Dreaming Beyond High School:

Supporting Students with Intellectual Disability and Their Families to Navigate Inclusive Postsecondary Education

2026 Chance to Parent Conference
Phoenix, Arizona

Lyndsey Nunes, Ph.D., MPH   **Sarah Lamb, M.Ed**

WHAT COMES AFTER HIGH SCHOOL FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITY (IDD)?

In 2022…

- There were more than 420,000 school age students with ID in the United States
- Fewer than 2% are likely to attend college after high school

(National Core Indicators, 2022)

Students with ID attending college 2%

Students with ID who do not attend college 98%
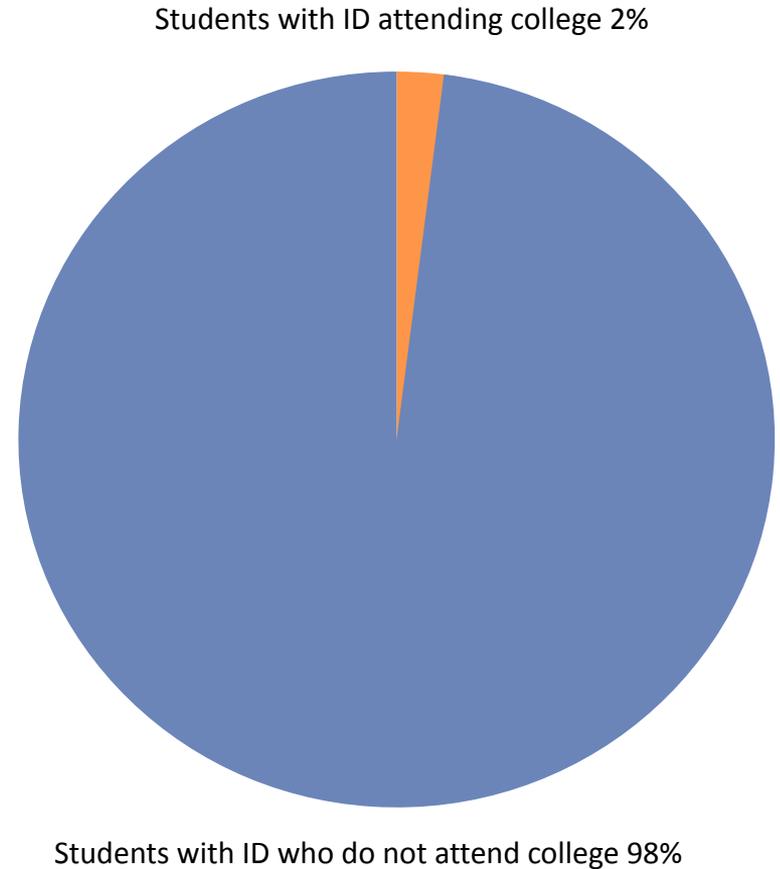
For the 98% of adults with ID who don't go to college - *the current reality*

- Only 15% have paid employment in the community[1]

- 42% attend a day program or sheltered workshop[1]

- 44% report they often or sometimes feel lonely[1]

- 29.3% live below the poverty line[2]
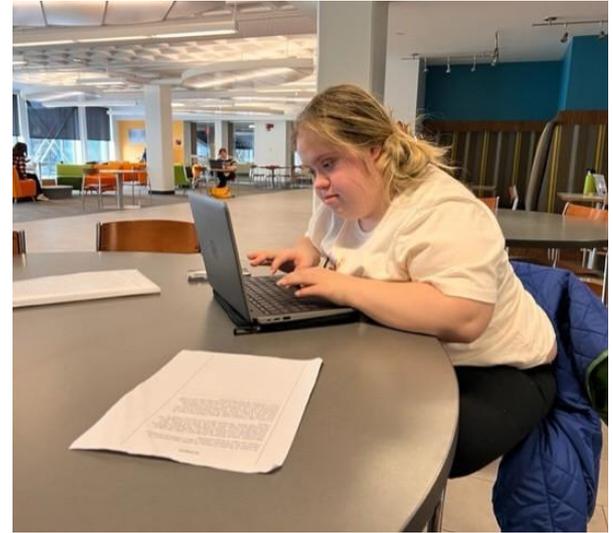
1. National Core Indicators, 2022
2. Winsor et al., 2022

For the 2% who attend postsecondary education, the outcomes are promising...

- 59% find competitive, integrated employment 1 year after exit[3]

- 51% earned higher wages than those who did not access postsecondary education[4]

- 87% of students were enrolled in a credential program[3]*

- 100% of programs provided peer mentor support to students[3]*

3. Grigal et al., 2022,
4. Smith et al., 2018
*based on TPSID model demonstration sites, not representative of all programs in the US

Expectations

- Youth with disabilities are significantly less likely to expect to obtain postsecondary education than youth without disabilities (76% vs. 94%)

  - 50 percent of youth with intellectual disability

  - 60 percent of youth with multiple disabilities

- Parents of youth with disabilities have lower expectations for PSE for their children than parents of youth without disabilities (61% vs. 90%)

  - Across all disability groups

  - Lowest expectations for youth with intellectual disability (32%)

(NLTS 2012 - Lipscomb et al., 2017)
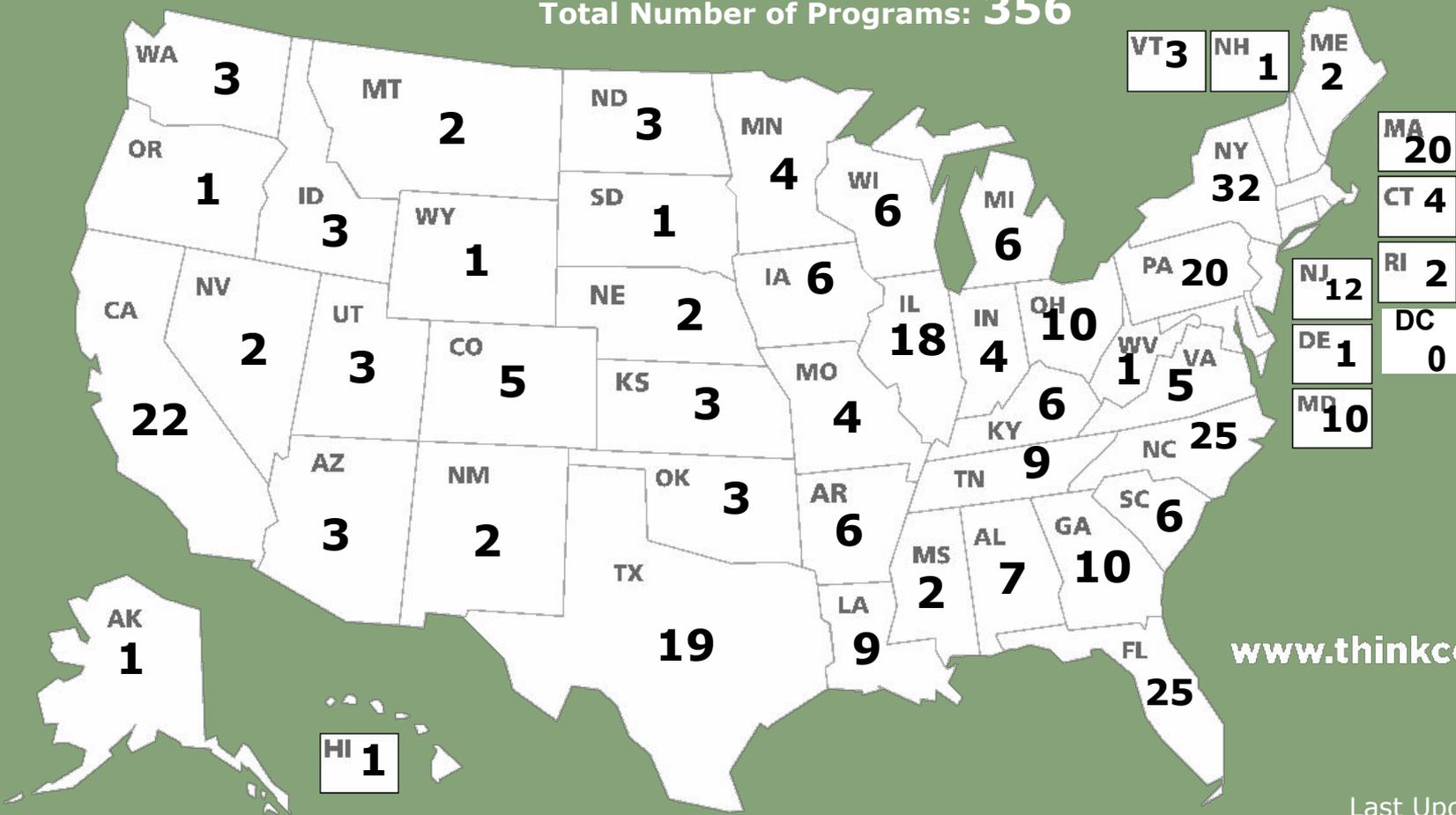
WHAT IS IPSE?

