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CREATING POST-SECONDARY EDUCATION OPPORTUNITIES FOR ADULTS
WITH MILD OR MODERATE INTELLECTUAL DISABILITIES

by

Shannon L. DeVries

A Doctoral Project Submitted to
the College of Education and Human Sciences
and the School of Education
at The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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ABSTRACT

The problem addressed in this study is the lack of guidance for adult education programs in how to best prepare students with mild or moderate intellectual disabilities for transitioning to independent living and work. To address this problem, this study surveyed 4,429 disability practitioners, adult educators, and educators in post-secondary programs serving adults with intellectual disabilities to identify which skills post-secondary education programs for adults with intellectual disabilities should include in their curriculum; determine what unique needs adults with intellectual disabilities have that programs should prepare to meet; identify what services institutions should include in programs for adults with intellectual disabilities to support these program goals; and identify which program characteristics are important when implementing a new program.

The study shows that post-secondary programs for adults with intellectual disabilities should focus on job training for future careers and employability skills; particularly arriving on time, accepting authority, and managing emotions. The study also shows that programs should include a mix of reading, math, digital literacy, and independent living skills. Programs need to consider offering tutoring, peer mentorship, and connections to outside resources.

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CHAPTER I - INTRODUCTION

According to best estimates, about 13.6 percent of eight-year-old children in the United States in 2010 had an intellectual disability (National Academy of Science, 2015). Those children are now graduating high school and navigating how to be adults. Traditional post-secondary education is not an option for most adults with intellectual disabilities, as they generally do not meet college requirements. However, these students still benefit from attending post-secondary education and usually want to work and live independently (Cimera et al., 2018; Gilmore et al., 2001; Sannicandro et al., 2018; Winsor & Butterworth, 2007). For almost a decade, researchers have shown the need for post-secondary education options for adults with intellectual disabilities, and federal public policy has supported this endeavor. Unfortunately, few adults with intellectual disabilities participate in any type of post-secondary education. Access to post-secondary education for adults with intellectual disabilities is limited, specifically due to the low number of programs and the cost of existing programs (Think College, n.d.).

Background

Adults with intellectual disabilities range in their abilities. According to the National Academy of Science, about 85 percent of people with intellectual disabilities have mild intellectual disabilities. DSM-IV IQ criteria for a mild intellectual disability is an IQ between 50 and 69. Adults with mild intellectual disabilities can often live independently with supports in place for assistance as needed, such as assistance with transportation or managing a bank account. About 10 percent of people with intellectual disabilities have moderate intellectual disabilities. DSM-IV IQ criteria for a moderate

intellectual disability is an IQ between 36 and 49. Adults with moderate intellectual disabilities require moderate support for everyday living, such as living in a group home.

While most adults with intellectual disabilities have the goal of employment and living independently, they struggle to achieve these goals. In 2016, only 35.4 percent of adults with intellectual disabilities had employment, compared to 74.3 percent of otherwise-able adults without intellectual disabilities (Winsor, et al., 2018). Post-secondary education greatly benefits adults with intellectual disabilities in finding and maintaining employment (Cimera et al., 2018; Gilmore et al., 2001; Sannicandro et al., 2018; Winsor & Butterworth, 2007), but few adults with intellectual disabilities enroll in post-secondary education and even fewer take any classes related to employment (Human Services Research Institute, 2019; Newman, 2011).

Preparing students for work also financially benefits post-secondary institutions, as recent federal initiatives tie funding to providing work-place skills (Higher Education Opportunity Act of 2008; Workforce Innovation and Opportunity Act of 2014). WIOA also provides additional funding for Vocational Rehabilitation, which is a federal and state program that assists people with disabilities in finding employment. These policies specifically promote Competitive Integrated Employment, which is the response to people with disabilities working in segregated workshops and earning below minimum wage. According to the Department of Education, competitive integrated employment is when an individual with a disability (1) works on a full-time or part-time basis, (2) receives at least minimum wage, (3) receives the same compensation as other employees performing similar duties with similar experience/education, (4) is eligible for the same benefits provided to other employees, (5) interacts with other people who do not have

disabilities in the same manner as other employees without disabilities, and (6) has the same opportunities for advancement as other employees without disabilities.

Statement of Problem

In establishing the benefits of post-secondary education programs for adults with intellectual disabilities while also highlighting the lack of information on these programs, researchers have clearly exposed the lack of research into how these programs should look and what they should include (Papay & Grigal, 2019). The problem addressed in this study is the lack of guidance for adult education programs in how to best prepare students with mild or moderate intellectual disabilities for transitioning to independent living and work. To address this problem, this study will act as a starting guide for creating or improving post-secondary education programs for adults with mild or moderate intellectual disabilities. While this guide focuses on serving adults with intellectual disabilities in adult education programs at community colleges, much of the information applies to any post-secondary institution serving adults with mild or moderate intellectual disabilities.

Purpose Statement

The purpose of this study is to survey disability practitioners, adult education practitioners, and educators in existing post-secondary education programs for adults with intellectual disabilities to first identify which skills post-secondary education programs for adults with intellectual disabilities should include in their curriculum; second determine what unique needs adults with intellectual disabilities have that programs should prepare to meet; third identify what services institutions should include in programs for adults with intellectual disabilities to support these program goals; and

fourth identify which program characteristics are important when implementing a new program.

Research Questions

- 1) What skills do disability practitioners and adult educators believe are most important for post-secondary education programs for adults with intellectual disabilities to teach, and what skills are existing post-secondary education programs for adults with intellectual disabilities teaching?
- 2) What unique student needs do disability practitioners and adult education practitioners believe are most vital for post-secondary education programs for adults with intellectual disabilities to meet, and what unique student needs are existing post-secondary education programs for adults with intellectual disabilities meeting?
- 3) What services do disability practitioners and adult educators believe are most effective for meeting these unique needs and what services are existing post-secondary education programs for adults with intellectual disabilities offering to meet those needs?
- 4) What program characteristics do adult education practitioners and college personnel believe are most important when adopting a program model?

CHAPTER II – LITERATURE REVIEW

Employment Background

The employment outlook for adults with intellectual disabilities is poor. According to The Institute for Community Inclusion at the University of Massachusetts Boston annual report compiling data from their survey, the Social Security Administration, Vocational Rehabilitation, and the U.S. Census Bureau, the employment rate in 2016 for adults with intellectual disabilities was 35.4 percent, whereas the employment rate for other able adults without disabilities was 74.3 percent (Winsor, et al., 2018). Adults with intellectual disabilities are much less likely to be employed than adults without intellectual disabilities, even though adults with intellectual disabilities often have the goal of employment. For its 2017-2018 report, the Human Services Research Institute surveyed 25,671 adults with intellectual disabilities, 5,221 family members of adults with intellectual disabilities who do live at home, and 4,890 family members of adults with intellectual disabilities who do not live at home. According to their report, 45 percent of respondents did not have a job but wanted one (Human Services Research Institute, 2019).

