

SB 16-077 "Employment First Policy" - Post-Secondary Education Fact Sheet

Respectfully submitted by Rick Newell, self-advocate, inclusive college student

"In order for students to become full contributing members of our society, we must give them the tools to direct themselves to get what they want and need to be successful in life."

Higher education leads to a variety of personal and financial benefits, and is an integral part of establishing a successful career path and enhancing earnings over a lifetime (Carnevale, Rose, & Cheah, 2011). However, up until recently, low expectations coupled with minimal opportunities have prevented people with intellectual and developmental disabilities (IDD) from receiving the benefits associated with higher education.

Research Shows: Research shows a variety of benefits to students with intellectual and developmental disabilities (IDD) who engage in post-secondary education, including:

- **Understanding** the role of education in career success
- Development of **career skills:** professionalism, communication, and ambition
- **Doubled** rate of employment over peers who are only high-school completers
- Consistently **higher earnings** over time
- **Decreased** dependence on SSI and SSDI income supports

*Without higher education and improved rates of employment, the **estimated cost to taxpayers** for lifelong warehousing of adults who have an intellectual disability is **\$1.5 million** per person.*

Research shows **92%** of adults who have an intellectual disability (IDD) and NO college experience are **unemployed**.

Conversely, **87%** of adults who have an intellectual disability and college experience are **employed** or in job training.

Results. This research demonstrates that by encouraging the academic, social, vocational and community independence of individuals with intellectual and developmental disabilities, they can become active, contributing members of our communities and empowered citizens in our society.

*"Data from the national vocational rehabilitation database (RSA 911) show that youth with IDD who participated in postsecondary education were **25 percent** more likely to leave vocational rehabilitation services with a paid job and earn a **73 percent** higher weekly income." (Migliore, Mank, Grossi & Rogan, 2007).*

Acknowledgements:

Grigal, M., Neubert, D. A., & Moon, M. S. (2002). Postsecondary options for students with significant disabilities. *Teaching Exceptional Children*, 35(2), 68-73.

Migliore, A., Mank, D., Grossi, T., & Rogan, P. (2007). Integrated employment or sheltered workshops: Preferences of adults with intellectual disabilities, their families, and staff. *Journal of Vocational Rehabilitation*, Vol. 26, 5-19.

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