

# HBCU-Inclusive Post Secondary Education Training Initiative:

## Breaking Barriers to Higher Education for IDD Students



### Presenters:

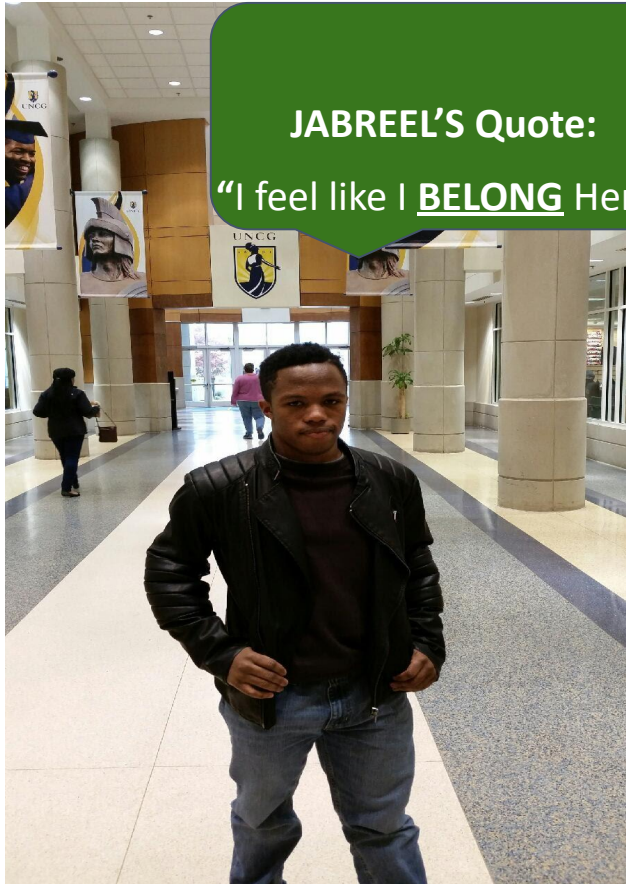
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Founder/Executive Director  
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Disability Expert and Project Consultant for NC-BDN

# MY STORY: On the Intersection of Race and Disability



JABREEL'S Quote:  
"I feel like I BELONG Here."



Family/Motherhood  
Academic & Disability  
Justice Advocate



# Definition of IPSE



- Inclusive Post-secondary education
  - IPSE is a term that specifies college for students with intellectual disability. Students attending IPSE programs enroll in classes with peers with and without disability.
  - Inclusive Post-secondary Education is also referred to as Inclusive Higher Education.
- ★ **These programs provide access to post-secondary education to people with intellectual disabilities.**

# Originating Objective of HBCUs



**Black Colleges and Universities were established in the 19<sup>th</sup> century at the intersection of slavery and emancipation**

- ❑ making education accessible to generations of formerly enslaved people who were not recognized for their humanity as contributing members to American society.
- ❑ Most African Americans who sought access were denied entry to institutions of higher education on the basis of race.



James E. Shepard, Founder



WSS





# Founding Mission & Why HBCUs Need IPSE Programs



The originating objective for the establishment of HBCUs has not gone away, it persists even in 2024. Similar to the way HBCUs filled a need among disenfranchised formerly enslaved communities during the reconstruction era, **establishing IPSE programs will respond to the needs of students with intellectual disabilities.**

**Today HBCUs make up 3% of the higher education landscape**, but they continue to play a vital role in bridging the gap within IHE. HBCUs continue to be at the vanguard serving students who are first generation and low income and who share a commitment to service, leadership, and social change.