Adults with intellectual disabilities who are working earn less than others, too. The average weekly wage for an adult without a disability was \$865 in 2014, compared to \$200 for adults with intellectual disabilities (Winsor, et al., 2018). That \$200 weekly rate is down from 2007, when it was \$211 (Winsor, et al., 2018). Part of that decrease could be due to fewer hours. In the same time period, the average weekly hours worked for adults with intellectual disabilities dropped from 25 to 23 (Winsor, et al., 2018). Even compared to adults with other disabilities, adults with intellectual disabilities still have

the lowest employment outcomes. Regarding average weekly wages, the average weekly wage for adults with disabilities other than intellectual was \$379 compared to the \$200 for adults with intellectual disabilities (Winsor, et al., 2018).

The National Longitudinal Transition Study-2, which followed 4,800 students from high school until 25 years-of-age, showed that only 38.8 percent of young adults with intellectual disabilities had employment outside of the home at the post-high school interview eight years after graduation (Newman, et al., 2011). The only group of students with disabilities with a lower employment rate was students who were deaf and blind and had a 30.1 percent employment rate (Newman, et al., 2011). The average for all of the groups was 60 percent (Newman, et al., 2011).

Services for adults with intellectual disabilities not focusing on Competitive Integrated Employment, which is a federal government term instrumental to recent government regulations and funding, are partly responsible for these limitations. Competitive Integrated Employment requires that employers receiving Vocational Rehabilitation services and funding for Competitive Integrated Employment provide employees with disabilities with equal pay, benefits, environments, and opportunities as employees without disabilities (Workforce Innovation Technical Assistance Center, n.d.). Adults with intellectual or developmental disabilities receiving day or employment services are often receiving services for activities other than integrated employment, such as facility-based work or non-work, instead of integrated employment. In 2016, state agencies offering day or employment supports to adults with intellectual or developmental disabilities served 638,568 adults (Winsor, et al., 2018). Of those individuals, only 18.8 percent received services for integrated employment, a drop from

24.1 percent in 2004 (Winsor, et al., 2018). The Human Services Research Institute survey (2019) also showed that only 18 percent of respondents had a job in the community (Human Services Research Institute, 2019).

Independent Living Background

Along with poor employment outcomes, adults with intellectual disabilities also face limited independent living outcomes. Of the 25,671 adults with intellectual disabilities who responded to the Human Services Research Institute's survey, only 18 percent lived in their own home or apartment (Human Services Research Institute, 2019). Only 57 percent chose their own homes and 37 percent had voted in a local, state, or federal election (Human Services Research Institute, 2019). Perhaps affecting their lives the most, 43 percent of respondents had a legal guardian (Human Services Research Institute, 2019).

Transition services for youth may be improving, though. According to the National Longitudinal Transition Study-2, 36.3 percent of young adults with intellectual disabilities were living independently at the eight-year interview (Newman, et al., 2011). Respondents reported participating in an array of independent living experiences, such as 58.1 percent of respondents seeing friends outside of school or work at least weekly and 62.1 percent being registered to vote (Newman, et al., 2011).

The federal government, local governments, and local agencies have instituted many policies and attempted different programs to encourage job growth and independent living for adults with intellectual disabilities, but the current discussion is on post-secondary education. That focus is well placed. A secondary analysis of the National Longitudinal Transition Survey-2, which included 11,000 students with

disabilities, only found two positive correlations suggesting which high school students with intellectual disabilities will earn competitive employment: having the transition goal of attending a two-year or four-year college and actually attending any type of post-secondary education (Grigal et al., 2011).

Outcomes of Post-Secondary Education

Attending post-secondary education has the same outcomes for adults with intellectual disabilities as it does for the general population. Individuals with disabilities who have any post-secondary education, including non-degree programs, are employed at double the rate of other individuals with disabilities (Gilmore et al., 2001). A 2009 analysis of Vocational Rehabilitation data found that those exiting Vocational Rehabilitation services who have completed a post-secondary education program, again including non-degree programs, earned a 73 percent higher weekly income than those who did not (Migliore & Butterworth, 2008). Further, these jobs are across a wider range of occupations than adults who did not attend any post-secondary education program (Cimera et al., 2018). In addition to affecting the individual adult, adults with intellectual disabilities who participated in post-secondary education were also less likely to rely on supplemental security income (Sannicandro et al., 2018).

While the positive effects of post-secondary education for adults with intellectual disabilities are evident, post-secondary education options are limited. Only 29 percent of adults with intellectual disabilities have ever enrolled in any post-secondary education (Newman, 2011). Only 20 percent report ever taking classes or training for employment at all (Human Services Research Institute, 2019). According to Think College, the national organization funded by grants from the Department of Education to increase

inclusiveness of adults with intellectual disabilities in higher education, there are currently 279 post-secondary programs across 49 states (Think College, n.d.).

Funding Post-secondary Education

A large barrier with creating these programs is funding, though the federal government has been highlighting this issue by providing funding to these programs. The Workforce Innovation and Opportunity Act (WIOA) enacted by the federal government in 2014 requires state agencies, including colleges and Vocational Rehabilitation, to collaborate to increase workforce opportunities. WIOA requires that agencies focus on populations facing significant barriers, and it specifically names adults with intellectual disabilities. WIOA further requires that 15 percent of federal Vocational Rehabilitation funds for each state must support transition services for youth 14-24 (Lee et al., 2018).

One of the most significant changes to funding for higher education opportunities for adults with intellectual disabilities was the Higher Education Act of 2008, which created Comprehensive Transition Programs. Colleges that create programs for adults with intellectual disabilities can apply for a special financial aid designation from the Department of Education. This designation allows students with intellectual disabilities to access federal financial aid, such as Pell Grants. With this designation, students in the program do not have to be in a degree-seeking program, nor do they have to have their high school credential. To receive this designation, the program must have a structured curriculum focused on employment and independent living, have a strong advising component, and encourage students to integrate into the college environment.

Even with federal funding, programs are often expensive for students. A review of program websites across the country shows that tuition rates for Comprehensive

Transition Programs are often over ten-thousand dollars per year. Even community college rates exceed a full Pell Grant, as the lowest-cost community college is Spokane Community College at \$6,000 per year. Additionally, reviewing the program websites shows a limited number of available program seats, often around 20.

