



Empowering People to Lead Systemic Change

The Protection and Advocacy System for the State of Maryland

1500 Union Ave., Suite 2000, Baltimore, MD 21211

Phone: 410-727-6352 | Fax: 410-727-6389

DisabilityRightsMD.org

HOUSE APPROPRIATIONS COMMITTEE

SENATE BILL 630

University of Maryland, College Park Campus –

TerpsEXCEED Program - Funding

March 25, 2025

POSITION: SUPPORT

Disability Rights Maryland (DRM) is the protection and advocacy organization for the state of Maryland; the mission of the organization, part of a national network of similar agencies, is to advocate for the legal rights of people with disabilities throughout the state. DRM envisions a world where people with disabilities are fully included in the workplace, neighborhoods and all aspects of community life. We help people with disabilities pursue opportunities to participate fully in all aspects of community life, and champion their rights to self-determination, dignity, equality, opportunity, and freedom from discrimination and harm. For this reason, **DRM supports Senate Bill 630**, which would authorize the Governor to include an appropriation to the University of Maryland in the annual budget bill to fund educational and employment opportunities for individuals with intellectual disabilities through the TerpsEXCEED program.

Historically, many people with intellectual disability have faced a life in poverty, working subminimum-wage jobs in segregated “sheltered workshops,” or living at home with aging parents and little community engagement. In 2018-2019, only 19% of adults with developmental disabilities in the general population had a paid job in the community.¹ At that same time, 78.9% of people with intellectual disability were being served in facility-based and non-work settings.²

According to the U.S. Bureau of Labor Statistics, individuals with any disability are much less likely to be employed than their counterparts with no disability.³ The unemployment rate in 2023, defined as “those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey” was twice as high for individuals with disabilities as those without, 7.2% compared to 3.5% respectively.

¹ [The Importance of Postsecondary Education for Individuals With Intellectual Disability, Think College Instituted for Community Inclusion, UMASS Boston, Association of University Centers on Disability, \(2024\)](#)

² Winsor, J., Timmons, J., Butterworth, J., Migliore, A., Domin, D., Zalewska, A., & Shepard, J. (2021). StateData: The National Report on Employment Services and Outcomes Through 2018. Boston, MA: Institute for Community Inclusion.

³ [Persons with a Disability: Labor Force Characteristics—2023, Bureau of Labor Statistics, U.S. Department of Labor.](#)



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Research shows that students with intellectual disability who graduate from a college program have a much higher employment rates than individuals with intellectual disability generally. Students who completed a “model demonstration inclusive postsecondary education program” in 2022 had a 59% employment rate upon graduation,⁴ nearly three times the employment rate for transition-age youth with cognitive disability and adults with developmental disabilities in general.⁵ Not only are they more likely to find a job, 63% of students who complete a Transition and Postsecondary Program for Students with Intellectual Disability (TPSID) remain in paid employment 1 year after graduation.

Programs like TerpsEXCEED don’t just increase wages and decrease reliance on programs like Social Security Insurance (SSI),⁶ these programs lead to substantially better outcomes for participants in social engagement and community living.⁷ For these reasons, DRM **supports SB 630**

For more information or with questions, please contact Megan Jones at meganc@disabilityrightsmd.org.

⁴ Grigal, M., Hart, D., Papay, C., Bukaty, C., Choiseul-Praslin, B., Lazo, R. (2023). Annual Report of the Cohort 3, TPSID Model Demonstration Projects (Year 2, 2019–2022). Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

⁵ [National Core Indicators \(2022\) Intellectual and Developmental Disabilities 2020-21 In-Person Survey \(IPS\): Work. National Association of State Directors of Developmental Disabilities Services and Human Services Research Institute](#)

⁶ Sannicandro, T. (2019). The effect of postsecondary education on employment, income, and SSI for people with intellectual disabilities. Think College Fast Facts, Issue No. 24. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

⁷ (Butler, L. N., Sheppard-Jones, K., Whaley, B., Harrison, B., & Osness, M. (2016). Does participation in higher education make a difference in life outcomes for students with intellectual disability? *Journal of Vocational Rehabilitation*, 44, 295-298. doi:10.3233/JVR-160804; Grigal et al., 2021; Moore, E. J., & Schelling, A. (2015). Postsecondary inclusion for individuals with an intellectual disability and its effects on employment. *Journal of Intellectual Disabilities*, 19, 130-48. doi: 10.1177/1744629514564448.; Sannicandro, 2019).