



New Developments Supporting Best Practice

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NATIONAL COORDINATING CENTER

Past, Present & Future

1995-2000

- Few higher education options
- No legislation
- First funding
- No research/data
- Low-to-no demand
- Little knowledge

2000-2007

- Increase # higher education options
- Funding (OSEP)
- Baseline awareness
- No legislation
- First national program database (NIDILRR, 2003)

2008-2009

- Higher Education Opportunities Act - Students w/ID
- Comprehensive Transition Program
- Federal Financial Aid
- Model Demo's & NCC
- Funding (NIDILRR & AIDD)

**Think III
College**

Past, Present & Future

2010 -2015

- 27 Model demo/TPSID
- National Coord Ctr
- NCC evaluation system
- Provision of TTA
- 64 CTPs
- Federal Financial Aid
- Draft Accreditation Standards

2015-2019

- 25 new TPSIDs
- Data on 3,000+ students
- 259 PSE programs
- 99 CTPs / 28 states
- Increased demand
- Body of knowledge
- Pilot Accreditation
- Reauthorize HEA

2020 +

- Increasing awareness & access
- Inclusivity & authenticity
- Competitive Integrated Employment
- Accreditation
- Credentialing
- Professional Develop.
- Sustainability

Think  College

New Connections



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.



WIOA-Vocational Rehabilitation

- Updated Staffing/TA provision
- New publications
- Updated evaluation tool
- Working with WINTAC and RRTC on VR/Youth
- Exploring new policy issues



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Reaching New Audiences



NTACT
National Technical Assistance Center on Transition



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Other developments....



Addressing the Policy Tangle: Students with Intellectual Disability and the Path to Postsecondary Education, Employment and Community Living

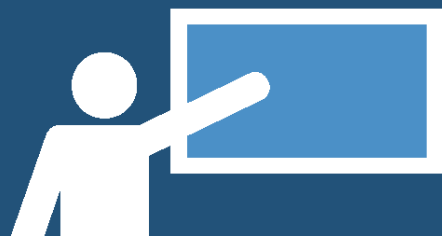


Inclusive Higher Education Committee



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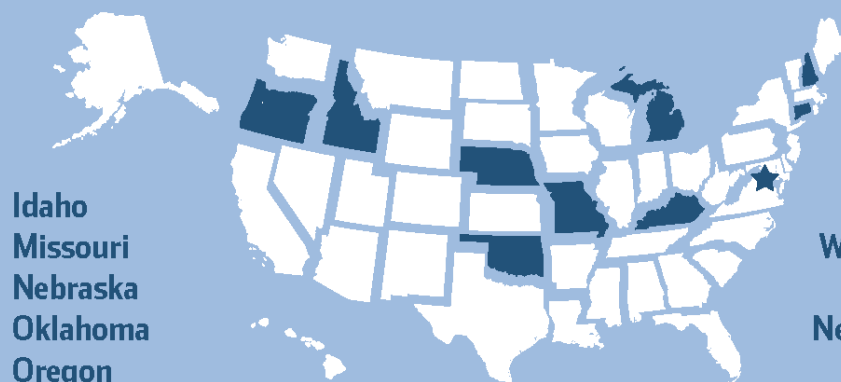
TRAINING

56

**Conference
Presentations**



11 Strategic Capacity Building
Events in 10 states



11 Webinars

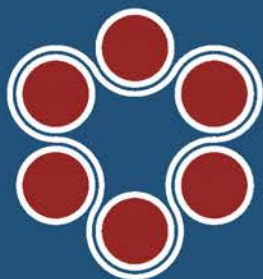




OUTREACH

10

Affinity Group
Meetings



Average monthly
visitors to
thinkcollege.net

8,400

Most used resource:
College Search



4,719



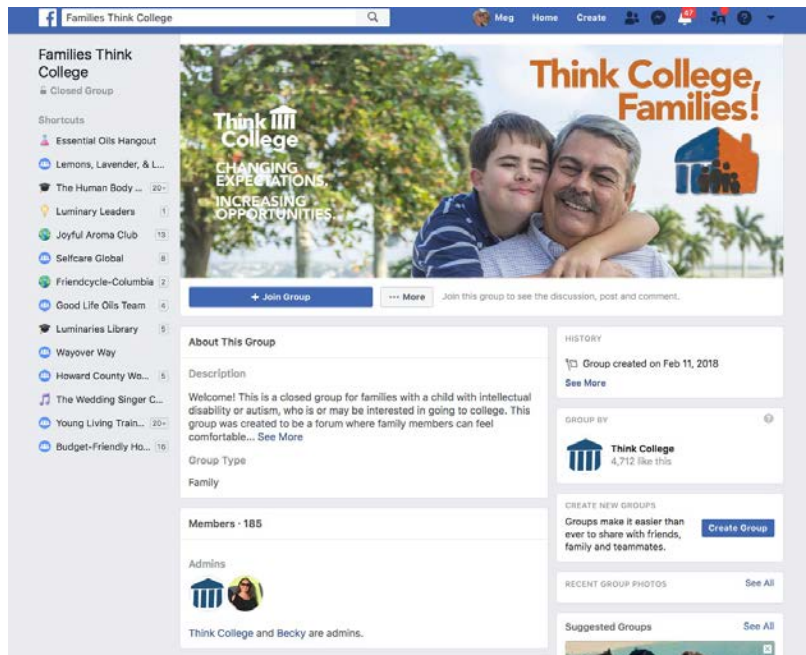
Mailing List

4,680



Facebook Followers

Resources for Families



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[About](#)
[TPSID](#)

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Family Resources

What is Think College?