Creating Post-secondary Programs

Creating the programs in general is difficult for colleges. A survey of post-secondary education programs for adults with intellectual disabilities showed that their largest request was research-based strategies for developing these programs (Plotner & Marshall, 2015). The researchers concluded that there is a clear need for research into the program elements to improve student outcomes. In addition to funding, these programs require training for faculty and staff. There is a need for detailed guidance for the program faculty and staff on what to include in their programs and how to teach needed skills. In 2010, a review of program options found a lack of research on transition from youth into post-secondary education as well as a lack of evidenced-based practices on supporting adults once in post-secondary employment (Hart et al., 2010). Further, there is a need for evidence-based employment practices that programs can include in their curriculum (Wehman et al., 2018). Research into curriculum for students with intellectual disabilities is also limited. A 2013 research review examined 15 years of articles from ten journals significant to the field. The review found that less than 2 percent of the almost-6,000 articles focused on curriculum (Shurr & Bouck, 2013).

There is, however, some research into instructional methods to teach students with intellectual disabilities some skills. To teach reading, Rosenshine and Stevens (1995) recommended direct instruction with guided practice, independent practice, and

frequent reviews, and researchers continue to see the benefits (Rupley et al., 2009). Other studies have shown positive outcomes from intense, consistent practice over a long period of time (Allor et al., 2010). Additionally, there is also some research into program design for students with intellectual disabilities. Programs should be inclusive, as students can learn independent living skills from their peers (Hart & Grigal, 2009). Faculty should not alter the academic rigor of their courses in any way, even if that means the students with intellectual disabilities audit the course (Hart & Grigal, 2009). Programs should investigate universal design to increase accessibility to all students (Darr & Jones, 2008).

The research does suggest that these programs include an employment component (Briel & Getzel, 2009). While there is not an outline of what that component should include, other research outlines which employment skills employers value in adults with intellectual disabilities. A 2012 survey of 168 employers found that employers most valued these skills: ability to be on time, ability to show respect for others, personal integrity/honesty, ability to follow instructions, and ability to show high regard for safety procedures (Ju et al., 2012). The component should also include training on the job application and interview process (Ju, et al., 2012).

Conclusion

The research thoroughly establishes the need for post-secondary education programs for adults with intellectual disabilities: adults with intellectual disabilities have a desire to work and post-secondary education is the key to working. There are, however, additional research opportunities that could expand options for students. Providing higher education institutions with information on how to create programs could

encourage them to create new programs and allow more students with intellectual disabilities to participate in higher education.

CHAPTER III - METHODOLOGY

The researcher utilized an action research approach with a survey design for this cross-sectional study.

Participants

The participants included disability practitioners, adult educators, and educators in post-secondary programs serving adults with intellectual disabilities. The researcher compiled email addresses for participants from contact information available on their organizations' or states' websites. The researcher compiled contact information from these sources:

- Vocational Rehabilitation state directors listed on each states' Vocational Rehabilitation website, which totaled 50 directors
- Public school districts' special education leaders listed on each states' public education website, which totaled 2,286 special education educators
- Adult education directors listed on each school districts', community college, or states' public education website, which totaled 1,704 adult education educators
- Post-secondary education programs serving adults with intellectual disabilities listed on the ThinkCollege website, which totaled 289 adults with intellectual disabilities educators

The researcher emailed the survey to all compiled email addresses, which totaled 4,329 email addresses. The survey collected demographic information to describe each participants' experience in their specific field or to describe their specific program.

Instrumentation

The researcher designed the survey in Qualtrics. The researcher emailed the survey through Qualtrics and encouraged participants to share the survey link with others in the appropriate employment groups. Participants responded anonymously through Qualtrics.

Once opening the link in the email, participants first consented to participate. All participants began the survey with the same question that then, using skip logics, determined the rest of their survey questions. This question asked participants which employment category described them: working with individuals with intellectual disabilities, working in adult education, working in developmental education, working in a post-secondary program for adults with intellectual disabilities, or none of the above. Participants then responded to survey questions based on their employment category, as different employment categories see people with intellectual disabilities at different stages of their development and focus on different goals depending on their employment type.

After the demographic questions, the first section asked disability practitioners and adult educators about a curriculum for a post-secondary program for adults with intellectual disabilities. The first question in this section asked what percentage of instructional time a program should devote to different domains: reading, math, employability, digital literacy, job training, and independent living. Participants also had the opportunity to add up to three additional domains. The second question asked participants to rate the importance of teaching 15 different employability skills on a scale from 0 (not at all important) to 3 (very important).

The second section asked educators in post-secondary education programs for adults with intellectual disabilities about their programs' curriculums. The first question in this section asked what percentage of instructional time their program devotes to different domains: reading, math, employability, digital literacy, job training, and independent living. Participants also had the opportunity to add up to three additional domains. The second question asked participants to rate how much their program focuses on teaching 15 different employability skills, on a scale from 0 (no focus) to 3 (significant focus).

The third section asked disability practitioners and adult education educators about unique needs that students with intellectual disabilities may have. The first question in this section asked participants to rate how important they believe it is for an institution to meet nine needs, on a scale from 0 (not at all important) to 3 (significantly important). The second question was an open-ended question that asked participants to list any other very important or moderately important needs. The third question asked participants to rate the effectiveness in nine different services in meeting the unique needs of adults with intellectual disabilities, on a scale from 0 (not effective at all) to 3 (very effective). The fourth question was an open-ended question that asked participants to list any other very effective or moderately effective services.

The fourth section asked educators in post-secondary education programs for adults with intellectual disabilities about what unique needs their students have. The first question in this section asked participants to rate how often their students show nine different needs, on a scale from 0 (never) to 3 (most of the time). The second question was an open-ended question that asked participants to list any other needs they encounter

half of the time or most of the time. The third question asked participants to rate the effectiveness of nine different services in meeting the unique needs of adults with intellectual disabilities, on a scale from 0 (not effective at all) to 3 (very effective). The fourth question was an open-ended question that asked participants to list any other very effective or moderately effective services that they offer.

The fifth section asked adult education educators and any respondents who work at a post-secondary education institution about program characteristics when creating a new program. The first question in this section asked participants to rate the importance of eight different program characteristics on a scale from 0 (not at all important) to 3 (very important). The second question was an open-ended question that asked participants to list any other very important or moderately important program characteristics.

Procedures

In October 2020, the researcher emailed the survey to the collected email addresses. The survey was open for 16 days. The email and the cover letter shared that consent was voluntary and stated the overall purpose of the study. Participants who consented then continued with the survey. The survey took approximately ten minutes to complete. Responses and participation were anonymous to everyone including the researcher.

