Early Implementation of the Aspiring Scholars Inclusive Post-Secondary Education Pilot Program
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Learning Objectives
• Identify background and rationale for inclusive post-secondary education programs promoting competitive integrative employment
• Describe key components, barriers, and facilitators of a 4-year inclusive post-secondary education program

• CA employment rate for people with DD far below that of people with any disability and the general population.
• According to data from 2015 (SCDD), only 2% of adults with intellectual disabilities make a living wage in the state of California

Employment Rates in California (2008-2021)
Western Information Office, Labor Force Statistics
(https://www.bls.gov/regions/west/california.htm#tab-2)

Competitive Integrated Employment
• Working at a job that pays at least minimum wage
• People with and without disabilities
• Opportunity for hiring, raises, promotions, etc.
• Does not preclude help to find or sustain job

Students with intellectual disabilities who obtained a paid job while enrolled in a college or university program were almost 15 times more likely to have a paid job at exit than those who did not obtain a paid job while enrolled.
(Grigal et al., 2018)

Access to Higher Education
Limited access to higher education for college-age young adults with an intellectual disability
Employment Outcomes

51%-96% of graduates of Inclusive Post Secondary Education (IPSE) Programs are in Competitive Integrated Employment (CIE) (Avellone et al., 2021).

~200 4-year IPSE Programs in the U.S.
~3000 4-year Universities in the U.S.

• 22 IPSE Programs in California
• Only 2 four-year IPSE Programs in California
• CSU San Marcos
• UC Davis

• 6 of the 9 were established in the last 2 years

Eligibility Criteria

• At least 18 years of age
• Documented intellectual disability
• Completed high school with a diploma or certificate of completion
• Seeking to gain meaningful competitive integrated employment
• Want an inclusive college experience have intrinsic motivation to participate in all program components
• Able to complete daily needs, access your physical environment, and safely function with minimal to no supervision (Note: if you have prearranged supports, indicate this on the application)
• Able to effectively and appropriately participate and benefit from the program
Open University

• Students enroll in classes through Open University Program
• Students are not matriculated students.
• The Aspiring Scholars Program is a non-degree program.

Costs

• Tuition fees are $350 per unit
• Most classes are three units
• Additional fees include:
  • $60 mandatory fee ($12 academic records, $48 Extended Learning technology)
  • Students also need to purchase books/materials
  • Some costs may be covered by Regional Centers and Department of Rehabilitation clients

Person Driven Plan

• Two courses per semester selected by student
• Internships required years 2-4
• Credit/No Credit
• Individualized accommodations
• Expectations to earn Certificate:
  (1) Minimum 80% course attendance & (2) Complete 80% of assignments

Peer Mentors

Internships
**Independent Living Skills Seminars**

**Aspiring Scholars Seminar Series**

**Join us in SBSB 4117**

**Campus Life**

**Facilitators**
- Institutional Support
- Professor Expectations
- Inclusive Community

**Barriers**
- Staffing
- Peer Mentors
- Capacity
- Funding

**Advocacy**
- California Senate Bill 639

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**Inclusive College Alliance**

**Advocacy for Students With Intellectual & Developmental Disabilities**

**Facilitators**
- Institutional Support
- Professor Expectations
- Inclusive Community

**Barriers**
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