As the parent or family member of a young adult with intellectual disabilities, you may have heard a bit about Think College or seen videos or articles describing how students with Down syndrome and other intellectual disabilities are attending colleges and universities all over the United States.

But if you are like many parents we talk to, you have a lot of questions. We put this page together to respond to the most frequently asked questions and address some of the most important topics related to postsecondary education options for students with intellectual disabilities.

If you have questions after reviewing these resources, feel free to contact us at thinkcollege@tmail.com. We love talking to families and students!

Is College Possible?

These resources illustrate students with ID accessing college.

- Read some [Think College Stories](#) that share the perspectives of successful college students with intellectual disability.
- This [Think College Learn module](#) describes college options, identifies how college is different from high school, discusses the changing role of families once students are in college, and offers strategies for families and students on how they may navigate those differences. The module also outlines ways to prepare for college and how to choose a college that will be a good fit.

How to Prepare

Students in middle school and high school can be working on preparing for college!

- Suggested IEP Goals that help students get ready for college
- Suggestions for Parents to help students prepare for college
- Twenty Powerful Strategies to prepare for college
- Use this [Foundation Skills Tool for College and Career Learning Tool](#) to help your son or daughter to prepare for college.

What is Needed?

- Documentation of disability
- Evaluations that show support needs

What students do **NOT** need is a regular high school diploma or SAT or ACT scores.



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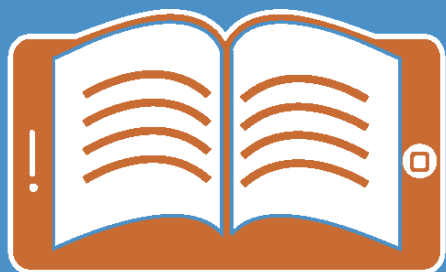
Serving the field since 2016:

- 1552 requests for assistance
- 2598 responses
- 959 customers helped



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PUBLISHING

31

**Think College
Publications**



3



**Peer-reviewed
Journal Articles**

5



**Book Chapters
(in 3 books)**



Grab and Go Practices

The Grab and Go series summarizes best practices for coaches and mentors who support dually enrolled students with intellectual disability on college campuses. Addressing a range of topics relevant to dual enrollment, these handouts are meant to be easy to read, practical publications with information that education and employment professionals can easily implement.



How to Think College

A short, accessible publication with a focus on action. It might be a checklist, set of tips, a template, or other steps that you can put into practice right away.



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AHEAD

Association on
Higher Education
And Disability®



Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education



The Think College Standards identify and validate practices that help to create, expand, or enhance high-quality, inclusive postsecondary education that supports positive outcomes for individuals with ID.

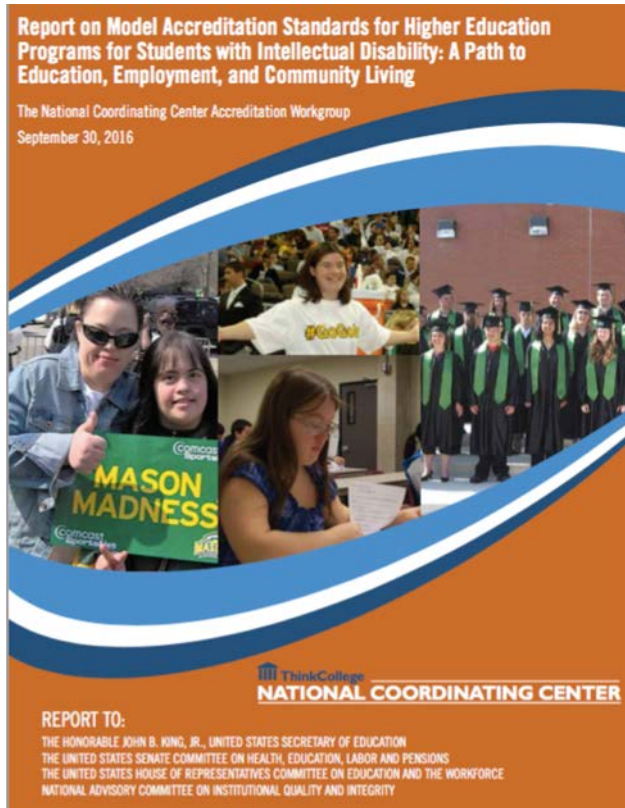
Click to read more, listen to a presentation on the Standards, and download the Standards Implementation Scale.