Assumptions and Limitations

The researcher performed this study with certain assumptions. The first assumption is that the sample represents the whole. The second assumption is that respondents were honest.

This study has several limitations. First, while this study aims to improve resources for programs for adults with intellectual disabilities, this study did not specifically seek out adults with intellectual disabilities to include in the survey. Second, the researcher only included adult education directors and special education coordinators whose states centrally listed the information. The researcher sent the survey to adult education directors in 34 states and special education coordinators in 15 states. Third, the researcher sent the survey during the COVID-19 pandemic, which may have affected responses.

CHAPTER IV - FINDINGS

Of the 4,429 emails sent, 188 completed the survey. The response rate was 4.2 percent. Many respondents fell into multiple job categories. Respondents for each job category were: work with individuals with intellectual disabilities 62% (n=124); work in adult education 44% (n=88); and work in a post-secondary education program for adults with intellectual disabilities 21% (n=43). The 153 respondents who included their location represent 36 different states. Table 1 shows how many respondents were from each state.

Table 1

Respondent by State

State	Respondents
	#
Alabama	10
Alaska	1
Arizona	1
Arkansas	19
California	5
Colorado	7
Connecticut	2
Florida	10
Idaho	3
Illinois	5
Indiana	5
Iowa	1
Kentucky	1
Louisiana	1
Maine	3
Maryland	1
Massachusetts	4
Minnesota	3
Mississippi	9
Nevada	1

New Hampshire	3
New Mexico	4
New York	2
North Carolina	6
Ohio	3
Oklahoma	4
Oregon	3
South Carolina	16
Tennessee	5
Texas	1
Utah	1
Vermont	1
Virginia	7
Washington	2
Wisconsin	2
Wyoming	1
No response	30
<hr/> Total	<hr/> 153

Depending upon their job category, respondents answered different sections of questions. Those that fell into multiple job categories responded to questions for each of their job categories. Each section of this chapter explores the findings for each topic of questions.

Skills

The first section of the survey asked disability practitioners and adult educators about curriculum. Seventy-three disability practitioners and 36 adult educators responded to the survey question asking what percentage of time they believe programs should spend covering different categories. The mean results show that disability practitioners believe programs should spend 24.26% of their time on job training, 20.55% on employability, 17.88% on independent living, 11.78% on reading, 11.7% on digital literacy, and 9.59% on math. Respondents had the opportunity to add their own responses. Those responses included: interpersonal skills/conflict resolution, safety, self-

advocacy, health/fitness, campus social engagement, problem solving, confidence, and self-determination/leadership. The mean results show that adult educators believe programs should spend 20.04% of their time on reading, 18.44% on employability, 18.19% on job training, 17.54% on math, 13.92% on digital literacy, and 11.31% on independent living. Respondents had the opportunity to add their own responses, and those responses included: oral communication, health, and financial literacy. Table 2 summarizes how each job category splits the curriculum categories.

Seventy-one disability practitioners and 33 adult educators responded to the survey question regarding the importance of teaching different work-related skills. Over 95 percent of the disability practitioners rated six skills as moderately important or very important: managing emotions, including relationships and conflicts 98.59% (n=70); following instructions 98.59% (n=70); accepting authority, including feedback 98.59% (n=70); navigating transportation 95.78% (n=68); matching interests and abilities to potential jobs 95.78% (n=68); and arriving on time 95.77% (n=67). Over 93 percent of the adult educators rated five skills as moderately important or very important: managing emotions, including relationships and conflicts 96.88% (n=31); arriving on time 96.77% (n=30); completing an application 93.94% (n=31); responding to contact from employer (phone calls, emails) 93.94% (n=31); and completing an interview 93.75% (n=30). Table 3 shows the moderately or very ratings for all skills.

The second survey section asked similar questions to the first section but instead asked educators in currently existing post-secondary education programs for adults with intellectual disabilities. Thirty-nine educators in post-secondary education programs for adults with intellectual disabilities responded to the survey question asking what

percentage of time their programs spend covering different categories. The mean results show that they spend 20.53% of their time on employability, 15.34% of their time on job training, 14.01% on independent living, 10.05% on reading, 9.44% on math, 7.23% on digital literacy, and 18.85% in other areas. Respondents specified other to include: community involvement, socialization, self-determination, university coursework, executive function, writing, health and wellness, and campus engagement. Table 2 summarizes how each job category splits the curriculum categories.

Table 2

Mean percentage of program time by job category

Category	Disability Practitioners	Adult Educators	Post-Secondary Educators
	%	%	%
Reading	11.78	20.04	10.05
Math	9.59	17.54	9.44
Employability	20.55	18.44	20.53
Digital Literacy	11.7	13.92	7.23
Job Training	24.26	18.19	15.34
Independent Living	17.88	11.31	14.01
Other	4.24	0.56	18.85
Total	100	100	95.45

Thirty-six educators in post-secondary education programs for adults with intellectual disabilities responded to the survey question regarding the focus of different work-related skills in their programs. Over 90 percent of respondents reported that their program places a moderate or significant focus on four skills: managing emotions, including relationships and conflicts 100.00% (n=36); arriving on time 97.22% (n=35);

following instructions 97.15% (n=34); accepting authority, including feedback 94.44% (n=34). Table 3 shows the moderately or very ratings for all skills.

Table 3

Work-related skill ratings of moderately or very by job category

Skill	Disability Practitioners		Adult Educators		Post-Secondary Educators	
	%	n	%	n	%	n
Using community resources	93	66	81	26	81	29
Finding job listings	80	57	72	23	69	25
Matching interests and abilities to potential jobs	96	68	88	29	81	29
Approaching a prospective employer	90	64	91	30	72	26
Completing a resume	75	53	88	29	83	30
Completing an application	89	63	94	31	86	31
Completing an interview	94	67	94	30	89	32
Responding to contact from employer	94	67	94	31	78	28
Navigating transportation	96	68	79	26	83	30
Arriving on time	96	68	97	30	97	35
Accepting authority, including feedback	99	70	91	30	94	34
Following instructions	99	70	88	28	97	34
Managing emotions	99	70	97	31	100	36
Understanding a pay stub and deductions	86	61	85	28	47	17
Understanding benefits	89	63	82	27	39	14

Note. Disability practitioners and adult educators rated each skill on a four-point scale of importance (not at all important to very important), and post-secondary educators rated each skill on a four-point scale of focus (no focus to significant focus). This table shows includes the responses for moderately important, very important, moderate focus, and significant focus.