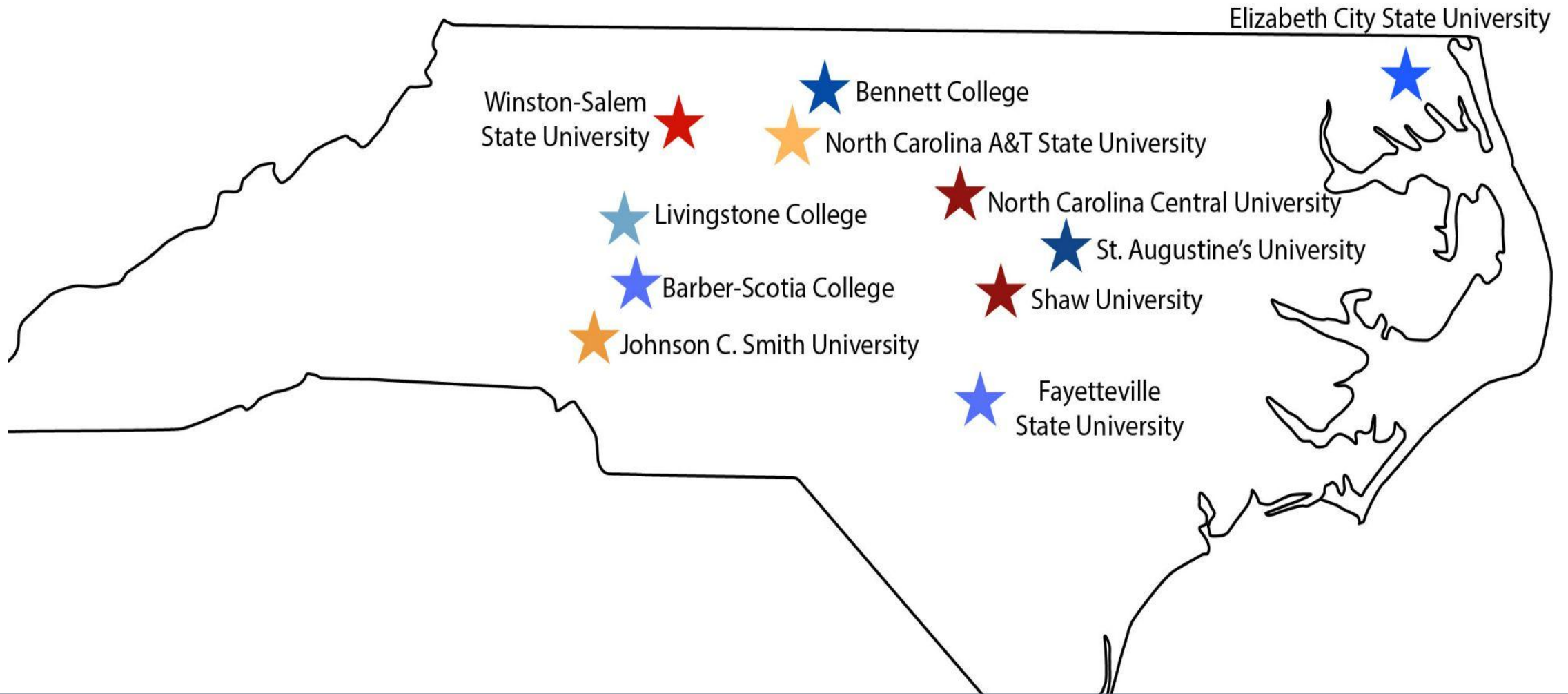
# North Carolina-HBCU Mottos



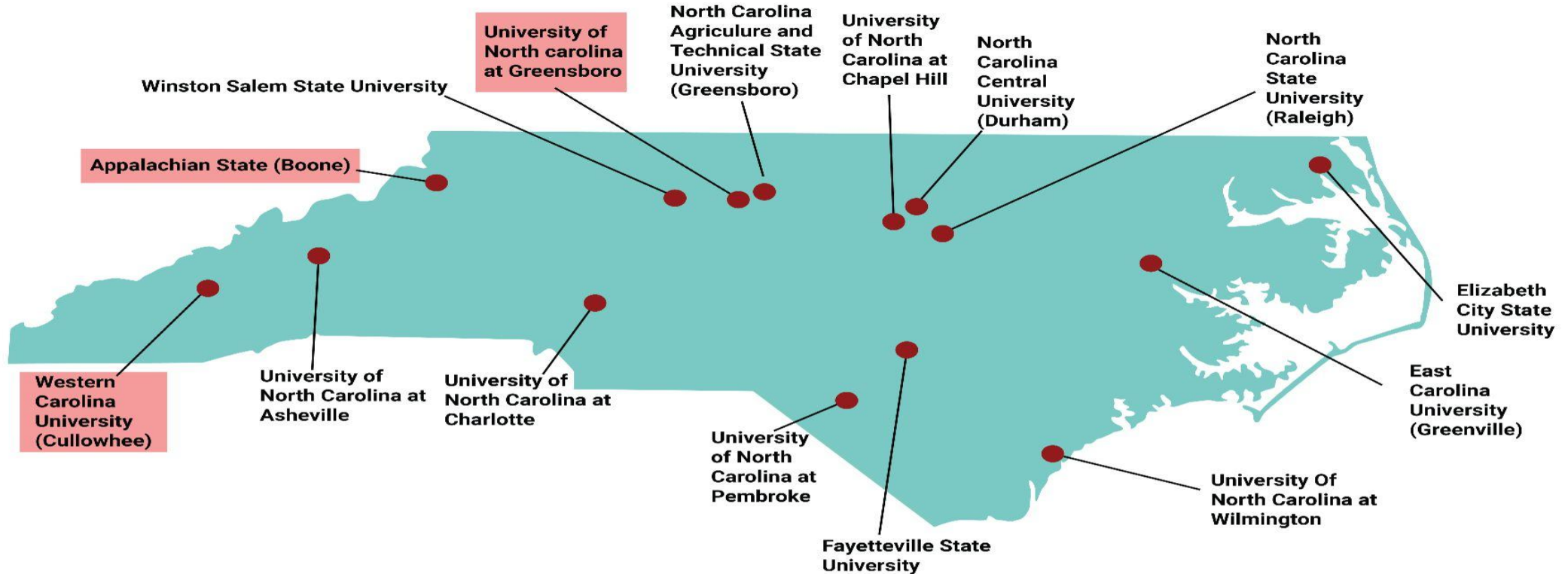
- ❖ **Truth & Service (NCCU)**
- ❖ **Aggies Do (NC A&T)**
- ❖ **Enter to Learn: Depart to Serve (WSSU)**
- ❖ **Deeds Not Words (FSU)**
- ❖ **To Live is to Learn (ECSU)**
- ❖ **Let There Be Light (JCSU)**
- ❖ **Education for the Future, Sisterhood for Life (Bennett College)**
- ❖ **For Christ and Humanity (Shaw U)**
- ❖ **The Truth Will Set You Free (St. Aug)**
- ❖ **Knowledge, Truth, and Service (Barber Scotia)**
- ❖ **A Call to Commitment (Livingstone College)**



# MAP of HBCUs in North Carolina



# MAP of Current IPSE Programs in North Carolina





# Who Should Attend College?



# The HBCU Appeal



**Black and other minoritized students who choose to attend HBCUs seek a supportive and welcoming environment that**

- ❑ Include peers who share a similar background
- ❑ Faculty who can relate to their experiences which often include being a first generation college student.
- ❑ These students are more successful and complete college when they feel a sense of belonging.

That means attending an HBCU will lead to better outcomes for most students, including students with intellectual disabilities.



# Parents Interview: IPSE Program



## Parent Interviews: **IPSE PROGRAMS**



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# Program Development

# Some Key Features of IPSE Programs



- ❑ Different admissions process & requirements
- ❑ Vary in length from 1 to 4 years
- ❑ Vary in level of inclusion
- ❑ Students earn a certificate at the end

