How YOU can make a Difference in Federal and State Policy

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State of the Art Conference

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Keep the ID Provisions in the Higher Education Act!

- Inclusive Higher Education Committee (IHEC) led advocacy efforts for HEOA 2008 and appropriations since then. Developed recommendations for Congress to retain and improve ID provisions.

  - Co-Chairs: Stephanie Smith Lee, NDSC, Denise Rozell, AUCD, Kim Musheno, Autism Society. Committee members are key experts on higher ed, disability rights, transition, family groups, etc.

- Working with Congress to ensure ID provisions, with improvements, stay in HEA in the reauthorization.

- If TPSID model demos and National Coordinating Center are not included in reauthorization, the programs will end.

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Key Inclusive Higher Education Committee (IHEC) Recommendations

- Letter to Senate: https://www.ndsccenter.org/wp-content/uploads/Senate-HELP-Com-ID-letter-3.22.2018.pdf

- Specific legislative language included in recommendations chart: https://www.ndsccenter.org/wp-content/uploads/HEA-Recchart-2.12.18-1.pdf

- Key recommendations include:
  - Revise the definition of a "Comprehensive Transition Program" to
    - Change "gainful employment" to "competitive integrated employment"
    - Change "curriculum" to "program of study"
    - Require both academic and career development components.

Recommendations Continued

- Definition of a "student with an intellectual disability"

    - Clarify how a student identified with a different disability, such as autism, who also has an intellectual disability, may be found eligible.
    - Allow students who have been home-schooled or in private school and have therefore not been found eligible for IDEA to document an intellectual disability.

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Recommendations Continued

- Increase TPSID inclusive housing opportunities

- Strengthen requirements for meaningful credentials approved by the institution

- Strengthen requirements for TPSID outcome data collection

- Address problems with the use of IDEA and vocational rehabilitation funds if the Department of Education does not issue requested guidance

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Next Year's Congress - House

- Republican: The House Education and Workforce Committee approved on party lines the *Promoting Real Opportunity, Success, and Prosperity through Education Reform Act" (PROSPER Act)*, H.R. 4508, to reauthorize the Higher Education Act (HEA); likely reintroduce and start from there in January...

- Democrat: Rep. Bobby Scott (Virginia) introduced H.R. 6543, Aim Higher Act in July 2018; likely reintroduce and start from there in January...

- Both bills include TPSIDs, although H.R. 6543 includes many improvements recommended by the IHEC

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Next Year's Congress - Senate

- Senate HELP negotiations and bill consideration stalled this year.

- Senator Alexander (Tennessee) and Murray (Washington) likely to be the leaders in negotiations again next year

- Advocacy is still Important!!

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What are threats to Continued Authorization of TPSIDs/NCC?

- Concerns raised by families about some TPSIDs/CTPs not serving students with ID (or a range of students with ID) and not providing housing and/or sufficient supports.

- Some Members of Congress think TPSIDs were a pilot project that should be finished.

- Concerns about meaningful credentials and outcomes.

- Other Congressional priorities.

- $$$

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Issues re IDEA/VR Funds for IPSE

- Concerns raised about using IDEA and vocational rehabilitation (VR) for IPSE in some states.

- IHEC report released: *Addressing the Policy Tangle* https://www.ndsccenter.org/wp-content/uploads/Addressing-the-Policy-Tangle-Report-PDF.pdf

- Over 100 organizations signed on

- Sent to Secretary DeVos, Hill staff, shared with VR agencies and inclusive higher ed programs

TPSID/NCC Appropriations

➢ FY 2019 appropriations approved for continued $11.8 million for TPSIDS/NCC; President Trump signed the bill

➢ Congress beginning to discuss FY 2020 budget and appropriations

➢ FY2019 likely to be a high water mark for appropriations overall given last year's tax cuts and reduced federal revenue

➢ Have to stay vigilant on appropriations!

More Policy Affecting IPSE??

- **Perkins Career and Technical Education Act Reauthorization**
    - $1.2 billion annually to improve state and local CTE
    - Prioritizes improving programs for "special populations" including students with disabilities
    - Definition of "universal design for learning"
    - Emphasizes career pathways aligning with WIOA
    - Individuals with disabilities included in state plan development and gap analysis and reduction

More Policy Affecting IPSE???