Student Needs

The third section of the survey asked both disability practitioners and adult educators about needs that students in post-secondary education programs for adults with intellectual disabilities may have. Sixty-seven disability practitioners and 36 adult

educators responded to the question asking them to rate the importance of institutions in meeting different needs of students. Over 95 percent of the 67 disability practitioners who responded rated four needs as moderately important or very important for institutions to meet: employment 97.01% (n=65); behavior 97.01% (n=65); mental health 95.53% (n=64); and peer/social interactions 95.52% (n=64). Over 85 percent of the 36 adult educators who responded rated three needs as moderately important or very important for institutions to meet: mental health 97.22% (n=35); attendance issues 88.89% (n=32); and employment 88.57% (n=31). Table 4 displays the moderately or very ratings for each need.

Table 4

Student need by job category

Need	Disability Practitioners		Adult Educators		Post-Secondary Educators	
	%	n	%	n	%	n
Flexibility in scheduling	81	54	78	28	51	18
Flexibility in attendance	66	44	89	32	11	4
Physical health	85	56	78	28	37	13
Mental health	96	64	97	35	51	18
Transportation	93	62	72	26	57	20
Employment	97	65	89	31	83	29
Peer/social interactions	96	64	75	27	77	27
Behavior	97	65	71	25	26	9
Legal	73	49	57	20	6	2

Note. Disability practitioners and adult educators rated each need on a four-point scale of importance (not at all important to very important), and post-secondary educators rated each skill on a four-point scale of prevalence (never to most of the time). This table includes the responses for moderately important, very important, about half of the time, and most of the time.

The fourth section of the survey asked similar questions to the third section but instead asked educators in currently existing post-secondary education programs for adults with intellectual disabilities. Thirty-five educators in post-secondary programs for adults with intellectual disabilities responded to the question asking them how often students present with different needs. Over 75 percent of the 35 respondents reported that their students had two needs about half of the time or most of the time: employment 82.86% (n=29); peer/social interactions 77.14% (n=27). Table 4 displays the moderately or very ratings for each need.

Services

The third section also asked both disability practitioners and adult educators about services to meet students' needs. Sixty-seven disability practitioners and 35 adult educators responded to the question asking how effective they believed different services would be in meeting students' needs. Over 85 percent of the 67 disability practitioners who responded rated five services as moderately effective or very effective: connecting to outside resources 89.55% (n=60); tutoring 86.57% (n=58); internship 86.56% (n=58); peer mentorship 86.36% (n=57); and funds for transportation 85.08% (n=57). Over 80 percent of adult educators who responded rated three services as moderately effective or very effective: tutoring 97.15% (n=34); connecting to outside resources 88.57% (n=31); and funds for transportation 80.00% (n=28). Table 5 summarizes the perceived effectiveness for each service by job category.

The fourth section also asked educators in currently existing post-secondary education programs for adults with intellectual disabilities about services to meet students' needs. Thirty-four educators responded to the question asking how effective

they find different services in meeting students’ needs. Over 80 percent of respondents rated two services as moderately effective or very effective: peer mentorship 84.85% (n=28); connecting to outside resources 82.35% (n=28). Table 5 summarizes the perceived effectiveness for each service by job category.

Table 5

Effectiveness of student services by job category

Service	Disability Practitioners		Adult Educators		Post-Secondary Educators	
	%	n	%	n	%	n
Peer mentorship	86	57	79	27	85	28
Regularly-scheduled group advising	73	49	71	25	63	20
Tutoring	87	58	97	34	74	25
Connecting to outside resources	90	60	89	31	82	28
Internship	87	58	74	26	74	25
Funds for transportation	85	57	80	28	45	15
Different conduct policy	52	34	43	15	33	10
Funds for transportation	83	54	79	27	45	15
Different attendance policy	58	39	38	13	30	9

Program Design

The fifth section asked adult educators and any other respondents who work at a post-secondary education institution about program design. Seventy-eight participants responded to the question asking how important different program characteristics are when starting a new program. Over 90 percent of the respondents rated five characteristics as moderately important or very important: affordable to the student 98.71% (n=77); affordable to institution 93.59% (n=73); appropriate for students with varying levels and abilities 93.59% (n=73); easy for institutions administration to

understand and support 93.59% (n=73); and easy for institutions faculty and staff to understand and navigate 92.31% (n=72). Table 6 shows the ratings of importance for each characteristic.

Table 6

Importance of program characteristics

Characteristic	Not at all important		Slightly Important		Moderately Important		Very Important	
	%	n	%	n	%	n	%	n
Affordable to institution	0.00	0	6.41	5	32.05	25	61.54	48
Affordable to the student	0.00	0	1.28	1	8.97	7	89.74	70
Able to serve 3 or more students at once	7.69	6	10.26	8	21.79	17	60.26	47
Able to serve 10 or more students at once	2.60	2	11.69	9	38.96	30	46.75	36
Not require specific technology or resources	12.82	10	38.46	30	33.33	26	15.38	12
Appropriate for students with varying levels and abilities	2.56	2	3.85	3	33.33	26	60.26	47
Easy for institution's faculty and staff to understand and navigate	0.00	0	7.69	6	28.21	22	64.10	50
Easy for institution's administration to understand and support	0.00	0	6.41	5	25.64	20	67.95	53

CHAPTER V - DISCUSSION

The findings of this study hold multiple implications for post-secondary education institutions providing or wanting to provide services to adults with intellectual disabilities. Since there is so little information on what programs should offer, this study hopefully assists practitioners in developing their programs. The largest takeaways from this study are that programs should focus on employment and social interactions. There are, however, some different conclusions with this study, as disability practitioners, adult educators, and educators in currently-existing post-secondary education programs showed little consensus among their responses.

One of the few consensuses among all three job categories is that programs should focus on employability skills and job training – 35-45 percent of program time. This conclusion aligns with the current education and funding policies that encourage employment for adults with intellectual disabilities. Students should be used to the message, and institutions should be able to find funding to support such programs. There is disagreement about how much programs should focus on job training, though, as disability practitioners believe that programs should devote 24 percent of their time to these topics, adult educators believe that programs should devote 18 percent of their time to these topics, and post-secondary educators are devoting 15 percent of their time to these topics. This difference could be due to most post-secondary respondents working at four-year universities, which often do not focus on job training.

There are varied responses for the importance of different employability skills. There are only three skills that more than 90 percent of respondents in all three groups rates as moderately or very important to include: arriving on time, accepting authority,

and managing emotions. While most of the disability practitioners responded to almost all of the skills as moderately or very important, there were some skills that less than 90 percent of disability practitioners believe to be moderately or very important. These skills do generally agree with the skills that fewer adult educators and post-secondary practitioners report as being moderately or very important. These skills include: finding job listings, completing a resume, completing an application, understanding a pay stub and deductions, and understanding benefits.