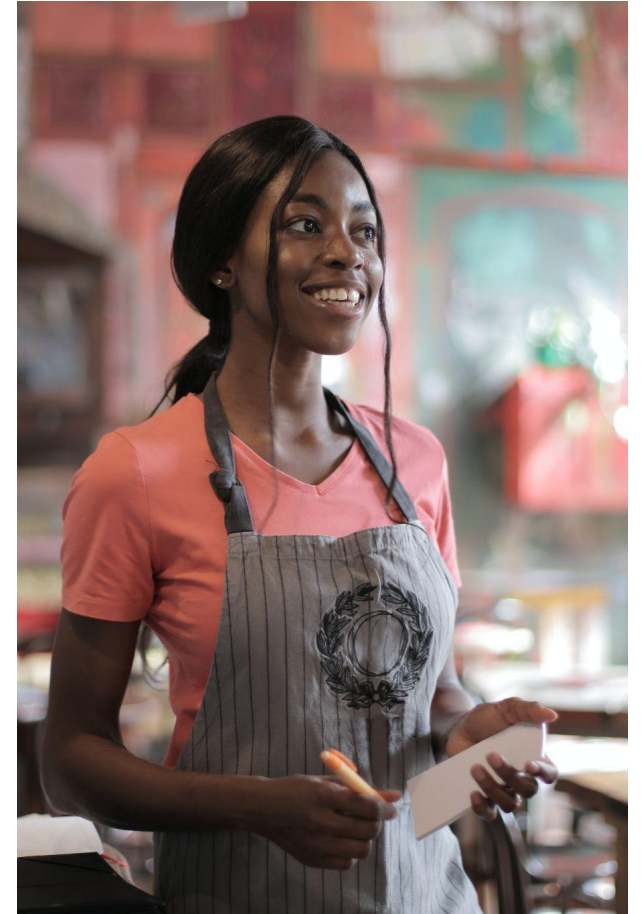




# Student Experience



- Classes with students with and without disabilities
- Internships/work study
- Paid jobs (on/off campus)
- Campus Life/Organizations
- Learning to live in(ter)dependently



# Academics



Students will:

- enroll in college courses for credit or audit.
- have access to all accommodations provided by the university.
- may have specialized classes just for students in the program.



# Extracurricular Activities



- Social support from peer mentors
- Participating in campus organizations
- Student government
- Greek life
- Intramural Sports
- Developing independence on campus



# Employment



- Career development activities
- Internships/work study
- Paid jobs on and off campus
- Support to find paid work after graduation





# Housing



## Dorms/On-Campus Housing

- With another student in the program
- With a student outside of the program
- Supports based on the needs of students
- Some expectation for independent skills is typical



## Off-Campus Housing

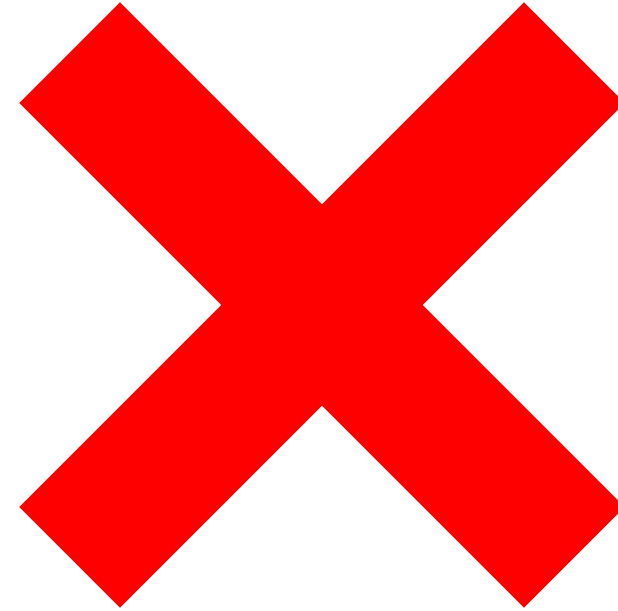
- A house or apartment complex with other students in the program



# What IPSE is NOT



- Special education located on a college campus
- Life skills instruction
- Vocational training program



# Why include students with intellectual disability in college?



- Broader array of learning opportunities
- Career-related topics
- Supports the growth of academic skills
- Engagement with college peers
- Helps instructors build capacity and responsiveness to all students
- Exposes peers to diverse students
- It's where the college students are