Think college, Think Higher

Landscape of Inclusive Postsecondary Education

College Options for Students with Intellectual Disability, February 2025

Total Number of Programs: 356

WA 3
MT 2
ND 3
MN 4
WI 6
MI 6
NY 32
VT 3
NH 1
ME 2
MA 20
CT 4
RI 2
OR 1
ID 3
WY 1
SD 1
IA 6
IL 18
IN 4
OH 10
PA 20
NJ 12
DE 1
DC 0
CA 22
NV 2
UT 3
CO 5
NE 2
KS 3
MO 4
KY 6
WV 1
VA 5
MD 10
AZ 3
NM 2
OK 3
AR 6
TN 9
NC 25
SC 6
TX 19
LA 9
MS 2
AL 7
GA 10
FL 25
AK 1
HI 1

Think College

www.thinkcollege.net

Last Updated: 2/17/25

Why Accreditation Matters for Inclusive Higher Education

Inclusive Higher Ed Program Accreditation:

Validates and strengthens program quality

Provides a comparative measure for informed decision-making

Builds confidence in policies, procedures, and student supports

Promotes continuous quality improvement

Why IHEAC Was Created	Leadership & Early Impact	Pilot Sites
IHEA COUNCIL Inclusive Higher Education Accreditation ✔ Independent nonprofit (501(c)(3)) accrediting agency ✔ Advances standards-based quality programming ✔ Determines the accreditation status of programs	✔ Founded by national leaders in inclusive higher education and parent advocates ✔ Five programs completed the pilot site process:	**<u>Accredited Programs</u>** **Virginia Commonwealth University** ACE-IT in College **University of Colorado Colorado Springs** Office of Inclusive Services **University of Alabama** CrossingPoints Tier 3 Program **Western Carolina University** UP Program **<u>Awarded Candidacy Status</u>** **University of South Florida** UMatter Program

Student Experience

- Enrolling in college courses for credit or audit
- Internships/work study
- Paid jobs (on/off campus)
- Campus Life/Organizations
- Learning to live in(ter)dependently

Academics

- Students may enroll in college courses for credit or audit.

- If auditing, modifications are allowed.

- Tutoring services are made available.

- Students may have specialized classes just for students in the program.

Courses

- Align with long-term employment goals
- Person Centered Planning
- Advising w/WIPSE staff
- 1-2 courses per semester (credit or audit)
- Accommodations/Modifications (if taken for credit only WSU approved accommodations allowed, no modifications)
- Ed Coach support in and out of class
- Course restrictions: pre-reqs, major only, etc.
- Follow college schedule (attend during February/April vacations)
- Program provides books and materials
- Follow campus *Student Code of Conduct* in and out of class

Community on Campus

- Social support from peer mentors
- Participating in campus organizations
- Student government
- Greek life
- Intramural Sports
- Developing independence on campus
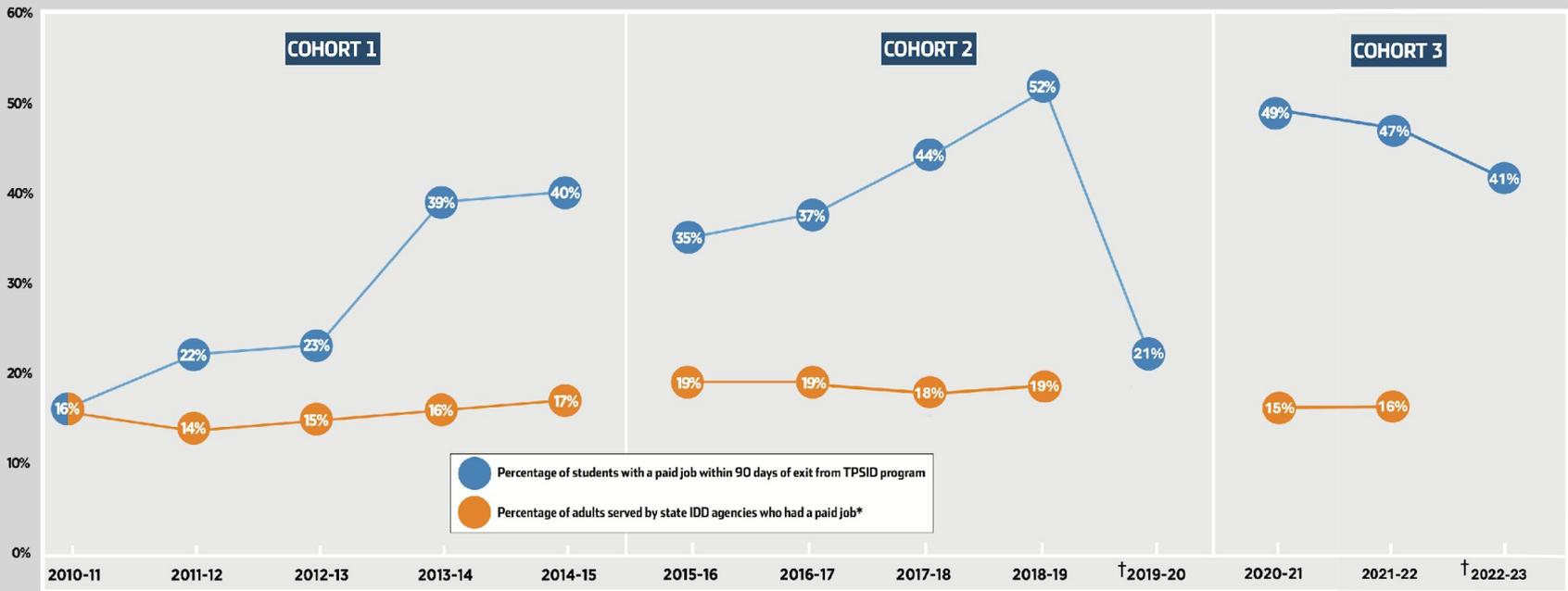
Housing

- Residence Halls/On-Campus Housing
  - Sometimes with another student in the program
  - Sometimes with a student outside of the program
  - Supports based on the needs of students
  - Some expectation for independent skills is typical

- Off-Campus Housing
  - A house or apartment complex with other students in the program

Employment

- Career development activities

- Internships/work study

- Paid jobs on and off campus

- Support to find paid work after graduation

PAID EMPLOYMENT AT EXIT

COHORT 1

COHORT 2

COHORT 3

- 16%, 22%, 23%, 39%, 40% (blue)
- 16%, 14%, 15%, 16%, 17% (orange)
- 35%, 37%, 44%, 52%, 21% (blue)
- 19%, 19%, 18%, 19% (orange)
- 49%, 47%, 41% (blue)
- 15%, 16% (orange)

● Percentage of students with a paid job within 90 days of exit from TPSID program

● Percentage of adults served by state IDD agencies who had a paid job*

2010-11 · 2011-12 · 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17 · 2017-18 · 2018-19 · †2019-20 · 2020-21 · 2021-22 · †2022-23

*National Core Indicators   † Data not collected or available yet

Changing Expectations. Increasing Opportunities.

