specific criteria for allowable goods and services are determined by the individual states. In New York, students can use Individual Goods and Services to pay tuition for inclusive college classes. Given its broad definition, this service could be available for college expenses, depending on local interpretations.

Transportation.

Several waiver programs include transportation services from a participant’s home to the location of a waiver service. In certain states, students can access this service to fund transportation to college. Some states prioritize services to learn the use of public transportation so that students are also building a skill to increase independence.

Technology.

Many state waiver programs provide assistive technology services. These services may be helpful for college students with ID who need technology supports to fully participate in college classes and campus activities. Examples include providing access to a screen reader or voice-to-text computer software.

Housing and Supports.

Except in limited circumstances, HCBS waivers will not pay room and board expenses. However, some waiver programs include support that assists students with independent living skills in campus housing settings. Although states have strict rules about what constitutes a residence where waiver services can be provided, this has been overcome. In New York, advocates worked closely with the state Office for People with Developmental Disabilities to resolve requirements that participants seeking Medicaid waiver reimbursement for housing must have an appropriate lease in place and a kitchen on the premises. These and other details that don’t easily correlate to college dorms were worked out after close collaboration with the state.

New York recently began a pilot program at Syracuse University that allows students to use their Medicaid waiver funds to pay for college dorm housing. In addition, students can use Live-in Caregiver waiver services for residential mentors. In exchange for room and board, student mentors are roommates in college dorms with program students. Similar to some states providing traditional community supports in a college setting, college housing is another setting where traditional waiver services can be used to help students learn independent living skills and social skills.

In Pennsylvania, students can use Education Support waiver services for peer mentors to help learn independent living skills in a campus residential hall. In California, Community Living services have been used to pay for support in college housing. In these states, Medicaid is not used to pay the cost of the housing, but it does cover supports and skill development in that setting.

USING SELF-DIRECTED MEDICAID WAIVER SERVICES TO SUPPORT PSE

Most states allow Medicaid waiver services to be self-directed (also referred to as participant-directed), allowing for greater self-determination and flexibility. Participants who direct their own waiver services work with a service coordinator to choose their services and service providers.

For example, a participant can choose to hire another college student as a peer mentor to provide support required on campus. Working with this peer can enable the student to build relationships with other students on campus and move toward greater campus inclusion.

INITIATING WAIVER SERVICES FOR COLLEGE

With a bit of creativity, most states can use their current Medicaid waiver program to support participation in postsecondary education. Even if a waiver doesn't specifically address PSE, it is likely that existing community-based services could be provided in a college setting.

As a first step, review the HCBS waiver services offered in your state, and identify which services (e.g., adult day services, community supports, community habilitation, employment supports) could support PSE. To learn more about your state's waiver program, the first step is to review the state waivers. The federal Center for Medicare & Medicaid Services (CMS) maintains a searchable database of waiver applications, which describe each state's programs in detail. The database is accessible by the public to review and download copies of the waivers.

Reading your state's 1915(c) waivers will provide valuable information about your state's waiver program, including detailed definitions of the services provided in Appendix C to the waiver form. [The database is available here.](#) Filter your search for approved 1915(c) waivers.

Some states may want to amend their federal waiver program applications to add a category for Education Support and specify postsecondary education as a covered service. This can be done at any time. CMS provides an application for state Medicaid agencies to submit a state plan amendment. Changes can also be made when a waiver is up for renewal.

Although amending a waiver is not necessary to add Education Support services, some states have done so to explicitly cover services such as mentors, tuition, and fees. In this way, a state can be very specific in describing the parameters of the support it will provide.

For example, both New York and Pennsylvania require that a student must attend inclusive classes. The Pennsylvania service definition also specifies that students take a minimum of six credit hours per semester, and that students have an employment outcome in their service plan. The definition also excludes some expenses, such as room and board.

Colleges can apply to become an authorized Medicaid provider, although this is a difficult process to initiate. Universities that provide public services, for example, through clinics or employment services, may already be qualified Medicaid providers. In this case, it might be easier for a program for students with ID to access Medicaid funding.

Alternatively, some states will allow a college to become a vendor for another authorized Medicaid agency. This process differs in each state but is generally easier than applying to be an authorized Medicaid provider. Another option is for a college to partner with an authorized Medicaid provider to access services.

Since rules vary, it's best for colleges and state agencies to work together to determine the most efficient way to address this issue.

The University of North Carolina Greensboro has been providing Medicaid supported services to students with ID since 2008. For the provision of these services, it chose to partner with an established Medicaid agency. Using a Request for Proposal process, the school selected Monarch, a nonprofit organization that provides comprehensive services and supports to people with ID. Monarch had a long history in the field as well as an established relationship with the college as an outside provider of supported employment services.

COLLABORATING FOR SUCCESS

The provision of Medicaid waiver services to support PSE will require collaboration. Experiences in several states have demonstrated the importance of colleges, disability advocacy groups, state agencies, and Medicaid providers working together to build support for waiver-funded college activities. Stakeholders can share resources, strategies, and data collection tools, promote awareness of programs, and advocate with funders.

