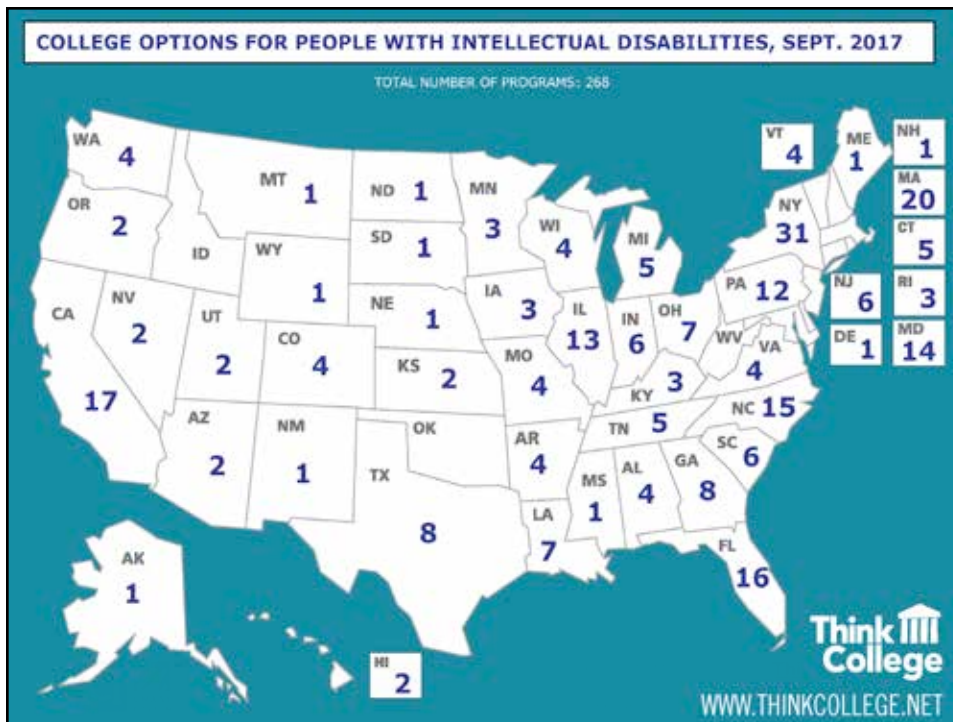


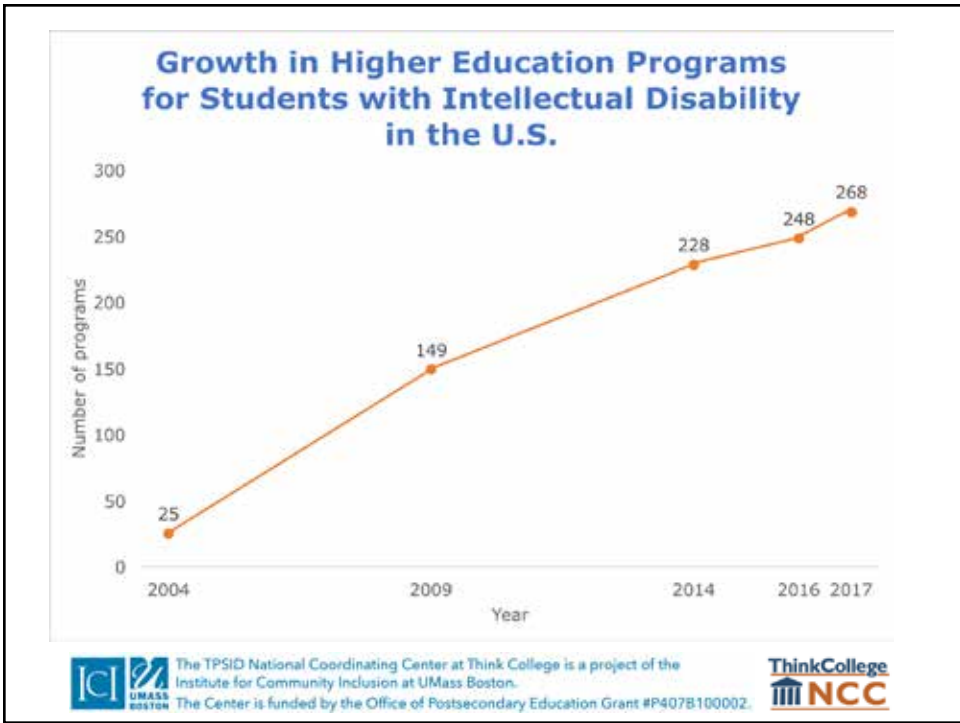


A Brighter Future: A National Picture of Higher Education for Students with Intellectual Disability

Meg Grigal, Debra Hart, and Clare Papay
Think College
Institute for Community Inclusion
University of Massachusetts Boston

DCDT 2017





Why is this important for transition professionals?