➢ **ABLE Act amendments**
  ➢ ABLE Age Adjustment Act (S. 817/H.R. 1874)
    ➢ Raises the age limit for ABLE accounts to 46
  ➢ ABLE to Work Act (S. 818/H.R. 1896)
    ➢ Allows more money to be saved in ABLE accounts if the beneficiary works and earns income – up to the Federal Poverty Level

➢ **WIOA?? (Workforce Improvement and Opportunity Act)**
  ➢ Opening up the Regulations?
  ➢ Challenge to Competitive Integrated Employment??

Where are there Opportunities in the States?

❑ Flexibility from the federal government means opportunities for the states

❑ States are the catalyst for change

❑ States are looking for solutions and partners

❑ Innovation is easier and cheaper to achieve in states
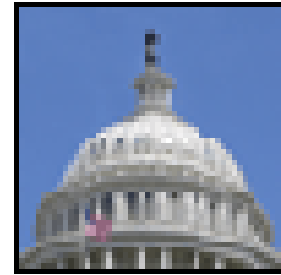
❑ Make them look good!

What is happening in the States?

- Expanded scholarships
- Pilots
- Competitive Grants
- Funding
- State wide coalitions
- Employment First

What are you doing in your state?

What CAN YOU do in your state?
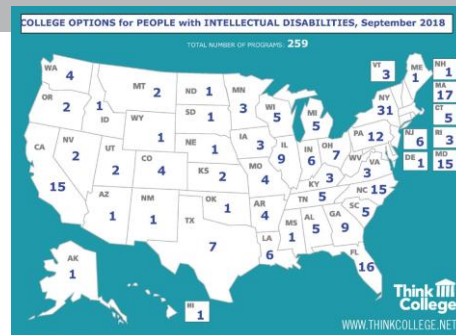
What can YOU Do??

➢ Build relationships –
- ➢ Call your Members of Congress and State Legislators --and share about your program and the importance of inclusive higher education progrsams
- ➢ Invite them to visit your program when they are home – (no lobbying – just visiting, particularly close to an election)
- ➢ Share your data and your employment outcomes
- ➢ Develop materials specific to your program – your students, your data, your strengths
  - ➢ Syracuse Example
    https://www.aucd.org/docs/EmergingLeaders/2018_0920_tpsid.pdf

Postsecondary Education for Students with Intellectual Disabilities

What is Postsecondary Education for Students with Intellectual Disabilities?

A growing mix of college options for people with intellectual disabilities. There are 259 programs at community colleges, colleges, and universities across the country where students with intellectual disabilities are included with their nondisabled peers in postsecondary education.

What are Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)?

TPSIDs are demonstration projects funded by the US Department of Education as authorized under the Higher Education Act. They provide high quality, inclusive postsecondary and transition programs for students with intellectual disabilities. Currently 25 grantees are funded through September 2020.

Our TPSID, Syracuse University's InclusiveU

InclusiveU offers a comprehensive college experience for students with intellectual and developmental disabilities which includes individualized and inclusive coursework, person-centered planning, professional internships, and social and extracurricular activities. Students can select University classes based on their interests and participate in on-campus internships to provide them with marketable, transferable job skills.
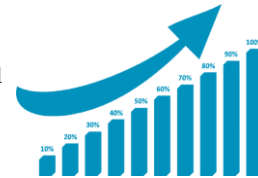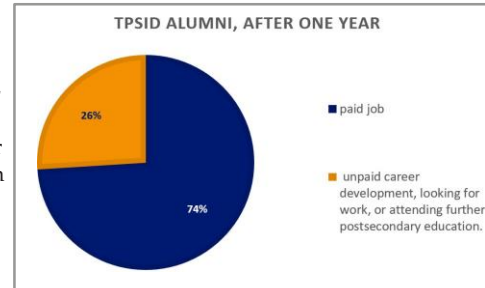
How Do These Programs Make a Difference?