# Campus Partners



## Partners may include:

- Faculty/Academic Units
- Accessibility/Disability Support Office
- Residential Life
- Student Conduct
- Student Affairs
- Academic Affairs
- Other departments

# Faculty/Academic Supports



- Engage the Accessibility Support Office
  - Ensure students with ID are registered and receive needed accommodations
- Universal Design for Learning (UDL) helps all students
  - Using multiple delivery methods that motivate and engage all learning types
- **The #1 predictor of success for students with disabilities** in the classroom is having regular, accessible, and effective interactions with individual instructors



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# **Comprehensive Transition and Postsecondary (CTP) Program Status**



# Categories of IPSE Programs



- **Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)**
  - Model Demonstration projects funded by the US Department of Education, Office of Postsecondary Education
- **Comprehensive Transition and Postsecondary (CTP) Programs**
  - Programs that have been through an approval process and can offer access to federal financial aid

**\*Some programs are both**

# What is a CTP?



- Comprehensive Transition and Postsecondary (CTP) Program
- Pathway to Title IV (i.e., federal) financial aid for students with intellectual disability (ID)
- Traditional requirements for accessing Title IV financial aid:
  - Required to be working toward a degree or certificate
  - Required to have a high school diploma, GED, or have passed an ability-to-benefit test

**CTP removes these barriers for student with ID**

# CTP defined in the Higher Education Opportunity Act (2008)



- (a) Comprehensive transition and postsecondary program means a degree, certificate, non-degree, or non-certificate program that:**
- (1)** Is offered by a participating institution;
  - (2)** Is delivered to students physically attending the institution;
  - (3)** Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment;
  - (4)** Includes an advising and curriculum structure

# CTP defined in the Higher Education Opportunity Act (2008)



- (5)** Requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:
- (i)** Taking credit-bearing courses with students without disabilities.
  - (ii)** Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.
  - (iii)** Taking non-credit-bearing, non-degree courses with students without disabilities.
  - (iv)** Participating in internships or work-based training in settings with individuals without disabilities; and
- (6)** Provides students with intellectual disabilities opportunities to participate in coursework and other activities with students without disabilities.

# What is CTP NOT



- Accreditation
- An indication of the quality of a program
- Access to loans or scholarships