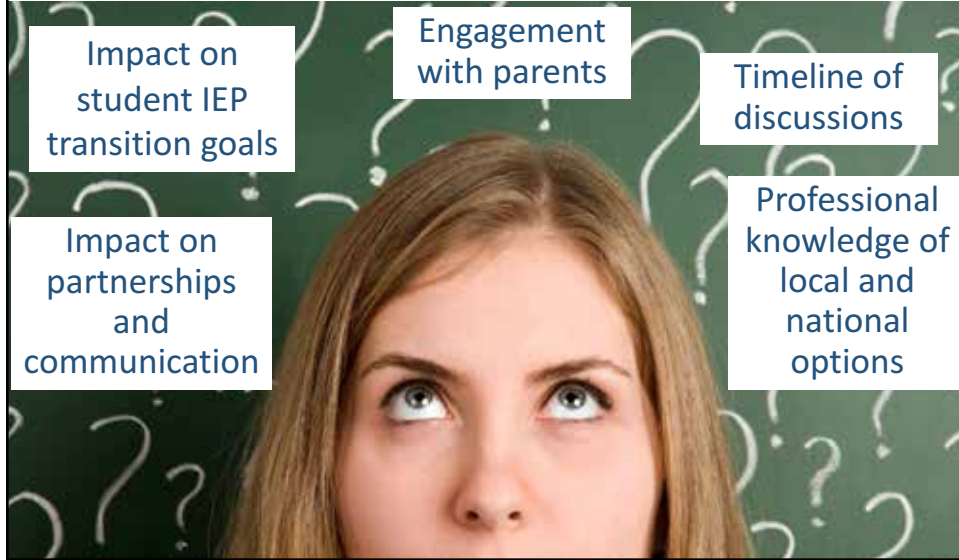
Impact on student IEP transition goals

Engagement with parents

Timeline of discussions

Impact on partnerships and communication

Professional knowledge of local and national options



 **ThinkCollege**
NATIONAL COORDINATING CENTER

Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs)

Data from 2010-2016



The TPSID National Coordinating Center at Think College is a project of the Institute for Community Inclusion at UMass Boston.

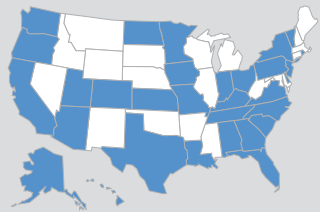
The Center is funded by the Office of Postsecondary Education Grant #P407B100002.



TPSID COHORT 1 & 2 (2010-2016)

More than 2,700 students served

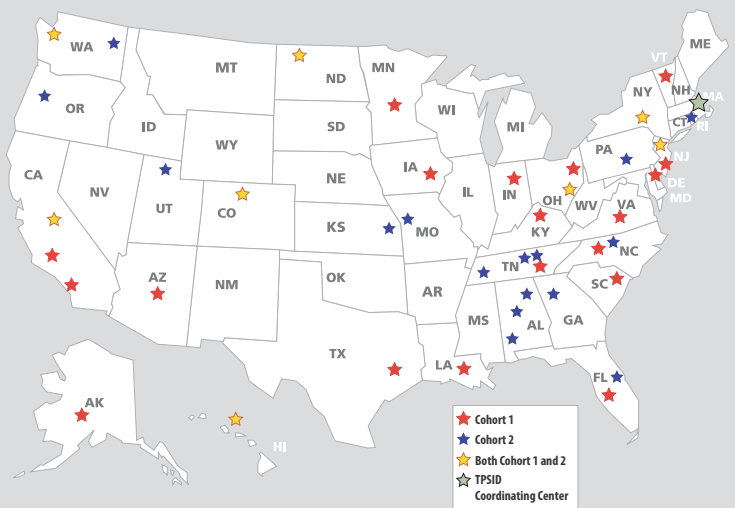
88 CAMPUSES 

31 STATES 

Changing Expectations. Increasing Opportunities.