Proven Outcomes

One year after completing the TPSID program, 74% of former students had a paid job. The other 26% of former students were either actively looking for work or further developing their education or careers.
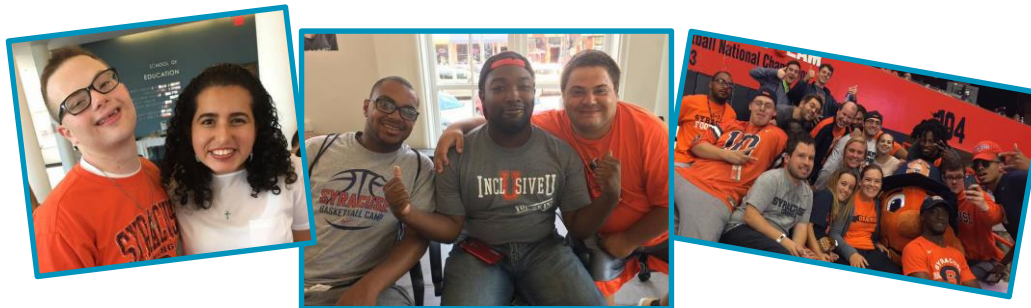
Higher Wages

Youth with intellectual disabilities who participated in postsecondary education and vocational rehabilitation (VR) were 26% more likely to exit with paid jobs. They also earned 73% higher income than those who received only VR services.[1]
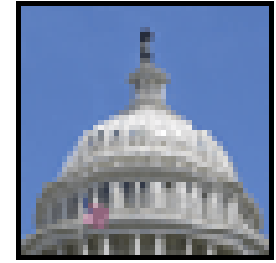
TPSID ALUMNI, AFTER ONE YEAR

- paid job 74%
- unpaid career development, looking for work, or attending further postsecondary education. 26%

How can you support and champion these programs?

The Higher Education Act created the TPSID model demonstration programs.

Please support the inclusion of these programs as a priority in any reauthorization of the Act.

Source: Migliore, Butterworth and Hart (2009) Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities. Think College Fast Facts #1.

What can YOU Do??

➢ Take ACTION Alerts on AUCD, NDSC or other advocacy web site on ABLE, Higher Ed Act and other legislation
  ➢ Note: AUCD has both educate and advocate ACTION Alerts if you cannot "lobby"

➢ Students and families related to your program are constituents and can be the best advocates!

Subscribe to AUCD *InBrief*

❑ Keep up to date on what is happening in the policy world

❑ ACTION alerts
    ❑ One for educating and one for advocating

❑ *Tuesdays with Liz* relaunched, new and improved

INTERESTED IN DISABILITY ISSUES? SO ARE WE.

AUCD

IN BRIEF IS A WEEKLY **NEWSLETTER WITH THE MOST** UP-TO-DATE INFORMATION **ON DISABILITY ISSUES AND HOW TO GET INVOLVED.**

Bringing together education and action
SUBSCRIBE TODAY
bit.ly/2KhnvEF
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Sign up to stay up-to-date with NDSC Policy communications!

- Monthly NDSC Policy & Advocacy Newsline emails
  - http://www.ndsccenter.org/stay-up-to-date-with-ndsc-news/
- Action Alerts
  - https://www.ndsccenter.org/political-advocacy/take-action-stay-informed/
- Facebook
  - https://www.facebook.com/dsadvocates/
- Twitter
  - *@policyupdates*

Sign up to stay up-to-date with AUCD Policy communications!

- Weekly Disability Policy News *InBrief* Newsletter with links to an action step
  - https://www.aucd.org//template/page.cfm?id=164
- Action Alerts
  - https://advocacy.aucd.org/?0
- Facebook
  - https://www.facebook.com/AUCDnetwork/

- Twitter
  - *@AUCDNews*

Register! Educate! Vote! Use *your* Power!

REV✓UP!
MAKE THE **DISABILITY VOTE** COUNT

- www.AAPD.com/advocacy/voting
- State resources and events
- Voter resources center
- Statistics
- Tool kits
- Issues guides
- Accessibility toolkit

AND MORE!!

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Questions and Discussion

Stephanie and Denise will also be at the TA Session on Accreditation and Policy this afternoon if you have additional questions or want to talk more.
Join us!