It is also important to identify individuals at the college, in state agencies, and in the disability community who will champion the cause within their organizations. People with experience in Medicaid and/or the disability community can be particularly effective in leading efforts to use waivers for college.

One message to be shared when engaging stakeholder groups is that college for people with ID aligns with public policy goals and delivers the outcomes intended by the HCBS waiver statute. These outcomes include increased employment, greater participation in the community, relationships with peers, independent living, and a greater sense of dignity and self-reliance.

FOR MORE INFORMATION

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Postsecondary Education and Employment Outcomes for Youth With Intellectual Disability Served by Vocational Rehabilitation

by Frank Smith, Meg Grigal, & John Shepard

Access to postsecondary education (PSE) has been associated with improved employment outcomes for young adults with intellectual disability served in federal model demonstration projects (Grigal, Hart, Smith, Domin, & Weir, 2016). But less is known about the impact of how the general vocational rehabilitation (VR) system supports youth with intellectual disability to access PSE.

This Fast Fact describes the employment outcomes, including rehabilitation rate and wages, of youth with intellectual disability served by VR who participated in postsecondary education as part of their Individualized Plan for Employment (IPE), compared to youth with intellectual disability who did not participate in PSE.

Nationally, there is a growing interest in PSE as a pathway to improve employment and other key life areas for individuals with intellectual disability (Plotner & Marshall, 2016). State VR agencies can play an important role by supporting the inclusion of individuals with intellectual disability in postsecondary education, and including higher education in clients' IPEs (Grigal & Whaley, 2016). Previous research demonstrated that when VR services included access to PSE, it had a positive impact on employment and wages (Migliore, Butterworth, & Hart, 2009)¹. Given the recent increase in access to higher education for people with intellectual disability, this brief explores if other current data reflect similar findings.

In 2014, a total of 19,050 youth with intellectual disability who entered VR services between the ages of 16 and 26 left VR after receiving services under an IPE. Of these individuals, 577 (3.0%) received PSE services from VR and participated in some type of postsecondary education. This percentage has fluctuated between 2.9% and 3.6% between 2007 and 2014, never exceeding 4%. Thus, the number of individuals with intellectual disability receiving PSE services from VR has remained consistently low for a prolonged period of time.

Youth with ID who received PSE services as a part of their IPE had higher employment rates and higher wages than youth with ID who did not receive PSE services.

Table 1 reflects VR outcomes for youth with intellectual disability who exited after receiving services under an IPE, and the associated differences in employment, educational attainment, and wages relative to accessing PSE services. Youth who received PSE services had a 61% integrated employment rate and earned an average of \$288 weekly. In contrast, youth with intellectual disability who did not receive PSE services had a lower employment rate (56%) and an average weekly income of \$200.

Of 577 students who received PSE services, 364 (63.1%) made gains in educational attainment between application and closure, meaning that they exited the VR program with greater levels educational attainment than they entered with. Youth with intellectual disability who received PSE services as part of their IPE from VR and made gains in educational attainment fared the best, demonstrating 51% higher wages than their counterparts who did not receive PSE services.

	Total who received services*	Paid integrated employment at exit		Weekly earnings
	#	#	%	\$
Youths with intellectual disability who did not receive PSE services	16,672	9314	55.9%	\$200
Youths with intellectual disability who received PSE services	577	350	60.7%	\$288
Youth with intellectual disability who received PSE services and made gains in educational attainment while in the VR program	364	232	63.7%	\$302

* Postsecondary education services information for 1801 exiters with intellectual disability who received services under an IPE was missing.

¹ Migliore et al., 2009 used 2007 RSA-911 data which included a broader sample of youth with developmental disabilities and other cognitive impairments in addition to those with intellectual disability. For these reasons, direct comparisons between the findings of these two publications cannot be made.

Those youth who accessed PSE but did not increase their education attainment² also fared better than those who did not access PSE, demonstrating 44% higher wages. The youth that accessed PSE services and made gains in educational attainment were 14% more likely to exit with paid integrated employment than those who did not access PSE services.

Youth with ID who received PSE services as a part of their IPE had higher employment rates and higher wages than youth with ID who did not receive PSE services. Despite the positive employment outcomes for youth with intellectual disability who receive PSE services, the percentage of youth who receive these services as part of their IPE has remained below 4% for the past 8 years. The data summarized for this Fast Fact indicate that continued study of the impact of PSE on educational attainment, integrated competitive employment, and wages is warranted.

With the increased focus on integrated paid employment and early engagement in pre-employment transition services prioritized by the Workforce Innovation and Opportunity Act of 2014, state VR agencies should consider how to increase the provision of PSE services for youth with intellectual disability.

REFERENCES

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² Gains in educational attainment are based upon differences between levels of education at closure and the levels of education at application using the RSA-911 codes (0-12).

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Bergen Community College

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Stephanie Von Rudenberg	City of Hackensack, Councilwoman Education Consultant and JD	

Meeting Agenda for March 27, 2019

- Introductions
- Turning Point Overview and History
- Development of Committee Mission and Goals
- Upcoming Events
- Topics for Future Discussion
- Adjournment

Next Meeting Dates

- June 26, 2019
- September 25, 2019