ICI ThinkCollege
NATIONAL COORDINATING CENTER
INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Why include students with ID in college?

- Broader array of learning opportunities
- Career-related topics
- Supports the growth of academic skills
- Engagement with college peers
- Helps instructors build capacity and responsiveness to all students
- Exposes peers to diverse students
- It's where the college students are

So, who gets to go to college?

Who is the *ideal* college candidate with a disability?

- Academically prepared

- Strong self advocate

- Clear understanding of accommodations needs

- Financially secure

- Clear career goals

- Strong family support system

Who is the *real* college student?

- Not academically prepared
  - four in 10 high school graduates are required to take remedial courses when they start college.
  - 29% of students at 4-year schools
  - 41% of students at 2-year schools (Ross et al. NCES, August 2012)
- Has financial need
  - Most common reason for leaving college – Cost
  - Males (40%); Females (23%)
- Vague or no career goals

Who is the *real* college student?

- Lack self advocacy skills/self-knowledge
- Wanting to establish an identity without disability
- Lack of understanding of accommodation
  - Needs
  - Availability
  - Process
- Fear of stigma

(Lightner et al., 2012; Getzel & Thoma, 2008; Denhart, 2008; Salzer et al., 2008)

LET'S TAKE A CLOSER LOOK

Massachusetts Inclusive Higher Education

Massachusetts Inclusive Postsecondary Education (MAIPSE)

The MAIPSE initiative funds public institutes of higher education that wish to initiate a MAIPSE program that is designed to offer inclusive college options for students identified as having an intellectual disability, autism, or developmental disability.

MAIPSE Components

- Inclusive academics
- Inclusive college life
- Person-centered planning
- Employment & workforce development
- Coordinator & Employment Specialist
- Possibly Ed Coaches
- Partnership Leadership Team
- Family engagement
- Campus buy-in
- Sustainability and scalability

Massachusetts Advocates for Children

Organizesd statewide stakeholder group to review status of transition services and innovative practices. Results in legislative advocacy for inclusive dual enrollment opportunities for transition-aged students with high intensity needs.

8 public IHEs
20 partner school districts
Supported 31 eligible transition-aged students with intellectual disability

College-Based Transition Services

Institute for Community Inclusion receives federal funding to determine what makes up critical components of college-based transition services. Project staff collaborate with partners from HCC, WSU, and BSU to discuss and revise implementation.

LANDMARK LEGISLATION

MAICEI was codified in statute. Renamed Massachusetts Inclusive Postsecondary Education Initiative (MAIPSE)

MAIPSE Regulations approved!

| 2005 | 2006 | 2007 | 2011 | 2015 | 2021 | 2022 | 2023 | 2025 |

MA State Legislators pass Chapter 182 of the Acts of 2008 Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities to offer inclusive concurrent enrollment opportunities to students identified with intellectual disability.

Chapter 68 of the Acts of 2011 introduces several new features to the Inclusive Concurrent Enrollment line item to address sustainability, best practices, parent engagement, employment and tuition waivers.

More than 2,500 students had participated in MAICEI since 2007!

Implementation of MAIPSE continued with guidance and regulations development. All Massachusetts public colleges and universities are required to establish guidelines to support eligible students.

2025–2026 COLLEGE PARTNERSHIPS

CREATING HIGHER ED OPPORTUNITIES FOR STUDENTS WITH ID, ASD, AND OTHER DD

First-of-its-kind law improves college access for students with autism, intellectual disabilities

By **Jenna Russell** Globe Staff, Updated August 7, 2022, 4:26 p.m.

Provisions <u>remove</u> barriers precluding persons with ID and autism from participating in state colleges and universities.

Provisions <u>ensure</u> state colleges and universities establish guidelines governing selection of individuals with ID and autism as well as course selection.

Inclusive Concurrent Enrollment Partnerships for Students with Disabilities

Holyoke Community College
- Agawam/ Willie Ross School for the Deaf
- Belchertown Public Schools
- Monson Public Schools
- Springfield/ Willie Ross School for the Deaf
- South Hadley Public Schools
- Ware Public Schools
- Westfield Public Schools

Mount Wachusett Community College
- Ashburnham-Westminster Reg. School District
- Fitchburg Public Schools
- Gardner Public Schools
- Leominster Public Schools
- Narragansett Regional Public Schools
- Ralph C. Mahar Regional Schools

UMass Boston/Bunker Hill Community College/Roxbury Community College
- Boston Public Schools (Madison Park, Academy of Public Service, Noonan Business Academy, Charlestown High School)
- Quincy Public Schools

Bristol Community College
- Fall River Public Schools
- Old Rochester Public Schools
- Somerset Public Schools
- Seekonk Public Schools
- Taunton Public Schools

2006-2007

Quinsigamond Community College
- Berlin–Boylston Public Schools
- Leicester Public Schools
- Millbury Public Schools
- West Boylston Public Schools
- Worcester Public Schools

MassBay Community College (Wellesley Hills Campus)
- Boston Public Schools
- Needham Public Schools
- Newton Public Schools
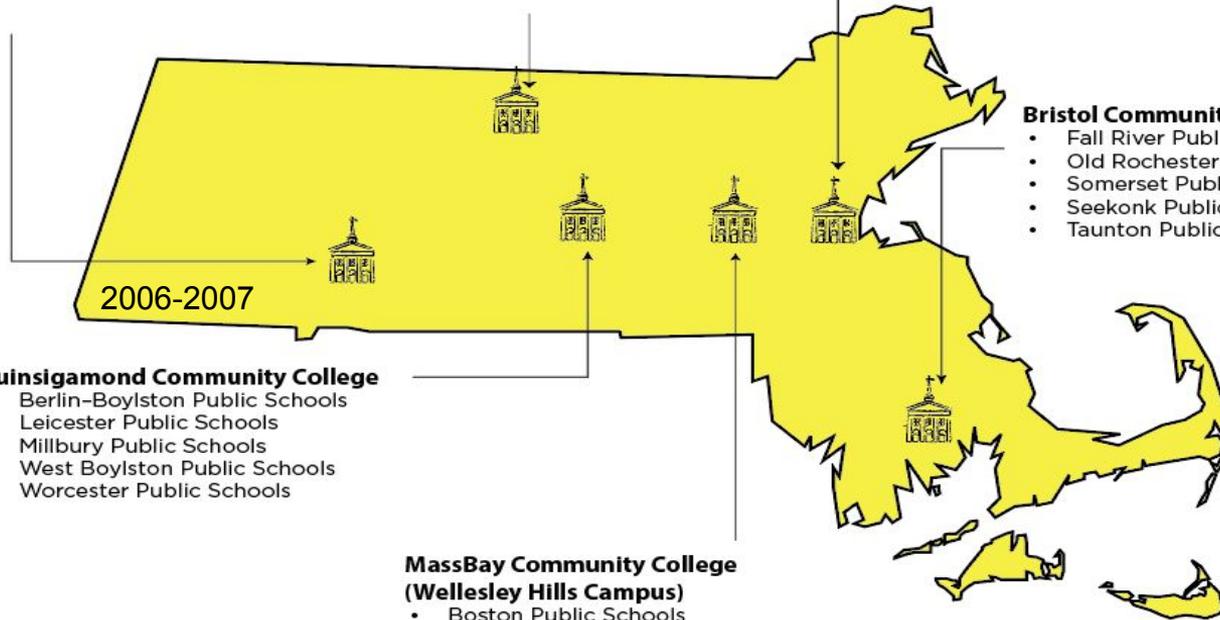
Massachusetts Inclusive College Partnerships