There is some debate about how to spend the rest of the instructional time. All three groups agree that programs should provide a mix of reading, math, digital literacy, and independent living. The largest disagreements between the importance of different educational domains is that adult educators support an increased focus on reading – 20 percent of adult educators compared to 12 percent for disability practitioners and 10 percent for post-secondary educators – and math – 18 percent of adult educators compared to 10 percent for disability practitioners and post-secondary educators. This difference could be due to adult education’s focus on high school credentials, which centers on reading and math skills.

The importance of institutions supporting different needs was one of the greatest variances. The only need that over 80 percent of respondents across all job categories agree is at least a moderate need is employment. The need with the second most agreement is peer/social interactions, followed by mental health and transportation. Respondents generally agree that programs do not need to focus on legal needs.

Respondents are in more agreement about what services programs should consider providing. The three services that all three groups were most in agreement with were tutoring, peer mentorship, and connecting to outside resources.

When developing a program, educators need to ensure that they can sell it to students by making it affordable and also receive buy-in from the administration. Survey respondents agree that the most vital characteristic is that it is affordable to students, followed by affordable to the institution, appropriate for students with varying levels and abilities, and easy for the institution's administration to understand and support.

There is a great need for additional research into developing post-secondary education programs for adults with intellectual disabilities. Further studies should continue developing the employment aspect, as all respondents agree with programs focusing on employment. Surveys should particularly focus on including more Vocational Rehabilitation personnel and including employers. Studies should examine which employment areas adults with intellectual disabilities who are working succeed at the most. Studies should also discover which instructional strategies are most effective for teaching employability skills to adults with intellectual disabilities, accounting for adults with intellectual disabilities with different abilities.

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Appendix A – Distribution Email

Good Afternoon!

As a Higher Education Doctoral student at the University of Southern Mississippi, I am seeking participants to respond to a short survey regarding post-secondary education opportunities for adults with intellectual disabilities. This survey asks disability practitioners, adult education educators, already-existing post-secondary education program educators, and college personnel to rate the importance and effectiveness of different skills, services, and program designs.

I hope that the survey will help inform the expansion of post-secondary education opportunities for adults with intellectual disabilities. The survey should take less than 10 minutes to complete. All with experience in the disability, adult education, or higher education fields are encouraged to participate and share with others in their field.

You can follow this link to take the survey.

This project has been reviewed by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406, 601-266-5997.

Thank you for your time!

Shannon DeVries

shannon.devries@usm.edu

Appendix B – Survey

Creating Post-secondary Opportunities for Adults with Intellectual Disabilities

Start of Block: Consent

Q1.1

1. Purpose:

According to best estimates, about 13.6 percent of eight-year-old children in the United States in 2010 had an intellectual disability (National Academy of Science, 2015). Those children are now graduating high school and navigating how to be adults. Traditional post-secondary education is not an option for most adults with intellectual disabilities, as they generally do not meet college requirements. These students still benefit from attending post-secondary education, though, and usually want to work and live independently. For almost a decade, researchers have shown the need for post-secondary education options for adults with intellectual disabilities, and federal public policy has supported this endeavor. Unfortunately, few adults with intellectual disabilities participate in any type of post-secondary education. Access to post-secondary education for adults with intellectual disabilities is limited, specifically due to the few number of programs.

The problem addressed in this study is the lack of guidance for two-year colleges and adult education programs in how to best prepare students with mild or moderate intellectual disabilities for transitioning to independent living and employment. To

address this problem, this study will develop a guide for creating or improving post-secondary education programs for adults with mild or moderate intellectual disabilities. While this guide will focus on serving adults with intellectual disabilities at two-year colleges or within adult education programs, much of the information will apply to any post-secondary institution serving adults with mild or moderate intellectual disabilities.

2. Description of Study:

This study will survey disability practitioners, adult education practitioners, college personnel, and educators in already-existing post-secondary education programs for adults with intellectual disabilities. These surveys will first identify which skills post-secondary education programs for adults with intellectual disabilities should consider including in their curriculum; second determine what services institutions should consider including in programs for adults with intellectual disabilities to support these program goals; and third determine what program model attributes are important and attainable for post-secondary programs. Responding to the survey will take participants approximately ten minutes. Approximately 4,450 participants will receive a link to the survey from the researcher.

3. Benefits:

There are no personal benefits to participants. Participation may increase participants' awareness of post-secondary education programs.

4. Risks:

There are no expected risks to participants.

5. Confidentiality

Qualtrics will host the survey and results. Qualtrics will not track who responds, and all responses are anonymous to the researcher. Once the survey is closed, the researcher will download the data from Qualtrics onto a local computer. The researcher will analyze the data using Stata. Once the study is complete, the research will destroy all data within Qualtrics and the computer.

6. Alternative Procedures:

The study does not include alternatives to participate.

7. Participant's Assurance:

This project and this consent form have been reviewed by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board, The University of Mississippi, 118 College Drive #5125, Hattiesburg, MS 39406-0001, 601-266-5997.

CONSENT TO PARTICIPATE IN RESEARCH

I understand that participation in this project is completely voluntary, and I may withdraw at any time without penalty, prejudice, or loss of benefits. Unless described above, all personal information will be kept strictly confidential, including my name and

other identifying information. All procedures to be followed and their purposes were explained to me. Information was given about all benefits, risks, and inconveniences, or discomforts that might be expected. Any new information that develops during the project will be provided to me if that information may affect my willingness to continue participation in the project.

CONSENT TO PARTICIPATE IN RESEARCH

By clicking the box below, I give my consent to participate in this research project.

Check this box if you consent to this study and then click the arrow to continue.
If you do not wish to consent to this study, please close your browser window at this time.

(1)

End of Block: Consent

Start of Block: Demographics

Q2.1 1) Which of the following describe you? Please check all that apply.

- A. I work with individuals with intellectual disabilities. (1)
- B. I work in adult education. (2)
- C. I work at a post-secondary institution. (3)
- D. I work in a post-secondary program for adults with intellectual disabilities.
(4)
- E. None of the above. (5)

Skip To: End of Survey If 1) Which of the following describe you? Please check all that apply. = E. None of the above.

Q2.2 In which state do you work?

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = A. I work with individuals with intellectual disabilities.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.3 In what capacity do you work with individuals with intellectual disabilities?

- Special education within a K-12 system (1)
- Vocational Rehabilitation (2)
- Advocacy (3)
- Community support (5)
- Other (please explain) (4) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = A. I work with individuals with intellectual disabilities.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.4 How long have you worked with individuals with intellectual disabilities?