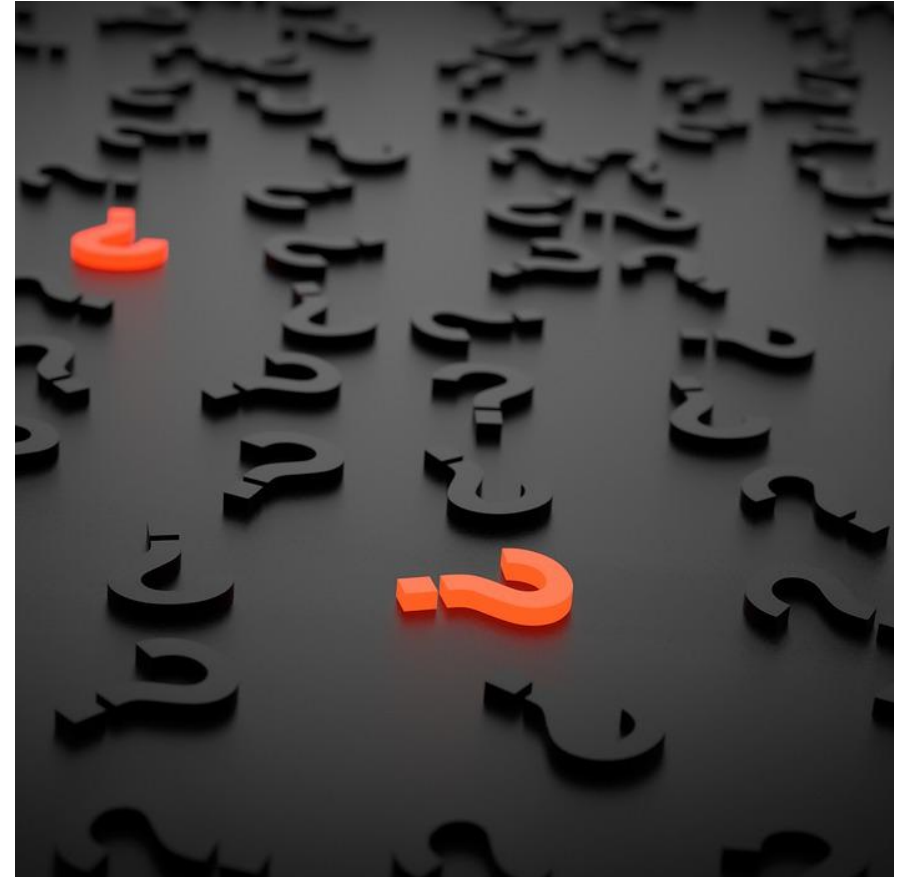




# Why should I apply to be a CTP?



- Access to federal financial aid for students with ID
- Recognition on US Dept. of Education website
- Legitimize your efforts on campus



# What Federal Financial Aid is Available for CTPs?



- **Non-loan need-based forms of Federal student aid:**
  - Pell Grants
  - Federal Work Study (FWS)
  - Federal Supplemental Educational Opportunity Grant (FSEOG)
- **Requirements for Federal aid:**
  - Family must complete FAFSA
  - Students must have financial need (**Cost of Attendance – EFC = Need**)

# How is ID defined for CTP?



## **(b) Student with an intellectual disability means a student:**

### **(1) With a cognitive impairment characterized by significant limitations in:**

- (i)** Intellectual and cognitive functioning; and
- (ii)** Adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

### **(2) Who is currently, or was formerly, eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401), including a student who was determined eligible for special education or related services under the IDEA but was home-schooled or attended private school.**

# What are the steps to become a CTP?



- Meet with your financial aid office
- Financial aid office adds CTP to the Institution of Higher Education (IHE)'s E-App
- Prepare a detailed narrative, Satisfactory Academic Progress policy, and letter to accrediting agency
- Notify IHE's accrediting agency in writing
- Submit application to Department of Education....wait.....respond to queries

**Resources on how to apply for CTP status are included in your resource packet**



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# CTPs in North Carolina



# Western Carolina University (WCU) University Participant (UP) Program



- The WCU UP Program provides an inclusive, two-year, on-campus living and learning experience for college-aged persons with intellectual disability.
- Started as a pilot program in 2007.
- Received TPSID funding in 2010 and continues to serve as a model demonstration program in NC.
- The goal of the program is to facilitate UP students' transition from secondary school to adult life with education, employment, and independent living.
- The UP program currently can enroll up to 12 students at a time.



# Western Carolina University (WCU) University Participant (UP) Program



- UP program students are not eligible for an undergraduate or graduate degree from the university and are not eligible to earn college credit.
- They do receive a Certificate of Accomplishment awarded through WCU's Educational Outreach department.
- UP students are permitted to audit individual courses as part of the UP Program and are required to pay appropriate fees for these courses as well as other university costs (i.e., housing, meal plan, student activities, etc).



# Western Carolina University (WCU) University Participant (UP) Program



- The UP Certificate of Accomplishment is awarded after two years based on satisfactory completion of at least 80% of their goals each semester and continued growth in each of the five program components.
- **These components include the following:**
  - Personal development skills (e.g., communication skills, personal care skills, self-determination, etc.)
  - Community participation skills (e.g., using public transportation, budgeting, grocery shopping, etc.)
  - Vocational preparation skills (e.g., learning specific job skills on or off campus)
  - Social participation and learning (e.g., participating in university functions such as athletic events, belonging to university clubs or organizations)
  - Course auditing (e.g., auditing three to four courses per semester)



# Appalachian State University Scholars with Diverse Abilities Program (SDAP)



- SDAP offers an inclusive and immersive college experience for individuals with intellectual disabilities.
- Scholars can connect and build relationships with their peers and the Appalachian community, creating a mutually beneficial academic and social environment that enables everyone to grow and learn from one another.
- Began as a two-year program modeled after WCU's UP program.
- Has transitioned to a four-year program in the fall of 2023.
- SDAP supports 20 scholars.



