



Are Research-Based Predictors of Postschool Outcomes Evident in College-Based Transition Programs?

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Moving Transition Forward: Exploration of College-based and Conventional Transition Practices for Students with Intellectual Disability and Autism (ID/A) project will examine the composition and impact of existing transition practices via secondary analysis of two national datasets. This three-phase study will define, explore, and compare critical aspects of two transition approaches:

1. a college-based transition experience provided via partnership between a local education agencies (LEAs) and institutions of higher education (IHEs), and
2. a conventional transition experience offered by a LEA in a high school or community setting.

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College-based transition services

- Sometimes referred to as dual enrollment or concurrent enrollment experiences
- About 40% of college programs that report enrolling youth with intellectual disability/autism (ID/A) indicate that they serve students still receiving transition services under IDEA (Think College, 2021).




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Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)

In 2010, 27 TPSID projects were funded at institutions of higher education in 23 states

2010-2015: served over 400 youth with ID/A who were between the ages of 18 and 22 and still receiving special education services under IDEA.




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ThinkCollege
MOVING TRANSITION FORWARD

NTACT's In-School Predictors of Post-School Success




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<https://transitionta.org/postschool>



RESOURCES - EFFECTIVE PRACTICES - EVENTS - ASD RESOURCES

Post-school Success

The purpose of the Individuals with Disabilities Education Act (2004) is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. As the OSEP and IDEA funded technical assistance and dissemination center focused on improving the postsecondary outcomes of students with disabilities, one of NTACT's primary charges is to assist state and local agencies, notably to increase student access to, participation in, and success in (a) rigorous academic coursework and (b) career-related curricula designed to prepare students for postsecondary education and careers.

GETTING STARTED

Predictor Descriptions
LAST UPDATED: 09/16/2020 [download](#)

Effective Predictors Matrix
[download](#)

Research-Based Predictors
LAST UPDATED: 10/16/2018 [download](#)

KEY RESOURCES

The Guide for Using the PISA
LAST UPDATED: 09/16/2020 [download](#)

This document provides information about the process a school-level team will use to complete the Predictor Implementation School/ District Self-Assessment (PISA).




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Predictors of post-school success

Career awareness	Paid employment	Social skills
Career technical education	Parent expectations	Student support
Community experiences	Parent involvement	Technology skills
Exit exam/diploma status	Program of study	Transition program
Goal setting	Psychological empowerment	Travel skills
Inclusion in general ed	Self-care/ind living skills	Work study
Interagency collaboration	Self-determination	Youth autonomy
Occupational courses	Self-realization	




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Research question

To what extent are in-school predictors of post-school success reflected in the experiences of youth with ID in college-based transition programs?




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Methods

- 359 students who had ID/A and were reported to have received special education services under IDEA for at least one year of their attendance
- Created an aggregated record for each student
- Identified variables in TPSID data that corresponded with predictors of post-school success
- Descriptive data analysis using SPSS



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High prevalence (>75%)

- Parent involvement (97.8% and 96.9%)
- Student support (94.2% for peer mentor supports)
- Interagency collaboration (89.4%)
- Career awareness (86.1%)
- Program of study (82.2%)
- Occupational courses (81.3%)
- Student support (77.9% for academic supports)



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Medium prevalence (40-75%)

- Work study (73.4%)
- Social skills (72.1%)
- Vocational education (60.2%)
- Inclusion in general education (55.8%)
- Student support (52.0% for employment supports)
- Self-care skills (46.8%)
- Paid employment (44.3%)



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Low prevalence (<40%)

- Travel skills (33.1%)



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Predictors we could not examine

No data:

- Goal setting
- Parent expectations
- Community experiences (all of CBTS is this)
- Transition program

Insufficient data

- Exit exam requirements/high school diploma status
- Self-determination/self-advocacy
- Youth autonomy/decision making



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