Westfield State University
Amherst-Pelham Regional School District
Chicopee Public Schools
Gateway Regional School District
Ludlow Public Schools
Southwick-Tolland-Granville
  Regional School District
Westfield Public Schools

UMass Amherst
Amherst–Pelham Regional High School (Amherst)
Frontier Regional and Union #38 (South Deerfield)
Hadley Public Schools (Hopkins Academy)

2013-2014

Holyoke Community College
Agawam Public Schools
Belchertown Public Schools
East Longmeadow Public Schools
Hampshire Regional School District
South Hadley Public Schools
Ware Public Schools
Westfield Public Schools

MassBay Community College (Wellesley Hills Campus)
Cambridge Public Schools
Needham Public Schools
Newton Public Schools
Wellesley Public Schools
Weston Public Schools

Bunker Hill Community College
Boston Public Schools
Chelsea Public Schools
Quincy Public Schools

Roxbury Community College
Boston Public Schools
Chelsea Public Schools
Everett Public Schools
Revere Public Schools
Saugus Public Schools

UMass Boston
Boston Public Schools
Braintree Public Schools

Middlesex Community College
Merrimack Special Education Collaborative
LABBB Collaborative
Bedford Public Schools

Cape Cod Community College
Barnstable Public Schools
Bourne Public Schools
Cape Cod Collaborative
Dennis-Yarmouth Public Schools
Mashpee Public Schools
Monomoy Public Schools

Bridgewater State University
Bridgewater-Raynham Regional School District
Brockton Public Schools
Carver Public Schools
Cohasset Public Schools
Dighton-Rehoboth Regional
Easton Public Schools
Hanover Public Schools
Mansfield Public Schools
Marshfield Public Schools
North Attleboro Public Schools
Old Rochester Regional School District
Pembroke Public Schools
Silver Lake Regional School District
Southeastern Regional
Weymouth Public Schools
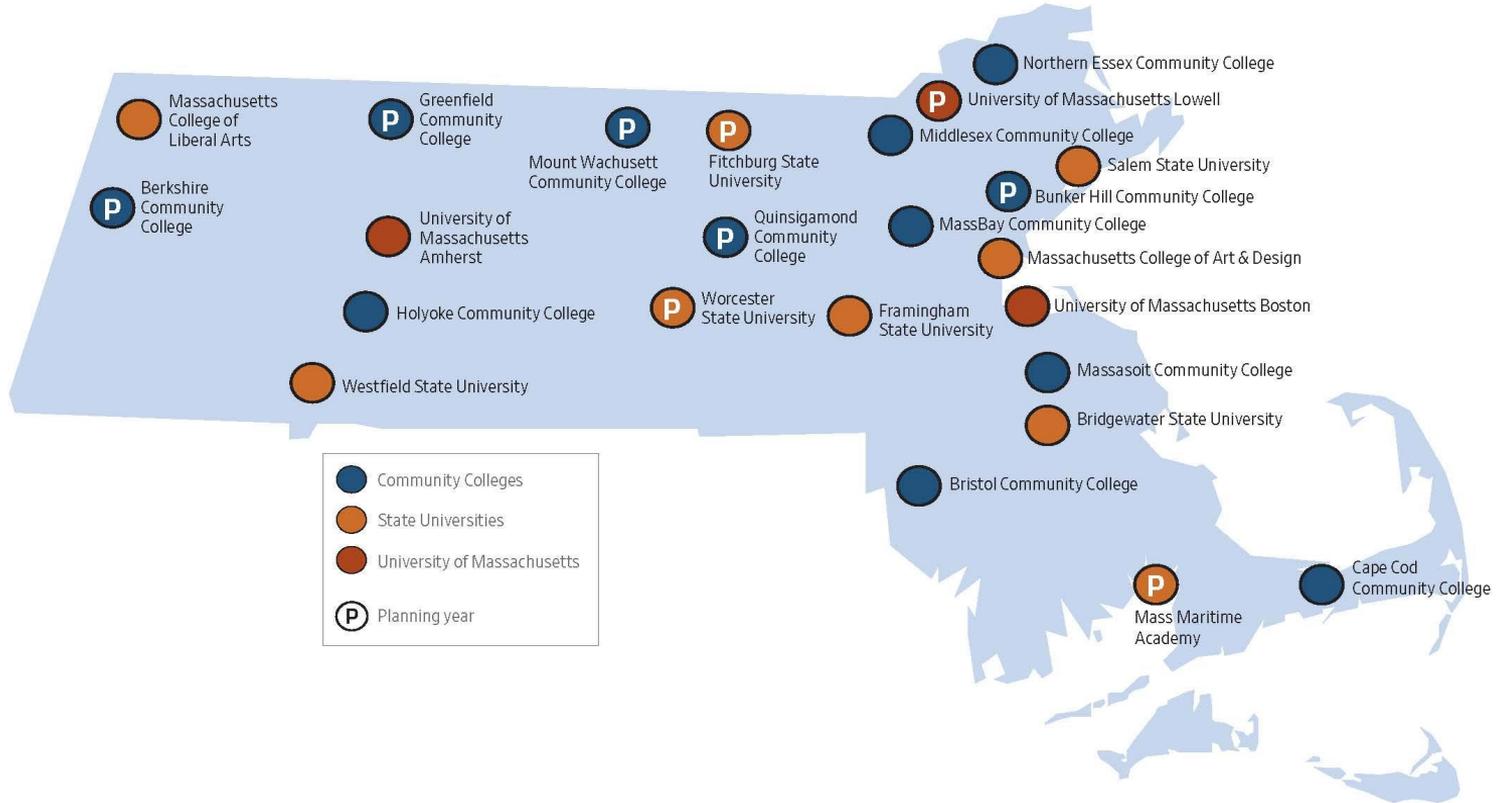Whitman-Hanson Regional Schools

Currently funded with state appropriated funds for ICE partnerships

Independently sustaining partnership

Massachusetts Inclusive Postsecondary Education MAIPSE

2025–2026 COLLEGE PARTNERSHIPS

Northern Essex Community College

Massachusetts College of Liberal Arts

Greenfield Community College

Mount Wachusett Community College

Fitchburg State University

University of Massachusetts Lowell

Middlesex Community College

Salem State University

Berkshire Community College

University of Massachusetts Amherst

Quinsigamond Community College

Bunker Hill Community College

MassBay Community College

Massachusetts College of Art & Design

Holyoke Community College

Worcester State University

Framingham State University

University of Massachusetts Boston

Westfield State University

Massasoit Community College

Bridgewater State University

Bristol Community College

Mass Maritime Academy

Cape Cod Community College

Legend:
- Community Colleges
- State Universities
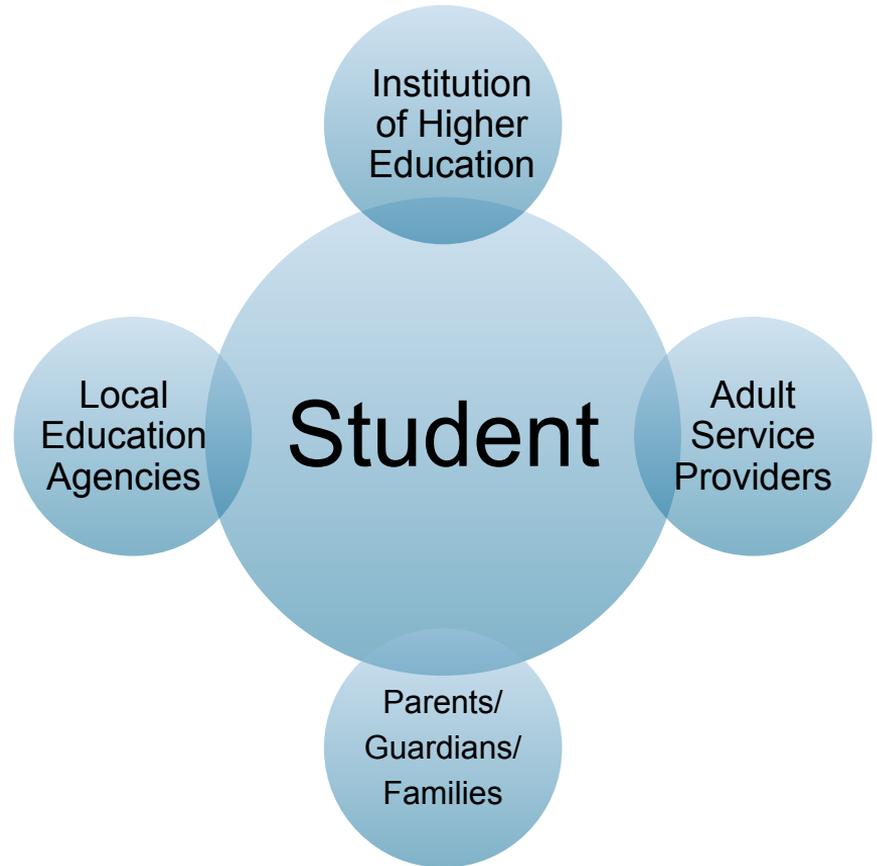- University of Massachusetts
- P Planning year

