VISION 2030

Supporting Economic Independence and Mobility for Students with Disabilities





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Agenda

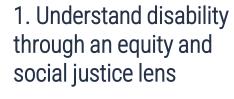
- 1. Introduction & Background
- 2. Barriers to Education and Employment
- 3. Mt. SAC AWD Program
- 4. NOCE DSS Program Design and Regional Alignment
- 5. Action

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Introduction & Background

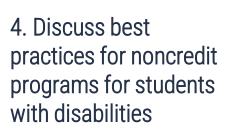


Objectives



2. Identify the economic needs of adults with intellectual and developmental disabilities (ID/DD)

3. Recognize common barriers to education and employment for students with disabilities



5. Develop actionable steps to support students with disabilities in education and employment



Medical Model of Disability

The Medical Model views disability as a defect within an individual. It assumes that to have a good quality of life, the defects must be cured, fixed, or eliminated. The goal is to "fix" the individual.





Social Model of Disability

The Social Model views disability as a result of barriers, exclusion, and lack of accommodation. It assumes that to have a good quality of life, the environment must be made accessible. The goal is to "fix" society.



The Medical Model of Disability

Is housebound

This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge. In the Medical Model of Disability, the problem is wheelchair the Disabled person

The Medical Model of Disability:

- Is housebound
- Confined to a wheelchair
- is the
- Can't walk
- Disabled person
- Can't get up steps
- Can't see or hear
- Is sick, Looking for a cure
- Has fits sick
- Needs help and carers

Can't get up steps Can't walk

Can't walk

Can't see or hear

This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge.

The Social Model of Disability

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way seciety is run and organized. In the not ramps Social Model of Disability, the problem is lifts the disabling world.

Badly designed buildings

IsolateStairs not ramps No lifts familieSpecial schools is the

Special schools

- Few sign language interpreters
- Discrimination
- Inaccessible transport, No parking

places Inaccessible transport No parking places prospects Poor lob prospects

Few sign language interpreters

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

The shift from the medical to social model of thinking transforms how we approach disability inclusion in education and employment.

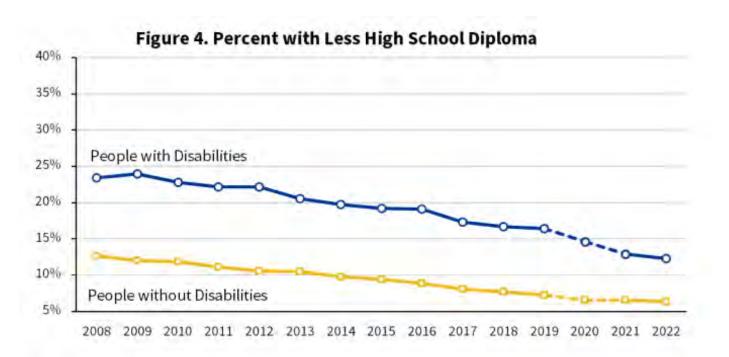
When we reframe disability as a social justice issue, we demand systemic change and the development of equitable practices. Advancing equity means dismantling ableism and removing structural barriers to create inclusive environments.