TPSID 2010-2020 GRANTEES



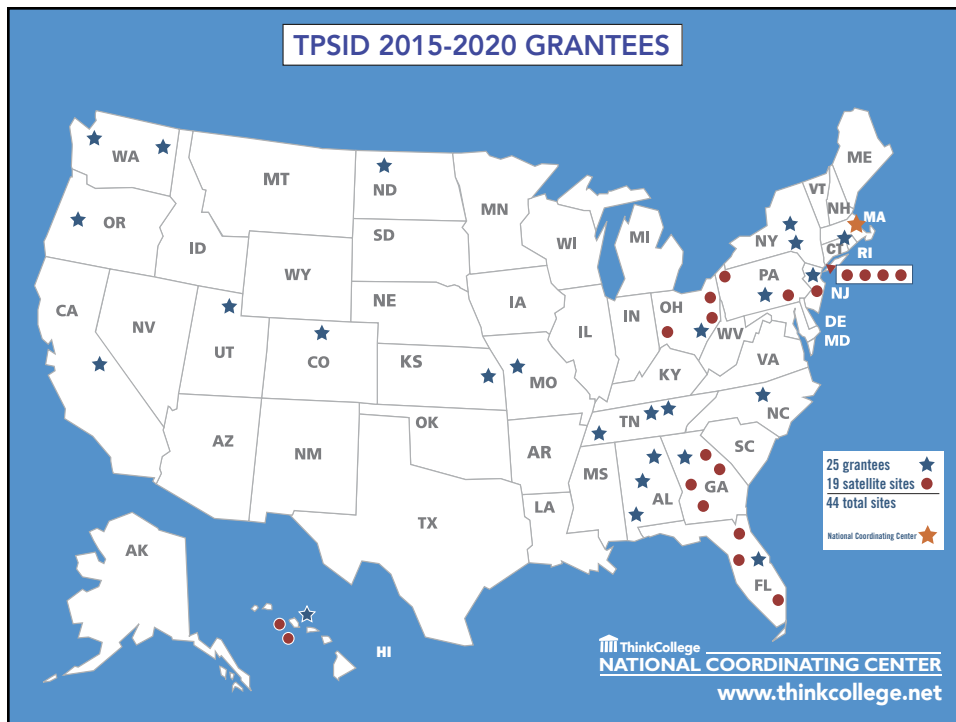
TPSID Cohort 1 & 2 Trend Data (2010-2016)

Changing Expectations. Increasing Opportunities.




Positive Impact of TPSIDs

- General public awareness
- Engagement with new institutions of higher education (IHEs)
- Generation of new state policies, funding, legislation
- Data verifying that students with ID *can* go to college




Cohort 2

PROGRAMS




- 25** grantees
- 44** Institutes of Higher Education (IHEs)
 - 10** 2-year IHEs
 - 34** 4-year IHEs
- 12** Comprehensive Transition Programs
- 15** serve transition - aged high school students



2015-2016 Data from TPSID Cohort 2 sites

Changing Expectations. Increasing Opportunities. 


Cohort 2


STUDENTS



- 449** STUDENTS
- MEDIAN AGE = 20**
STUDENT AGES RANGED FROM 16–42
- 59% MALE**  **41% FEMALE** 
- 31%:** percentage of students who were receiving special education services under IDEA.


2015-2016 Data from TPSID Cohort 2 sites

Changing Expectations. Increasing Opportunities. 




“So what?”


- Boosts awareness of federal aid access and increases IHE financial aid office engagement in CTP process
- Provides data on transitioning youth who are attending TPSID via college based transition programs
- Offers insights into range of services, level of inclusion and outcomes from 2 and 4 year IHEs



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CAMPUS MEMBERSHIP




78% of programs had students who joined campus organizations


17 of the 34 campuses that had residential options offered housing to students in the TPSID program

98% of students had an official student ID

2015-2016 Data from TPSID Cohort 2 sites

Changing Expectations. Increasing Opportunities.







"So what?"