College-Based Transition Services

Students 18-22 with ID/DD or autism receiving transition services and dually enrolled in college.
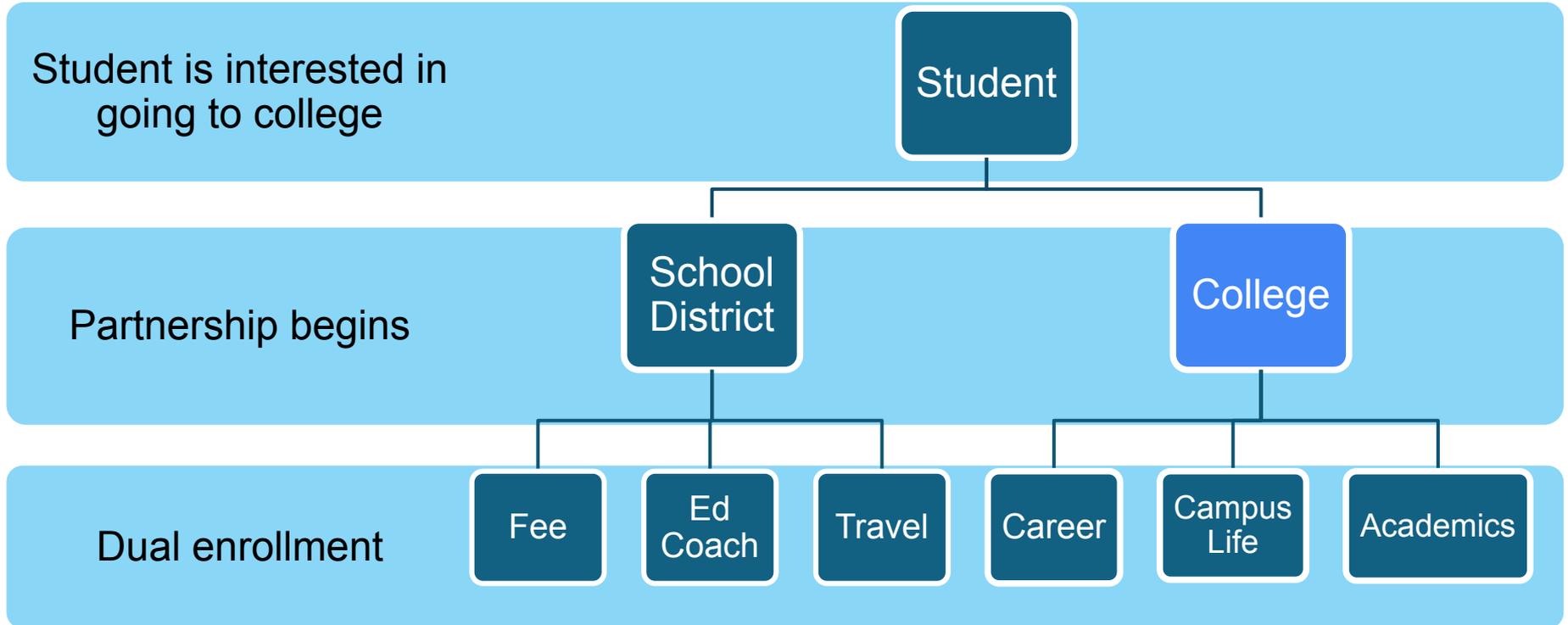
Components:

- Person-centered
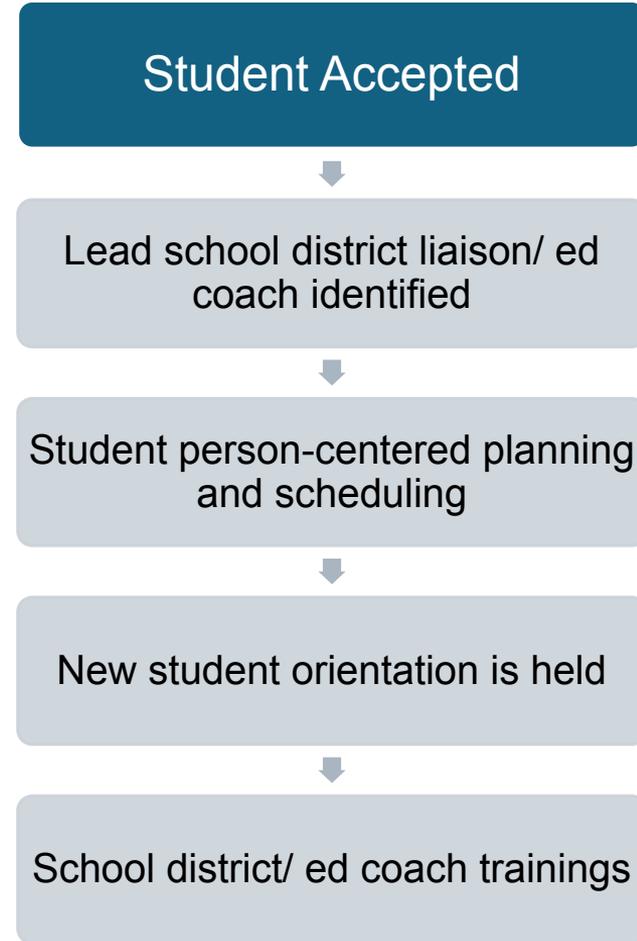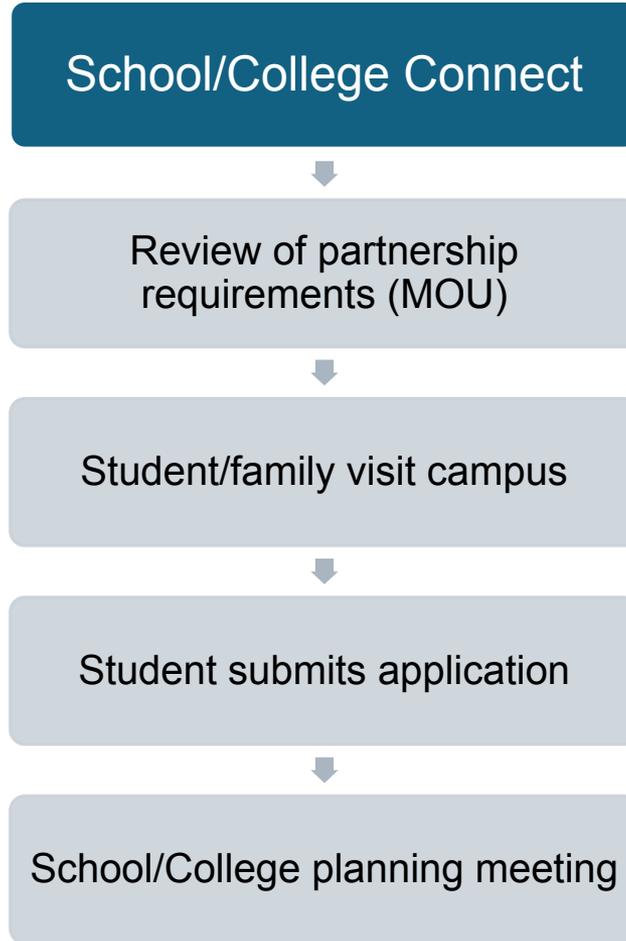- Academics
- Social/Campus life
- Career
- Travel