2

Barriers to Education and Employment

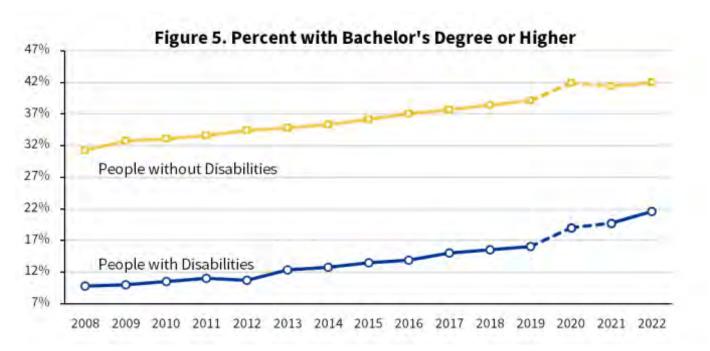
Educational Needs of Adults with ID/DD



Key Takeaway

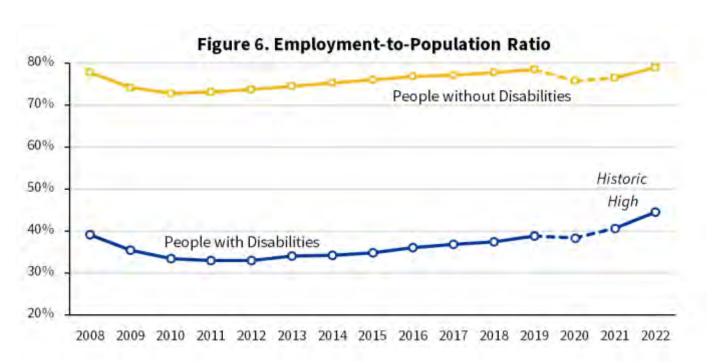
People with disabilities are less likely to have a high school diploma.

Educational Needs of Adults with ID/DD



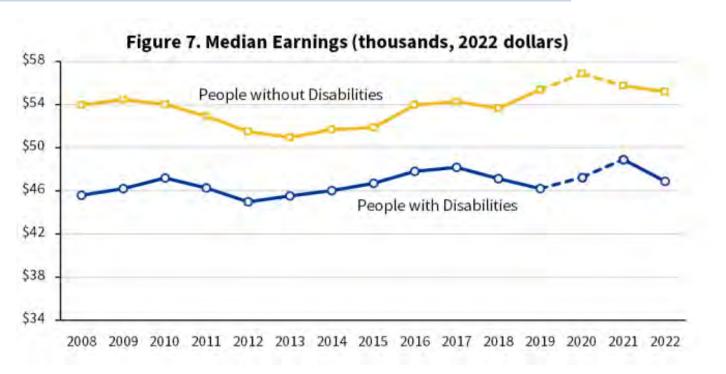
Key Takeaway

People with disabilities are less likely to have a bachelor's degree.



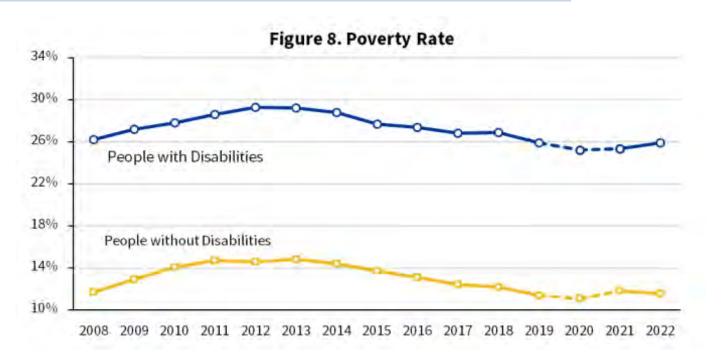
Key Takeaway

The percentage of working age people with disabilities that are employed is higher than it has ever been, but still remains far below people without disabilities.



Key Takeaway

People with disabilities earn less than people without disabilities.



Key Takeaway

The percentage of people with disabilities that are experiencing poverty is higher than people without disabilities.

- Poverty
 - In 2023, 24.2% of people with disabilities were experiencing poverty compared to 9.9% of people without disabilities
- High Cost of Living
 - Higher medical expenses (cost of personal assistance or assistive devices), transportation expenses, and modified/accessible housing all contribute to a higher cost of living for disabled people

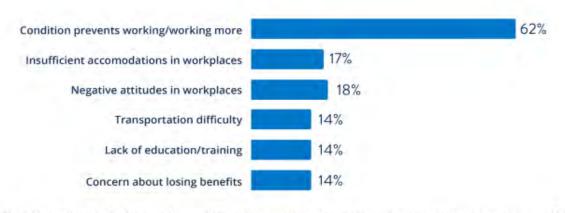


- Limited Access to Financial Education
 - K-12 education ends at 22-years
 - Ages 18-22 are often enrolled in Adult Transition Programs (ATP).
 - ATPs may have reduced capacity to serve this population due to changes at the federal level.
 - 75 Community Colleges offer noncredit classes for Adults with Disabilities (COCI)
 - 18 offer classes related to financial education
- Limited Asset-Building Opportunities
 - SSI and Medicaid impose asset limits on beneficiaries
- Limited Workforce Participation
 - Only about 40% of working-age people with disabilities are employed

Barriers to Employment and Career Advancement

Figure 8. People with disabilities cite a wide variety of barriers to employment.