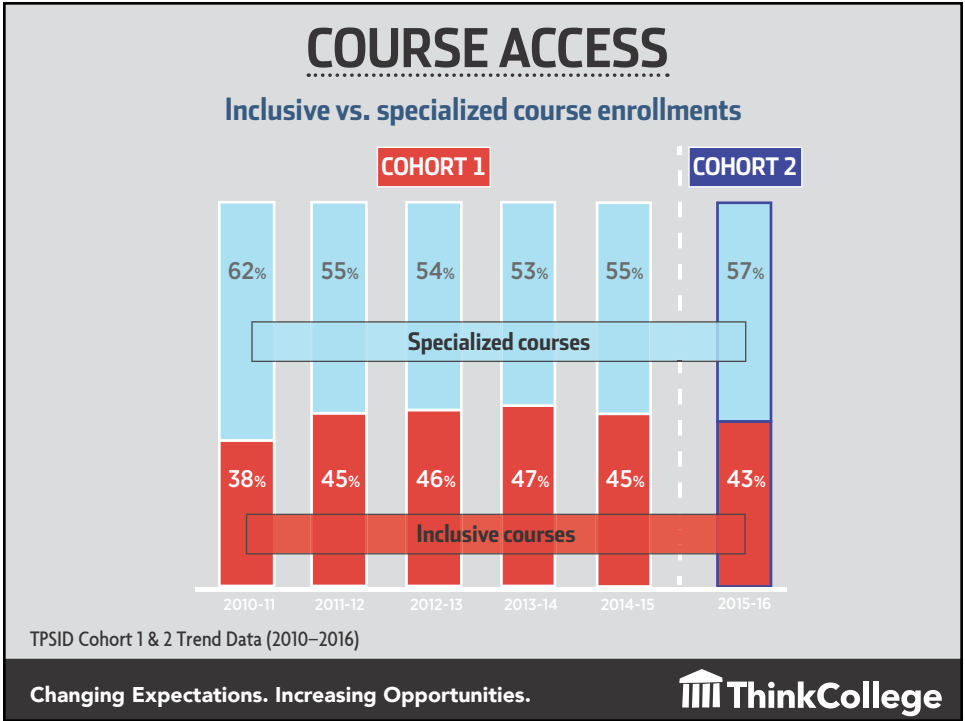
- Existing infrastructure is important!
 - Offers trained staff that understand policy, protocols, and systems that can be used or may need to be tweaked when trying to support engagement with students with ID

- Residential access offers opportunity to become full member of campus community and gain independence




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ACADEMICS




3 Average number academically inclusive courses students enrolled in per year

60% Percentage of students who received accommodations or supports from the disability services office

Students who attended programs that were more inclusive were significantly more likely to have a paid job while in the program than students who attended less inclusive programs.

(54.2% vs. 39.1%, $p = .002$)


2015-2016 Data from TPSID Cohort 2 sites

Changing Expectations. Increasing Opportunities. 


