

Investing In Innovation Fund (i3) Development Grant CFDA#: 84.411C

**Absolute Priority 4—Improving Academic Outcomes for
Students with Disabilities—Subsection B**

Think College Transition Model for Students with Intellectual Disability and Autism

Think College at the Institute for Community Inclusion will develop and implement the Think College Transition Model, an inclusive dual enrollment transition model to improve achievement and post-school outcomes for youth with intellectual disabilities and autism (ID/A). There are a limited number of dual enrollment models for students with ID/A. An evidenced based dual enrollment transition model that improves post-school outcomes for youth with ID/A and it is long overdue. Essential model components reflecting current federal law and evidence-based transition practices will be confirmed via a Delphi process and implemented with 60 treatment students with intellectual disabilities and autism from Boston Public Schools in a two and four-year college. Development and implementation of this model will offer an innovative approach to transition services for students with ID/A by providing participation in the inclusive academic and social environments of a college campus with same-aged peers rather than continuing to receive transition services in segregated high school environments. Using a randomized control treatment design Think College and BPS in partnership with Mass Advocates for Children, UMass Boston, Roxbury Community College will determine the impact of participation in the TCT model on students' level of inclusive course access, academic achievement, employment outcomes, and self-determination skills. Think College and the independent evaluator will conduct evaluation to, identify critical model components and associated outcomes, clarify implementation protocol, monitor fidelity of model implementation, and identify features for future replication and validation.