Proportion of respondents reporting each employment barrier, among those who want to work or work more.





N = 350 people with disabilities who would like to be working, or would like to be working more. Data source: 2023 Survey of People with Disabilities. Sum does not total 100 because respondents could select multiple options.

True or False? 🖓

- 1. Disabled people don't need to work. SSI benefits provide adequate financial support.
- 2. Adults with ID/DD do not want to work.
- 3. People with disabilities can only work in sheltered workshops or specialized programs.
- 4. Hiring employees with disabilities can be cost-neutral or even financially beneficial due to tax credits and accommodations.
- 5. Disability-related barriers are always due to the individual, not society or workplace policies.

Why Include Adults with Disabilities in Noncredit Education?

- High demand for programs (especially age 18+/22+)
- Adults with Disabilities (AWD) is one of the CAEP program areas
- Substantial Disabilities is one of the noncredit instructional areas
 - Designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals
- Generates noncredit FTES
- Many of the advantages that noncredit education offers all adult learners also support students with disabilities, including:
 - Flexible scheduling options including open-entry/open-exit
 - Tuition free
 - Focus on removing barriers for students
 - Can include community participation
 - Variety of employment pathways
 - Repeatability
 - No GPA impact

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Mt. SAC AWD Program

About AWD

- Classes are designed for students with ID/DD to attend college and achieve their goals.
- Classes allow students to improve the skills they need to prepare for **independent living**, **community involvement**, **employment**, or to continue their academic journey.
- Classes are offered at the Mt. SAC campus and in the surrounding community.



Our Purpose is to Help Students...

Develop Skills

Including social, personal, academic, vocational, and independent living skills

Practice Appropriate Behaviors

Provide an inclusive environment for students to practice appropriate behavior within an academic, social, and vocational context

Achieve Their Goals

Assess the interests, needs, and strengths of each student to support goal development and achievement

AWD Pathways

Practical Living
Skills Development



Career Readiness Skills Development

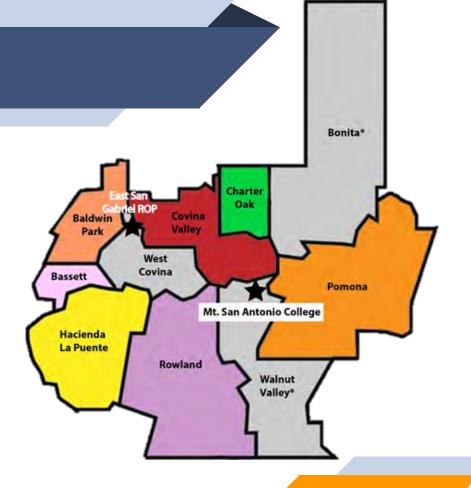


Academic Skills Development

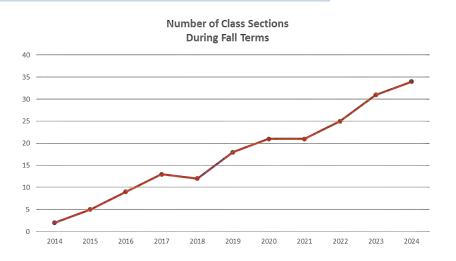


Mt. SAC Regional Need

- There are 10,337
 people with ID/DD in
 the Mt. SAC Regional
 Consortium area
- Only about 2% of these people are being served as students by the consortium.

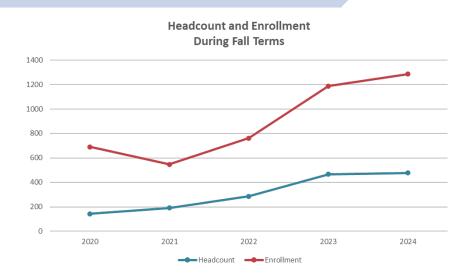


Mt. SAC Growth



2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
2	5	9	13	12	18	21	21	25	31	34

Mt. SAC Growth



	2020	2021	2022	2023	2024
Headcount	142	190	286	466	477
Enrollment	689	546	761	1187	1285





Financial Skills

- Money Skills
 - Basic money skills necessary for performing accurate money exchange
- Introduction to Banking
 - Basic banking skills that include writing and depositing checks, and balancing accounts
- Basic Budgeting and Money Management
 - Skills for managing personal accounts
- Consumer Skills
 - Skills to encourage making informed decisions when shopping