- 1-2 years (1)
 - 3-5 years (2)
 - 6-10 years (3)
 - 11-20 years (4)
 - Over 20 years (5)
-

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = A. I work with individuals with intellectual disabilities.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.5 What are the age ranges of the individuals with intellectual disabilities with whom you work? Please check all that apply.

- Under 16 (1)
- 16-18 (2)
- 19-21 (3)
- 22-24 (4)
- 25-40 (5)
- Over 40 (6)

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = B. I work in adult education.

Or 1) Which of the following describe you? Please check all that apply. = C. I work at a post-secondary institution.

Q2.6 What is your job capacity?

- Director/administration (1)
- Faculty (2)
- Staff (3)
- Other (please specify) (4) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = B. I work in adult education.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.7 Which system oversees your state's adult education department?

- K-12 system (1)
- Community college system (2)
- Other (please specify) (4) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = C. I work at a post-secondary institution.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.8 At which type of institution do you work?

- Two-year college (1)
- Four-year college (2)
- Other (please specify) (3) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.9 At which type of institution do you work?

- Two-year college (1)
- Four-year college (3)
- Other (please specify) (4) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.10 Which department oversees your program for adults with intellectual disabilities?

- Disability Services (1)
- Developmental (2)
- Adult Education (6)
- Other academic (please specify) (3)

- Other student service (please specify) (4)

- Other (please specify) (5) _____

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = D. I work in a post-secondary program for adults with intellectual disabilities.

Q2.11 How many students does your program serve each year?

- 1-5 (1)
- 6-10 (2)
- 11-20 (3)
- 21-50 (4)
- More than 50 (5)

End of Block: Demographics

Start of Block: A1 - Disability Practitioners Skills to Teach

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = A. I work with individuals with intellectual disabilities.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q3.1 The following questions focus on the curriculum for a post-secondary education program for adults with intellectual disabilities. These questions ask you to rank the importance of different skills.

For these questions, please think about the individuals with intellectual disabilities with whom you work: what they do well, what areas have hindered their earning employment, and where you have seen them struggle. Assume their goal is Competitive Integrated Employment.

Display This Question:

If The following questions focus on the curriculum for a post-secondary education program for adults... Is Displayed



Q3.2 What percentage of time do you believe a post-secondary education program for adults with intellectual disabilities should spend on each category? Answers should total 100%.

- Reading : _____ (1)
 - Math : _____ (2)
 - Employability : _____ (3)
 - Digital Literacy : _____ (4)
 - Job Training : _____ (5)
 - Independent Living : _____ (7)
 - Other (please specify) : _____ (8)
 - Other (please specify) : _____ (9)
 - Other (please specify) : _____ (10)
- Total : _____

Display This Question:

If The following questions focus on the curriculum for a post-secondary education program for adults... Is Displayed

Q3.3 This question focuses on different work-related skills. Which skills do you think are most important for a post-secondary program for adults with intellectual disabilities to teach?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Using community resources (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding job listings (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matching interests and abilities to potential jobs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaching a prospective employer (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing a resume (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an application (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an interview (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to contact from employer (phone calls, emails) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating transportation (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving on time (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting authority, including feedback (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following instructions (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing emotions, including relationships and conflicts (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding a pay stub and deductions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding benefits (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: A1 - Disability Practitioners Skills to Teach

Start of Block: C1 - PSEID Skills Teaching

Display This Question:
 If 1) Which of the following describe you? Please check all that apply. = D. I work in a post-secondary program for adults with intellectual disabilities.

Q4.1 The following questions focus on the curriculum in your post-secondary education program for adults with intellectual disabilities.

Display This Question:
 If The following questions focus on the curriculum in your post-secondary education program for adul... Is Displayed

Q4.2 What percentage of time does your post-secondary education program for adults with intellectual disabilities spend on each category? Answers should total 100%.

Reading : _____ (1)
Math : _____ (2)
Employability : _____ (3)
Digital Literacy : _____ (4)
Job Training : _____ (5)
Independent Living : _____ (7)
Other (please specify) : _____ (8)
Other (please specify) : _____ (9)
Other (please specify) : _____ (10)
Total : _____

Display This Question:

If The following questions focus on the curriculum in your post-secondary education program for adul... Is Displayed

Q4.3 This question focuses on different work-related skills. Which skills does your program for adults with intellectual disabilities focus on teaching?

	No Focus (1)	Minimal Focus (2)	Moderate Focus (3)	Significant Focus (4)
Using community resources (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding job listings (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matching interests and abilities to potential jobs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaching a prospective employer (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing a resume (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an application (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an interview (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to contact from employer (phone calls, emails) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating transportation (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving on time (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting authority, including feedback (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following instructions (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing emotions, including relationships and conflicts (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding a pay stub and deductions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding benefits (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: C1 - PSEID Skills Teaching

Start of Block: A2 - Disability Practitioners Needs and Services

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = A. I work with individuals with intellectual disabilities.

And 1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

Q5.1 The following questions focus on what unique needs adults with intellectual disabilities might have and how an institution can meet those needs.

Display This Question:

If The following questions focus on what unique needs adults with intellectual disabilities might ha... Is Displayed

Q5.2 Based on your experience, please rate how important you believe it is for an institution to meet the following needs of adults with intellectual disabilities when attending a post-secondary education program on a college campus.

	Not at all important (11)	Slightly important (12)	Moderately important (13)	Very important (14)
Flexibility in scheduling (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility in attendance (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer/social interactions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q5.3 Based on your experience, are there any other needs that are very important or moderately important for post-secondary education programs to meet when serving adults with intellectual disabilities?

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q5.4 Based on your experience, please rate how effective you believe each service is or could be in an institution meeting the needs of adults with intellectual disabilities attending a post-secondary education program on a college campus.

	Not effective at all (41)	Slightly effective (42)	Moderately effective (43)	Very effective (44)
Peer mentorship (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly-scheduled group advising (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to outside resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different conduct policy (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different attendance policy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q5.5 19) Based on your experience, are there any other services that are very effective or moderately effective for post-secondary education programs to offer when serving adults with intellectual disabilities?

End of Block: A2 - Disability Practitioners Needs and Services

Start of Block: B2 - Developmental and Adult Education Practitioners Needs and Services

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = B. I work in adult education.

Or 1) Which of the following describe you? Please check all that apply. = C. I work at a post-secondary institution.

And If

1) Which of the following describe you? Please check all that apply. != D. I work in a post-secondary program for adults with intellectual disabilities.

And If

1) Which of the following describe you? Please check all that apply. != A. I work with individuals with intellectual disabilities.