# Appalachian State University Scholars with Diverse Abilities Program (SDAP)



**There is a core set of SDAP courses the scholars take to help them develop their skills in the four focus areas of the program:**

- Personal Growth
- Social and Community Engagement
- Career Development
- Health and Wellness





# Appalachian State University Scholars with Diverse Abilities Program (SDAP)



- Scholars are also allowed to select one or two other courses each semester that are of personal interest and align with their goals.
- The majority of courses taken by the scholars are inclusive.



# University of NC at Greensboro Integrative Community Studies (Beyond Academics)



- UNC Greensboro's Integrative Community Studies (ICS) Certificate program is for students with intellectual disabilities who are interested in furthering their education past high school.
- ICS is a four-year certificate program awarded by UNCG's Office of the Provost.
- The certificate program emphasizes self-determination, life planning, and career development.
- Enrolled students develop a personalized college support plan to optimize their curricular and co-curricular experiences while enrolled in the program of study. Students are encouraged to take 12-15 credit hours each semester.



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# University of NC at Greensboro Integrative Community Studies (Beyond Academics)



- ICS operates on the philosophy of “no more different than necessary.” Certificate students are engaged with UNCG equitably to their degree-seeking peers.
- To be considered for admission into the ICS Program of Study, aspiring applicants must meet 6 requirements.
  - Have a documented ID
  - Be one’s own legal guardian
  - Be at least 18 years old
  - Finished secondary education (with a diploma, certificate of completion, or equivalent before Fall enrollment)
  - Do not meet requirements for general undergraduate admission
  - Have basic safety skills in unsupervised settings



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# University of NC at Greensboro Integrative Community Studies (Beyond Academics)



## ICS CERTIFICATE REQUIREMENTS

- ❑ **Credit hours:** 98 completed over the course of enrollment
- ❑ **GPA:** 2.0 minimum for good academic standing each semester
- ❑ **Service:** 100 hours via service learning and community volunteering
- ❑ **Internship:** 130 hours with a campus or community employer
- ❑ **Capstone:** A creative portfolio exhibiting how skills and ideas have developed through the student's UNCG journey and what tools the student has acquired for continued success



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### Transcripts

When students graduate, they will have two transcripts. A UNCG transcript will outline all degree-track coursework taken. An ICS transcript will outline all CTP coursework.

# Self Advocates: IPSE Experience



## Self Advocates: IPSE EXPERIENCE



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# Financial Resources



# Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID)



The TPSID Program awards grants to institutions of higher education (IHEs) or consortia of IHEs to enable them to create or expand high-quality, inclusive model comprehensive transition and postsecondary (CTP) programs for students with intellectual disabilities.

# Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID)



- Grant cycle is expected to open in 2025
- Discretionary grant
- Estimated Range of Awards: \$100,000 - \$500,000 a year for 5 years
- Average Size of Awards: \$388,000 a year
- Anticipated start date of TPSID programs is October 1, 2025 (NOTE: Year one may not be used as a planning year. Funded TPSID projects must begin their ED-approved grant proposal activities on the start date.)
- In the past grant cycle, the TPSID program made 25 awards

# HBCU Planning Request for Application (RFA) from the North Carolina Council on Developmental Disabilities (NCCDD)



- NCCDD collaborates across the State to assure that people with intellectual and developmental disabilities (I/DD) and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity and inclusion in all areas of community life.
- The Council identifies problems facing its community through its five-year planning process.
- It funds innovative projects and initiatives that promote the goals of the Developmental Disabilities Assistance and Bill of Rights Act (DD Act) for all North Carolinians.