→

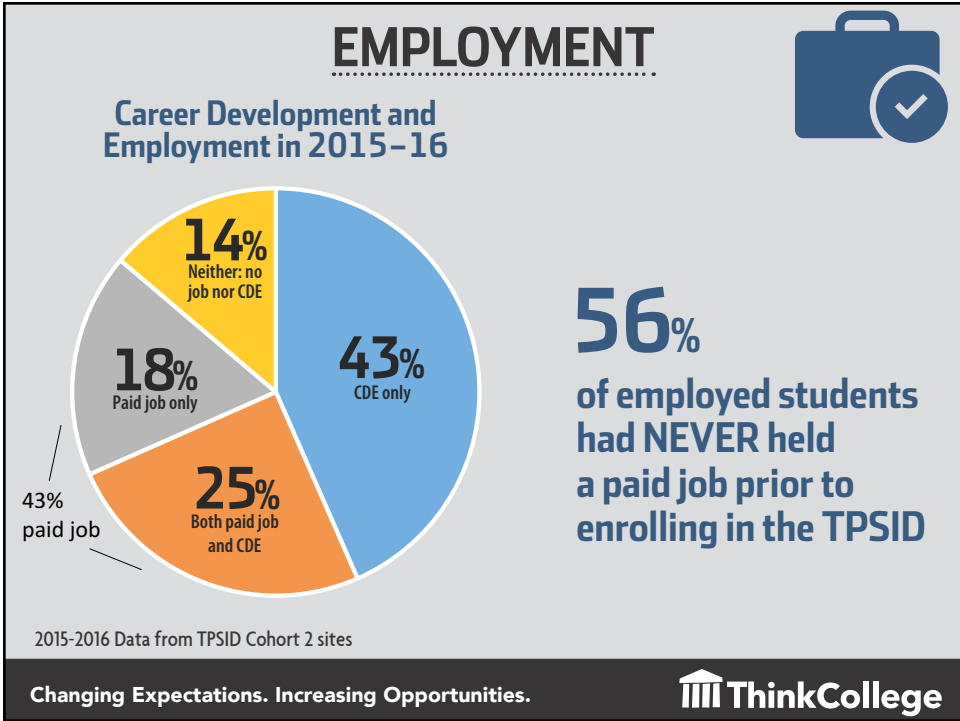
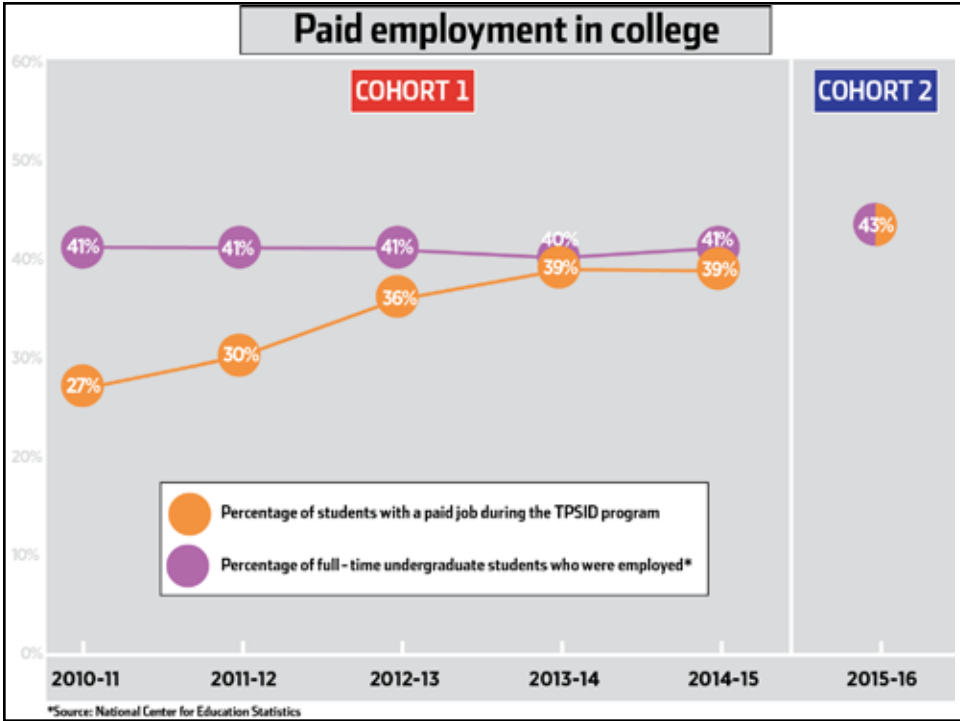
“So what?”

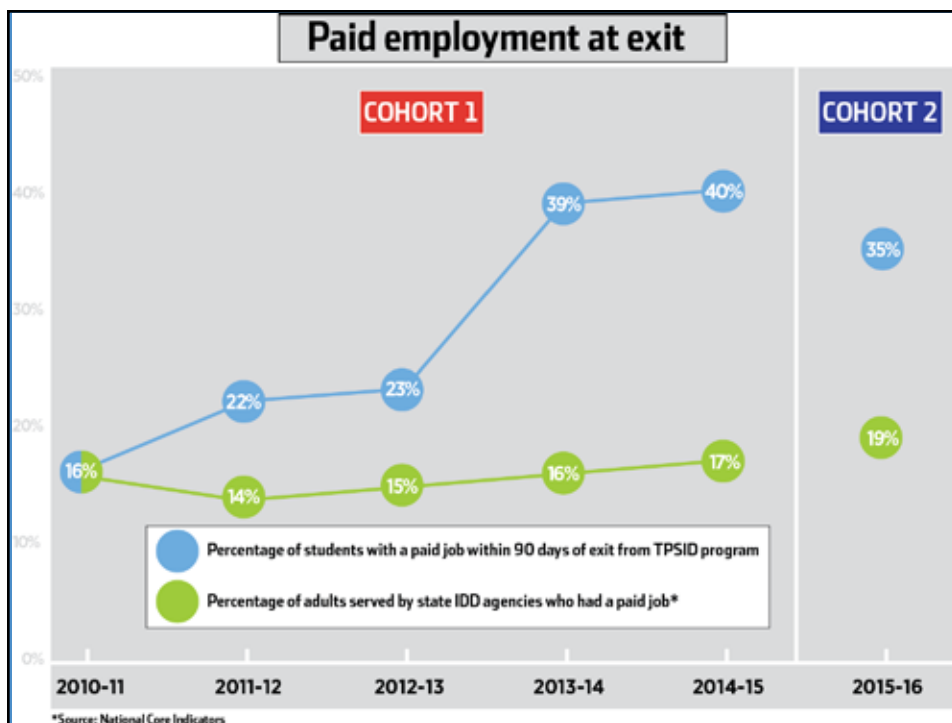
- Raises more questions:
- What are student looking for in terms of academic skills?
- What are colleges offering?
- How does this impact our transition plans
- College access during how school
 - How is it addressed?
 - Could we do more?