Q6.1 To the best of your knowledge, how much of your work has included working with adults with intellectual disabilities?

- None at all (100)
 - A little (101)
 - A moderate amount (102)
 - A lot (103)
-

Display This Question:

If To the best of your knowledge, how much of your work has included working with adults with intell... , None at all Is Displayed

And To the best of your knowledge, how much of your work has included working with adults with intell... != None at all

Q6.2 The following questions focus on what unique needs adults with intellectual disabilities might have and how an institution can meet those needs.

Display This Question:

If The following questions focus on what unique needs adults with intellectual disabilities might ha... Is Displayed

Q6.3 Based on your experience, please rate how important you believe it is for an institution to meet the following needs of adults with intellectual disabilities when attending a post-secondary education program on a college campus.

	Not at all important (19)	Slightly important (20)	Moderately important (21)	Very important (22)
Scheduling issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer/social interactions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q6.4 Based on your experience, are there any other needs that are very important or moderately important for post-secondary education programs to meet when serving adults with intellectual disabilities?

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q6.5 Based on your experience, please rate how effective you believe each service is or could be in an institution meeting the needs of adults with intellectual disabilities attending a post-secondary education program on a college campus.

	Not effective at all (36)	Slightly effective (37)	Moderately effective (38)	Very effective (39)
Peer mentorship (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly-scheduled group advising (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to outside resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different conduct policy (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different attendance policy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If The following questions focus on what unique needs adults with intellectual disabilities might ha...
Is Displayed*

Q6.6 19) Based on your experience, are there any other services that are very effective or moderately effective for post-secondary education programs to offer when serving adults with intellectual disabilities?

End of Block: B2 - Developmental and Adult Education Practitioners Needs and Services

Start of Block: AE Skills to Teach

Display This Question:

If 19) Based on your experience, are there any other services that are very effective or moderately... Text Response Is Displayed

Q59 The following questions focus on the curriculum for a post-secondary education program for adults with intellectual disabilities. These questions ask you to rank the importance of different skills.

For these questions, please think about the individuals with intellectual disabilities with whom you work: what they do well, what areas have hindered their earning employment, and where you have seen them struggle. Assume their goal is Competitive Integrated Employment.

Display This Question:

If The following questions focus on the curriculum for a post-secondary education program for adults... Is Displayed



Q60 What percentage of time do you believe a post-secondary education program for adults with intellectual disabilities should spend on each category? Answers should total 100%.

Reading : _____ (1)
Math : _____ (2)
Employability : _____ (3)
Digital Literacy : _____ (4)
Job Training : _____ (5)
Independent Living : _____ (7)
Other (please specify) : _____ (8)
Other (please specify) : _____ (9)
Other (please specify) : _____ (10)
Total : _____

Display This Question:

If The following questions focus on the curriculum for a post-secondary education program for adults... Is Displayed

Q61 This question focuses on different work-related skills. Which skills do you think are most important for a post-secondary program for adults with intellectual disabilities to teach?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)
Using community resources (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding job listings (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matching interests and abilities to potential jobs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaching a prospective employer (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing a resume (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an application (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an interview (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to contact from employer (phone calls, emails) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating transportation (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving on time (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting authority, including feedback (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following instructions (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing emotions, including relationships and conflicts (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding a pay stub and deductions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding benefits (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: AE Skills to Teach

Start of Block: C2 - PSEID Needs and Services

Display This Question:
 If 1) Which of the following describe you? Please check all that apply. = D. I work in a post-secondary program for adults with intellectual disabilities.

Q7.1 The following questions focus on what unique needs students in your program have and how your program meets those needs.

Display This Question:
 If The following questions focus on what unique needs students in your program have and how your pro... Is Displayed

Q7.2 Which needs do students in your program have that are unique or beyond what other students may have?

	Never (19)	Sometimes (20)	About half the time (21)	Most of the time (22)
Scheduling issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer/social interactions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If The following questions focus on what unique needs students in your program have and how your pro... Is Displayed

Q7.3 Are there any other unique needs that students in your program have about half the time or most of the time?

Display This Question:

If The following questions focus on what unique needs students in your program have and how your pro... Is Displayed

Q7.4 How effective does your program find the following services in meeting students' needs?

	Not effective at all (59)	Slightly effective (60)	Moderately effective (61)	Very effective (62)
Peer mentorship (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly-scheduled group advising (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to outside resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different conduct policy (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for transportation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different attendance policy (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If The following questions focus on what unique needs students in your program have and how your pro... Is Displayed

Q7.5 Are there any other very effective or moderately effective services that your program offers to meet students' unique needs?

End of Block: C2 - PSEID Needs and Services

Start of Block: B4 - Dev AE Program Characteristics

Display This Question:

If 1) Which of the following describe you? Please check all that apply. = C. I work at a post-secondary institution.

Or 1) Which of the following describe you? Please check all that apply. = B. I work in adult education.

Q8.1 The following questions focus on program design.

For these questions, please think about what resources you would have available to start a program and what barriers might prevent you from starting a program.

Display This Question:

*If The following questions focus on program design. For these questions, please think about what r...
Is Displayed*

Q8.2 How important do you believe each of the following characteristics is when starting a new program?

	Not at all important (1)	Slight important (2)	Moderately important (3)	Very Important (4)
Affordable to institution (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable to the student (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to serve 3 or more students at once (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to serve 10 or more students at once (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not require specific technology or resources (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate for students with varying levels and abilities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy for institution's faculty and staff to understand and navigate (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy for institution's administration to understand and support (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

*If The following questions focus on program design. For these questions, please think about what r...
Is Displayed*

Q8.3 Are there any other practical characteristics that you believe are very important or moderately important when starting a new program?

End of Block: B4 - Dev AE Program Characteristics

Appendix C – IRB Approval Letter

Office of
Research Integrity



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NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse **IRB**.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.
- Face-to-Face data collection may not commence without prior approval from the Vice President for Researches Office.

PROTOCOL NUMBER: **IRB-20-202**

PROJECT TITLE: Creating Post-secondary Education Programs for Adults with Mild-Moderate Intellectual Disabilities within Community Colleges and Adult Education Departments

SCHOOL/PROGRAM: School of Education, Educational Research and Admin

RESEARCHER(S): Shannon DeVries, Holly Foster

IRB COMMITTEE ACTION: Approved

CATEGORY: Expedited

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

PERIOD OF APPROVAL: September 9, 2020

A handwritten signature in cursive script that reads "Donald Sacco".

Donald Sacco, Ph.D.
Institutional Review Board Chairperson