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Accreditation



- Model Standards developed
- Submitted to Congress
- Piloting Accreditation process
Fall & Winter 2018-19

<https://thinkcollege.net/resource/accreditation-and-credentials/report-model-accreditation-standards-higher-education>



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Better information leads to positive changes

- Federal Policy changes
- State policy & scholarship changes
- Increase # of CTPs
- Increased interest from parents/students/IHEs/LEAs



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Reflecting on our practice



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Predictors of Employment in Program



Positive predictor

- Number of years attended



Negative Predictor

- Number of specialized courses



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What DIDN'T predict paid employment?

Unpaid career development experiences was not found to be a significant predictor of students obtaining paid employment during the program.



PREDICTORS OF PAID EMPLOMENT



- Paid work prior to enrollment
- Paid work while enrolled
- Earning a credential awarded by the IHE



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Paid work predicts paid work!!!



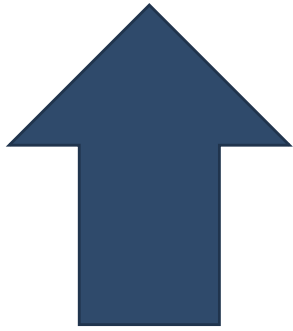
Students who obtained a paid job while enrolled were almost 15 times more likely to have a paid job at exit than those who did not.



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Predictors of Inclusive Courses



Positive predictors

- Access to regular advising
- Access to official transcript
- Paid job



Negative predictor

- Specialized Courses



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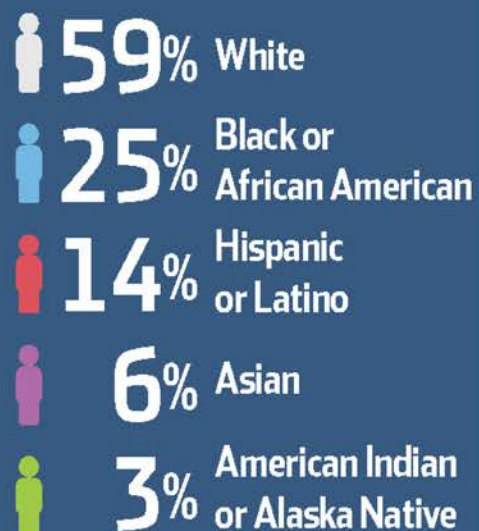
FOLLOW-UP DATA: STUDENT OUTCOMES



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RACE/ETHNICITY



DEMOGRAPHICS



37%
FEMALE



63%
MALE

AGE

median
=22

range
=19-40

under 30
=94%



Outcome Findings

N=155

Students completing TPSID 2015–16 and 2016–17



EDUCATION

23%



of graduates are



pursuing further education



Outcome Findings

N=155

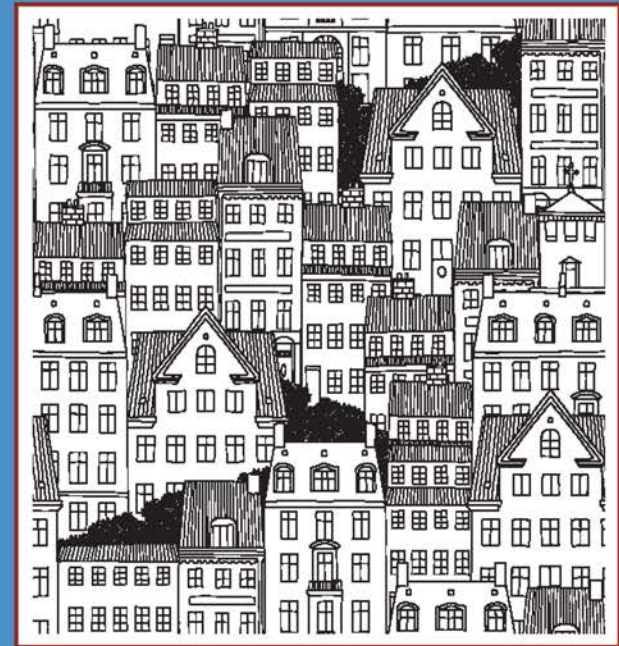
Students completing TPSID 2015–16 and 2016–17



INDEPENDENT LIVING

31%
of graduates are

living away from family





EMPLOYMENT

65% (N=100)
of those who
completed a
TPSID program
had a paid job one
year after exit.

**PAID
JOB**



In comparison,

17%
of adults with
developmental
disabilities in the
general population
had a paid job in
the community in
2014–2015*.

Source: National Core Indicators, 2017

*2014–2015 is the most recent year for
which data are available

32% (N=49)
were not working.

These students reported
they were doing other
things such as...

- Looking for work (N=28)
- attending postsecondary education at a non-TPSID program (N=19)
- doing unpaid career development activities (N=25)



Outcome Findings

N=155

Students completing TPSID 2015–16 and 2016–17



SOCIAL LIFE

satisfied or very
satisfied with
their social life

=90.5% 

(this excludes 19 students who did not answer this question)



In comparison,

40%

of adults with
developmental
disabilities report
feeling lonely



Our Continuing Mission

- Increase Knowledge
- Create opportunity
- Document growth
- Reflect on progress
- Ensure accountability



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