Institution of Higher Education

Local Education Agencies

Student

Adult Service Providers

Parents/ Guardians/ Families

CBTS in Practice

CBTS in Practice

Student is interested in going to college

Partnership begins

Dual enrollment

Student

School District

College

Fee

Ed Coach

Travel

Career

Campus Life

Academics

Partnerships

School/College Connect	Student Accepted
Review of partnership requirements (MOU)	Lead school district liaison/ ed coach identified
Student/family visit campus	Student person-centered planning and scheduling
Student submits application	New student orientation is held
School/College planning meeting	School district/ ed coach trainings

School District Responsibilities

- Assign district liaison and educational coach

- Program fees

- Organize student attendance during school district vacations

- Communicate with families

- Coordinate student transportation/travel training

- Attend trainings

- Advocate for CBTS and support students to apply

College Responsibilities

- Provide access to inclusive college experiences
- Coordinate campus-based supports
- Partner in PCP
- Employment & Career Readiness Opportunities *
- Ensure campus code of conduct and campus compliance
- Data and report outcomes
- Sustain the partnership infrastructure
- Promote independence and fading of supports

Elements of Successful Partnerships

Communication	Student-Focused	Shared Goals
• Regular communication • Partnership meetings • Collaborative problem-solving	• Coordinating person-centered schedules together • Organizing campus visits • Providing support to families	• Student independence • Inclusion • Advocacy for CBTS

=

Access to Full College Experience

STUDENT & FAMILY VOICES

Fabian

YEAR 1

YEAR 2

YEAR 3

NOW!

Julia

Kate
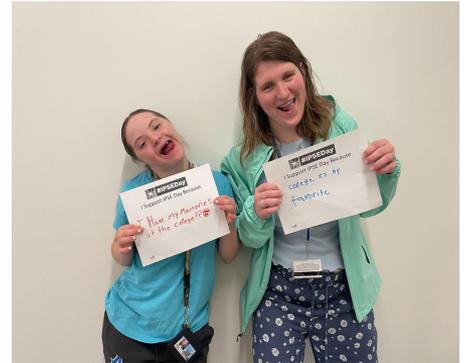
Action Steps for Families & Educators

Transition Planning Gap

Common challenges:

- Low expectations
- Lack of information
- Timing (too late / rushed planning)

Where families often feel stuck
Reframe transition as **future-building, not compliance**

.

Concrete takeaways

- Keep it doable and empowering
- Starting the Postsecondary Conversation Early
- When to introduce IPSE in transition planning
- Questions families can ask IEP teams
- Reframing goals from "can they?" to "what supports?"

RESOURCES

COLLEGE SEARCH

Find the college that's right for you!

A national directory of college and university programs enrolling students with intellectual disability.

Searchable by:
- State
- Program features
- Disability
- Type of school

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Resources by Topic

These pages feature curated resources and information on some popular topics

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HOME   STUDENTS & FAMILIES ·   PROJECTS ·   TA & TRAINING ·   RESOURCES ·   ABOUT ·

Home / Resources / Resources by Topic

Resources by Topic

Here you will find curated resources on some of the most critical topics in inclusive postsecondary education. Each page features selected key resources, a link to additional resources we have on the topic in our Resource Library, related external links and Frequently Asked Questions on the topic. We see these pages as a great place to get started when exploring a topic. We welcome feedback and suggestions for additional resources or FAQ.

Academic Access

Inclusion is more than being "in." That's true on the college campus, too. College faculty and staff need support to deliver instruction to students with intellectual disability. Inclusive access to academics in college improves learning outcomes, and it also improves employment outcomes, increased community engagement, meaningful learning

Accreditation

The National Coordinating Center is responsible to convene a workgroup to develop model program accreditation standards for college programs for students with ID. This work is ongoing but once completed, these accreditation standards will mean a certain level of quality can be expected from college programs serving

Campus Housing

Though an integral part of the college experience, not all college programs for students with ID offer housing options for their students. Just as the programs themselves are diverse, so are the housing options, with completely inclusive arrangements to more specialized options. Learn the steps to establish campus housing

Bonus: Each page also includes a direct link to a technical assistance

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Home / Resources / Resources by Topic / Vocational Rehabilitation

Vocational Rehabilitation

Vocational rehabilitation, or VR, programs exist in each state and territory. VR agencies support find and keep competitive, integrated employment.

This VR mission aligns well with inclusive higher education programs, which support people wit access college. Building a strong relationship between VR and these college programs is essenti intellectual disability to increase their independence, find and keep fulfilling jobs, and boost the

FEATURED RESOURCES

- Postsecondary Education Pays Off
- The Effect of Postsecondary Education on Employment, Income, and SSI for People with Intellectual Disabilities
- Postsecondary Education Support and Earning Outcomes through Participation in Vocational Rehabilitation Services
- The Importance of Formal and Informal Communication Strategies in Maintaining Effective Partnerships Between Vocational Rehabilitation and Inclusive Higher Education Programs
- The Role and Impact of Vocational Rehabilitation

NEWS & FEATURES

Provision of Pre-Employment Transition Services in TPSID Programs

This Fast Fact #20 describes ways that Transition Postsecondary Programs for Students with Intellectual Disabilities (TPSID programs) engage with state vocational rehabilitation agencies to provide ...Read more

Technical Assistance related to Vocational Rehabilitation

Russell J. Thelin, M.S., LVRC CRC, Senior Policy Fellow at ICI, is a technical assistance provider on

What is Educati it Conn

This RRTC examples t Vocational collaborati inclusive p programs.

Resource Library

Welcome to the Think College resource library!

Here you will find hundreds of carefully selected resources on a wide range of topics related to education for people with intellectual disabilities including transition, applying to and paying for and maintaining a college program, relevant legislation, competitive employment, living in the benefits, and more.

Do you know of a resource that would be appropriate for our library? Let us know! Email Rebec

Displaying 1 - 10 of 771

Policy and Legislatio

NEW Special meeting about (IPEDS) Integrated Postsecondary Educatio

At this meeting with TPSIDs, Frank Smith and Meg Grigal from the Think College National Coord explained proposed changes to the Integrated Postsecondary Education Data System (IPEDS ...f

Student

NEW Perspectives of Peer Mentors Supporting Inclusive Higher Educa

Questions remain about how best to support the involvement of students with intellectual and d disabilities (IDD) in all aspects of campus life—both within and beyond the college ...Read more

Employment > Vo

NEW Provision of Pre-Employment Transition Services in TPSID Progr

Sidebar (left)

SORT BY

Publication Date

SEARCH   CLEAR

Resource or Keyword

TOPICS

▸ Academic Access
▸ Campus Membership
▸ Employment
▸ Paying for College
▸ Policy and Legislation
▸ Program Operations
▸ Program Planning
▸ Student Supports
▸ Transition

ADVANCED FILTERS

MEDIA TYPES

☐ Audio file (1)
☐ Document (523)
☐ Online Course / Webinar (86)
☐ Podcast (1)
☐ Video (26)
☐ Webpage (62)

PUBLICATION TYPES

☐ Academic / Peer-Reviewed Article (210)
☐ Book / Chapter (32)
☐ Conference Presentation (15)

- Over 900+ resources for download
- Searchable
- Can sort by publication date, alphabetical order, or relevance
- Advanced filters: media type, publication type, or Think College Publications only