# HBCU Planning Request for Application (RFA) from the North Carolina Council on Developmental Disabilities (NCCDD)



- NCCDD plans to release a grant in the Fall of 2024 or 2025.
- The grant will be up to \$80,000 year for three years for an HBCU in NC to plan and launch an IPSE program.
- All HBCUs in NC are encouraged to apply.



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# Resources for Program Development

# Think College



- Think College is a national initiative dedicated to developing, expanding, and improving research and practice in inclusive higher education for students with intellectual disability.
- It is based at the Institute for Community Inclusion, University of Massachusetts Boston.
- Think College provides technical assistance services related to postsecondary education options for students with intellectual disabilities (ID) to college and program staff, K-12 educators, families, students and others.
- At this time, most services are available at no cost.

[thinkcollege.net](http://thinkcollege.net)





# Department of Health and Human Services (DHHS)



- NC DHHS, in partnership with the Division of Public Health, established an HBCUs/MSIs and Change Champion Internship program to support the goal of building a strong and inclusive workforce.
- The internship program helps workforce development and creates equitable access for students to learn about public health and human service careers.

# Department of Health and Human Services (DHHS)



- Internship opportunities are offered during the fall, spring and summer school semesters.
- The positions offer flexible employment appointments with on-site, remote, or hybrid options.
- Since the program's beginning in 2022, four cohorts were held and a total of 106 students benefited from the program.

# Division of Vocational Rehabilitation Services (DVRS)



- For the students to receive financial support to attend your program, each new IPSE program must:
  - be approved as a CTP
  - become a registered training vendor with DVRS
- DVRS may sponsor tuition and fees, along with program-specific fees for up to eight (8) semesters for a four-year program or up to four (4) semesters for two-year programs.

# Division of Vocational Rehabilitation Services (DVRS)



- Students will need to connect with DVRS to access their services.
- **Students will work with a VR Counselor who will:**
  - determine the need for a student's participation in the CTP in support of the attainment of a vocational goal.
  - need to assess their financial eligibility before VR sponsorship can be considered. Counselors will also have to look at comparable benefits (FAFSA Pell/Educational Grants only, not loans) and exhaust those before VR funding is used.
  - Obtain grade/progress reports on the student's course-related activities for each semester sponsored by DVRS.

# Division of Vocational Rehabilitation Services (DVRS)



- Transportation, room and board, supplies and equipment required to participate in the IPSE program are support services through DVRS that can be sponsored if a student meets financial eligibility.
- DVRS can offer other direct employment services (job search assistance, job development/placement, and job coaching) as an individual nears completion of a CTP to support the student in finding employment.
- DVRS does have a separate internship service that a counselor can facilitate if a student needs that service.



# Best Buddies International



- **Best Buddies International** is the world's largest organization dedicated to ending the social, physical and economic isolation of the 200 million people with intellectual and developmental disabilities (IDD).
- **Best Buddies HBCU Accessibility and Inclusion Symposium**  
The symposium will unite students faculty and administrators from HBCUS, MSI, community leaders and corporate partners to discuss the best methods to create more inclusive culture on HBCU/MSI campuses to support students with learning differences.



# Best Buddies International



## Best Buddies programs sit on four key mission pillars:

### 1) One-To-One Friendships

- Builds friendships between people with and without IDD, offering social mentoring while improving the quality of life and level of inclusion for a population that is often isolated and excluded.

### 2) Integrated Employment

- Secures jobs for people with IDD allowing them to earn an income, pay taxes, and continuously and independently support themselves.







# Best Buddies International



**Best Buddies programs sit on four key mission pillars:**

**3) Leadership Development**

- Educates and empowers people with and without IDD to become leaders, public speakers, and advocates.

**4) Inclusive Living**

- Provides an integrated experience in which people with and without IDD are active, contributing citizens—living independently in a dynamic environment where they can learn, grow, and thrive.





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# NCBDN Survey



## NCBDN - Training Initiative to Promote IPSE Programs at North Carolina HBCUs [Survey]



**This project was supported, in part, by grant numbers 2301NCSCDD (\$2,168,620.00) and 2401NCSCDD (\$2,168,620.00), from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.**



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