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Mixed message on employment

- Paid jobs are increasing
- Demonstrates students can take classes and work
- Demonstrates student can hold internships and paid work simultaneously
- Cohort 2 YR1 (2015) employment rate is 59% higher than Cohort 1 YR1 (2010)

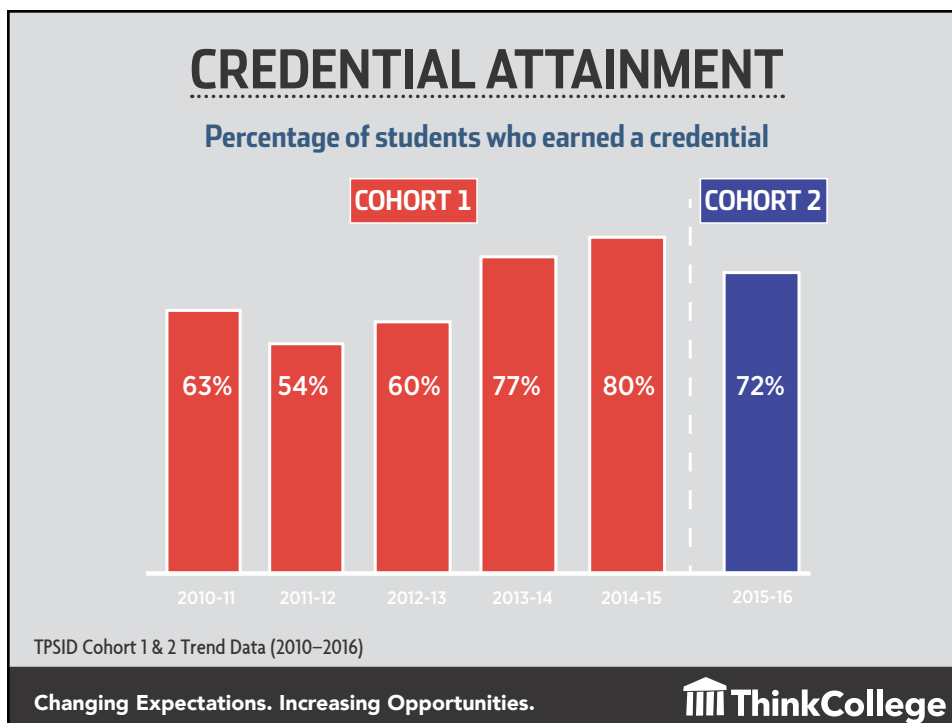


- College programs must address gaps in previous programming
- Staff need training/support/supervision on job development/support
- Overreliance on job tryouts
- Under emphasis on paid employment
- Need to identify whose job it is and hold them and the system accountable.



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“So what?”

- It matters what students with ID get out of college
- Think about:
 - What does everyone else get out of college?
 - How do other colleges view the credential?
 - How do employers view the credential?
 - What should you tell parents/students about the credential?

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Final thoughts

TPSIDs have provided opportunities for many students with ID to go to college

There have been great advances in inclusive course access, campus membership, and credentials

Students with ID can work while they go to college but there is room for improvement in the supports offered by programs

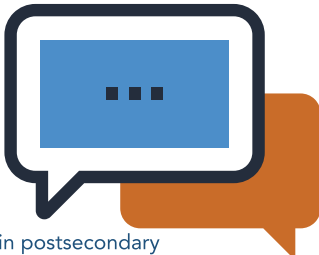
Students and families need information and resources from transition professionals to prepare for and locate opportunities



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Join Think College Conversations



Connect online with others interested in postsecondary education for students with intellectual disabilities.

To learn more and sign up, visit

www.thinkcollege.net/convos

Questions? Contact Rebecca Lazo at rebecca.lazo@umb.edu



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