Students

HOW TO ThinkCollege

CONDUCTING A COLLEGE SEARCH: QUESTIONS TO ASK COLLEGE PROGRAMS
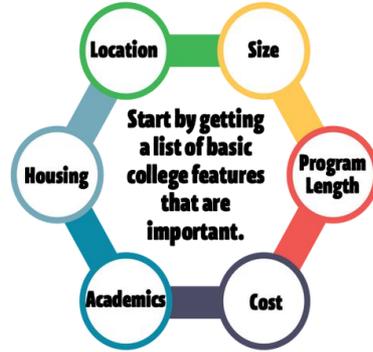
Issue No. 1 (Updated 2019)

By Cate Weir
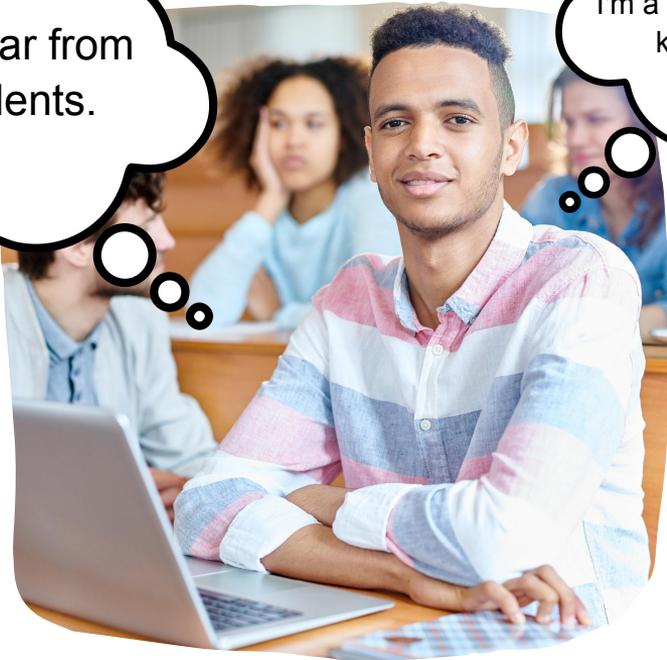
Conducting a college search is a daunting task for every family and every potential college student. All students need to think about factors such as the size of the college, its location, and whether or not to live on campus or at home (see Figure 1).

For students with intellectual disability (ID), there are some additional aspects to consider beyond the details you can learn in Think College Search. This resource provides questions, suggested by parents and students who have been through the college search process.

These questions may be answered by closely reviewing the college program websites, attending an Open House, or calling the program director. A great place to identify possible options is Think College Search, a searchable database of college programs on the Think College website. There you will find basic information on over 270 college programs for students with intellectual disability. Learn more about it on page 2.

Figure 1. Sample College Features

Location — Size — Program Length — Cost — Academics — Housing

Start by getting a list of basic college features that are important.

This guide shares questions about important aspects of the college program, and are offered to help students and families learn as much as they can about program operations so they can make an informed choice about which college is best for them. Several questions are suggested in each of the ten areas below.

Admission — Fees, Tuition, & Financial Aid — Inclusion with the Campus Community — Academics — Housing

Supports — Program Administration — Communication with Parents — Career Development — Program Outcomes

Admission — Fees, Tuition, & Financial Aid — Inclusion with the Campus Community — Academics — Housing

Supports — Program Administration — Communication with Parents — Career Development — Program Outcomes

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Resources for students

The Emerging Advocates group meets quarterly to discuss advocacy, self-advocacy, and policy.

HOW TO ThinkCollege
Issue No. 6, 2019

VOICES OF EXPERIENCE: STUDENTS SHARE COLLEGE SEARCH ADVICE
By Dedra Hafner

We asked 5 former college students what you (and your family) should think about as you start your own college journey. Meet the students here, and keep reading to find out what they wanted you to know!

MEET THE STUDENTS

MADISON
Madison is working towards a Para-Professional Educator Certificate. She loves working in the classroom with 2- to 3-year-old children. Every semester, she takes one art class for fun. Madison enjoys horseback riding and walking her dog. Her advice is to "Just be you!"

KAETHE
Kaethe is finishing up her Certificate of Completion. She writes her own inspirational messages published on her social media pages. She wants to be a motivational speaker and advocate for people with disabilities.

MARIA
Maria earned her Para-Professional Educator Certificate. She is continuing to take courses in college, and is passionate about working with children in an after-school program. She has been living in her own apartment and is engaged to be married.

GEORGE
George is funny and insightful. He grew up in a small town and will eventually live in a bigger community where he can get around on his own. He is working towards a degree in Communication Studies. In his free time, George enjoys riding his three-wheel bike.

SANTI
Santi is working towards a degree in Studies in Education. He writes articles for the college newspaper. Santi teaches children during the summer how to play soccer, and he assists the men's soccer team at the college.

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STUDENT COLLEGE RESOURCE GUIDE

Thinking about college can be overwhelming. There are so many decisions and so many options. It can feel like the biggest decision of your life. But it's really just a lot of little choices. This student guide pulls together some information that we hope will help. Remember, you have to do what's right for you. Trust yourself!!

Here's what's inside:

Think College

Donate | Search Entire Site

Home | Family Resources | Technical Assistance | Training | Resources | About | TPSID

Home / Technical Assistance / Affinity Groups / Emerging Advocates Group

Emerging Advocates Group

ThinkCollege EMERGING ADVOCATES GROUP

Welcome to the Think College Emerging Advocates Group. The purpose of this group:

This past spring there were a group of students from the TPSID program that came to Washington, DC to advocate for the Higher Ed Act for themselves. They advocated alongside staff and others. This was quite exciting to see, so this group was developed for students with disabilities to talk with others to share ideas and learn tips together about advocacy.

This group is led by and for people with disabilities. Of course, supporters are welcome.

GROUP FACILITATOR

Liz Weintraub
Senior Advocacy Specialist at Association of University Centers on Disabilities, or AUCD.

NEXT MEETING

Our meeting schedule is listed below. Click here to join the meeting in Zoom or sign up to join the affinity group to receive full connection details.
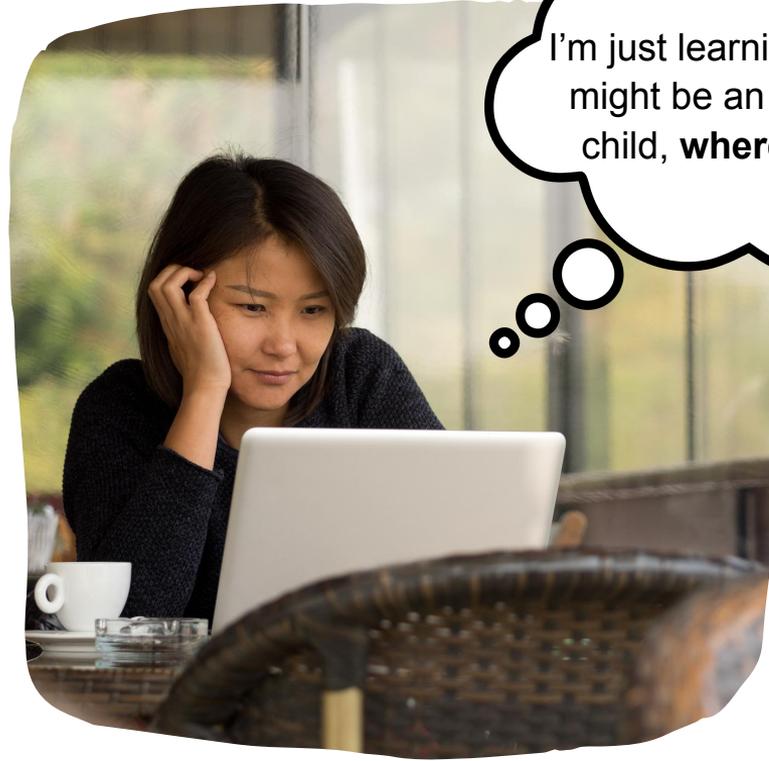
Tuesday, December 3, 2019 at 2-3pm Eastern