Career Skills

- Self Determination
 - Skills that enable students to take control over their lives, including personal responsibility, making choices, and understanding personal limits
- Social Skills for the Workforce
 - Skills for a successful workplace environment, including working habits, communication, and appropriate interactions with co-workers
- Introduction to Your Rights & Responsibilities in the Workplace
 - Provides an overview of safe working environments, recognizing harassment, basic time management expectations, and the importance of appropriate teamwork

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NOCE DSS Program
Design and Regional
Alignment



AT-A-GLANCE

DSS Instruction

- Noncredit college classes designed for students with mild ID (intellectual disabilities). Students learn to become more independent and increase personal responsibility skills in school, work, and the community. Classes are designed for a 1:24 teacher/student ratio to give students room to grow.
- Supports workforce services

Inclusive Educational Programs and Services

 Range of support services to support transition into higher education that include counseling, neurodiversity lab, and educational coaching

Inclusive Workforce Programs and Services

• Comprehensive suite of transition-to-work programs supporting students with disabilities through job development, case management, and inclusive employment pathways.

DSS Instructional Programs: Tailored Vocational Training

- DSS Classes
- Distance Ed
- WISE Program
- CA Submin Wage
- Project Search
- My Day Counts
- Workforce Certs





Collaboration with CTE, Career Exploration:

- Introduction to Childcare Work
- Retail Customer Service
- Workplace Technology
- Guest Services
- Food Service
- Animal Care
- Digital Marketing
- Health Care Worker
- Career Fields

Inclusive Services & Programs: Regional Collabs and Gap Analysis

- Academics Relationships Independence Self-Advocacy (ARISE)
 - Neurodiversity and Wellness Labs
- Independent Vocational Educational Supports (IVES)
 - Ed Coaching
- College to Career (C2C)
 - Ed Coaching, Specialized Lab, Counseling
- DOR Services
 - Ed Coaching, Transition Counseling
- Bus Mobility
- Canine Companions
- Inclusion Ally In Development

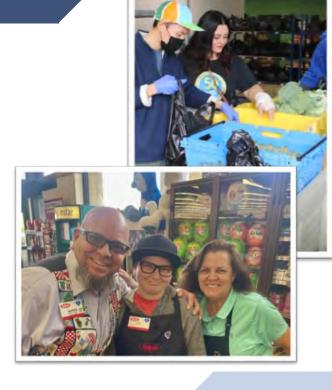






Inclusive Services Workforce: Employer Partnerships

- CA Subminimum Wage to Competitive Integrated Employment Project (CSP)
 - DOR and RC collab via pilot program
- Workability III (WAIII)
 - Collab with DOR serves both district and wider community
- College to Career (C2C)
 - Collab with DOR that focuses on taking inclusive classes within district
 - Both an educational and vocational goal
- Project Search, Ralphs, Disney
 - Community stakeholders, employers, RC, DOR



Partnerships & Collaboration

- Collaborative Networks including RCOC, DDS, DOR, Consortia, District partners, and vendors
 - E.g., CSP pilot program
- Monthly consortium meetings to promote communication, conduct needs assessment, shared goals, and strategic program planning
 - Post-Secondary Education and Transition Consortium (PSETC)
 - OC Local Partnership Agreement (OCPLA)
- Advocacy and Sustainability
 - E.g., ARISE Lab, The White Paper: Best Practices to Include Students with Disabilities in Higher Education

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Action

White Paper: Best Practices to Include Students with Disabilities in Higher Education



tinyurl.com/<u>DisabilitiesBestPractices</u>

Instructional & Support Services

- Person-centered planning / interactive process, specialized instructional labs and tutoring, specialized counseling, educational coaching, intrusive case management, and coordination of inclusive services
- Inclusive Design & Technology
 - Universal Design for Learning, use of emerging technologies, technology training, governance policies
- Campus Integration
 - Ally Programs, peer mentorship, nuero-diversity wellness labs, co-enrollment, transportation training, teaching students how to navigate campus
- Pathways & Partnerships
 - Specialized AA degrees or certifications, vocational programs, partner with independent living programs



What Can We Do?





padlet.com/soveroye/disability_action





THANKS!

Any questions?