Thursday, March 19, 2020 at 2-3pm Eastern

Thursday, June 18, 2020 at 2-3pm Eastern

NOTES FROM PAST MEETINGS

Publications for Students

- [Voices of Experience: Students Share College Search Advice](#)
- [Student College Resource Guide](#)
- Variety of [student stories](#) focused on experiences planning for, attending, and graduating from college

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Information and Resources for Families

FEATURED RESOURCES

- **NEW** Preparing for the Transfer of Rights: Taking a Closer Look at Guardianship and its Alternatives
- **NEW** Exploring Alternatives to Guardianship: A Brief for Youth
- **NEW** Transfer of Rights: How Parents, Families, and Caregivers of Youth with Intellectual and Developmental Disabilities Can Prepare for this Exciting Opportunity
- **NEW** Podcast: Spotlight Series: A Focus on Education with Cate Weir & Debra Hart
- A Video about Being an Independent Adult: The Colby Act

Families play a pivotal role in preparing their sons and daughters for college. They also are there to support them while in college and to assist them in their transition out of college and into the rest of their lives. Think College has pulled together resources to give families some of the tools and information they need to support, encourage, and inform their daughters and sons as they seek out and pursue higher education.

NEWS & FEATURES

Think College has a new student intern!
It's going to be so much fun to teach our new intern about the ins-and-outs of writing and product development, and to learn from her about attending an inclusive college program! ...Read more

COLBY'S "DREAM TEAM"
A Video about Being an Independent Adult: The Colby Act
What does it mean to be independent? Just ask Colby! This video is about a college student named Colby. ...Read more

ThinkCollege NATIONAL COORDINATING CENTER
Program Accreditation Standards Finalized
Assuring Quality in Inclusive Higher Education: Program Accreditation Standards Finalized
The Think College National Coordinating Center has released finalized Program Accreditation Standards for Higher Education Programs enrolling students with intellectual disability (ID). ...Read more

FREQUENTLY ASKED QUESTIONS

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Family Resources

What is Think College? ThinkCollege
CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

As the parent or family member of a young adult with intellectual disability, 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.

We put this page together to respond to the most frequently asked questions that families have when first exploring and learning about college options. Let us know if you have more questions after reviewing these resources. We hope this page is a good start, and we are happy to help you find else you need as you learn more.

Pro tip: Families and students alike LOVE learning more about the options by looking at the college program listings in College Search.

🎓 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.
- Share info about college options for students with ID with teachers, parents and students with our We Can series

▤ 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 for

📁 How to Apply

When students are applying to attend a college program for students with ID, there is typically a different admissions process than the one used by degree-seeking students.

Unlike students who are applying to college through the standard admissions process, students will NOT need a regular high school diploma or SAT or ACT scores. They WILL

Think College, Families!

Think College
CHANGING EXPECTATIONS.
INCREASING OPPORTUNITIES.

Started in February 2018,
now there are nearly 800 members.
This space was created so families can connect
with one another in a safe place to discuss…
well, whatever they like!

Researchers & Graduate Students

How can I connect with other post docs doing this work?

Where can I find research articles?

Professionals

How do you build……?

AWARENESS? EXPECTATIONS? ACTION? OUTCOMES?

Think Higher. Think College.
Public Awareness Campaign

Think Higher. Think College.
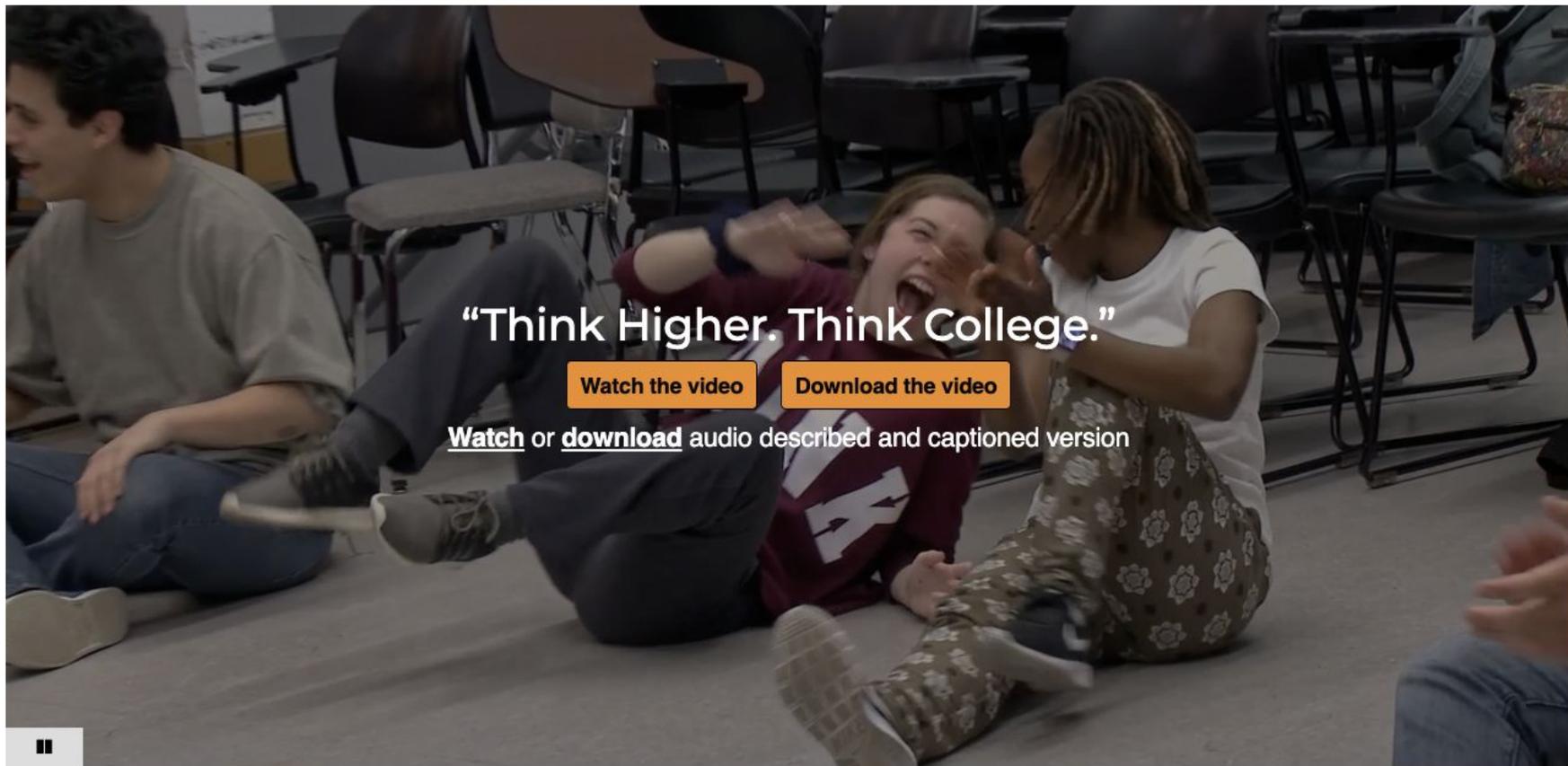
"Think Higher. Think College."

Watch the video   Download the video

Watch or **download** audio described and captioned version

Printable Resources

Think Higher.
Think College.

A Resource Guide for Inclusive Postsecondary Education for Students with Intellectual Disability

Exploring College for Students with Intellectual Disability: Families Make it Happen

College is for YOU!

Transition to College: Educators Can Make it Happen!

Higher Education Leaders Make College Possible for Students with Intellectual Disability

Social Media and Dissemination Toolkit

www.thinkhighered.net/resources