



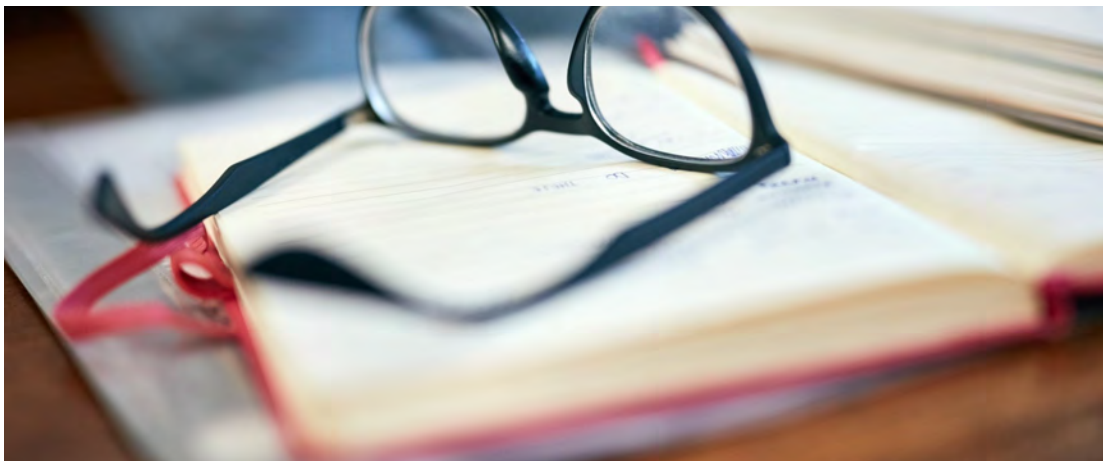
ThinkCollege  
**NATIONAL COORDINATING CENTER**  
INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

## PSE Pays OFF!!

Meg Grigal & Clare Papay  
VR Affinity Group  
May 5, 2021

1

Is postsecondary education an effective path toward employment for students with ID?



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

2



But how do we know that?

3

## Two Primary Data Sources

RSA 911 Research  
TPSID Data

4

## RSA 911 Research

Cimera, R. E., Thoma, C. A., Whittenburg, H. N., & Ruhl, A. N. (2018). Is getting a postsecondary education a good investment for supported employees with intellectual disability and taxpayers? *Inclusion*, 6(2), 97–109. <https://doi.org/10.1352/2326-6988-6.2.97>

Miller, S.C., Sax, C. L., & Tucker, M.S. (2019). Examining Associations between Postsecondary Education, Earnings, and Provision of College and University Training Related to Individuals with Intellectual and Developmental Disabilities Served by Vocational Rehabilitation, *Journal of Rehabilitation* 85, 22-34

Rast, J. E., Roux, A. M., & Shattuck, P. T. (2019). Use of vocational rehabilitation supports for postsecondary education among transition-age youth on the autism spectrum. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-019-03972-8>

Sannicandro, T., Parish, S., Fournier, S., Mitra, M., & Paiewonsky, M. (2018). Employment, income, and SSI effects of postsecondary education for people with intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, 123(5), 412–497. <https://doi.org/10.1352/1944-7558-123.5.412>

Smith, F., Grigal, M., & Shepard, J. (2018). Impact of postsecondary education on employment outcomes of youth with intellectual disability served by vocational rehabilitation. Think College Fast Facts, *Issue No. 18*. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion. [https://thinkcollege.net/sites/default/files/files/resources/FF18\\_R.pdf](https://thinkcollege.net/sites/default/files/files/resources/FF18_R.pdf)



5

## Miller et al., 2019 Findings



Examined associations between certificate or degree completion and weekly earnings among individuals with ID.



VR clients who completed a postsecondary certificate or degree earned more than those who did not.



6

## Sannicandro et al. (2018) Findings

What: Outcomes of individuals with ID who had PSE compared to those who had no PSE

Finding: VR clients with ID who experienced PSE were more than twice as likely to be employed and had increased earnings compared to their counterparts who had not had access to PSE while receiving VR services.

7

## Smith et al., (2018) Findings

What: Outcomes of youth with ID who exited after receiving VR services under an individual plan for employment (IPE).

Finding: Youth who received PSE services as part of their IPE were 14% more likely to exit with paid integrated employment and earned 51% higher wages than those who did not access PSE services.

8

## Rast et al., 2019 Findings

Who: Transition-age youth with ASD

Findings: Youth who received PSE services from VR were more likely to exit with an employment outcome

The odds of exiting VR with an employment outcome were 1.59 times higher for those with PSE services



9

## Cimera et al., 2018


What: cost-effectiveness and cost-efficiency of VR support for PSE for students with ID

Finding: PSE for people with ID is both cost-effective (cheaper than other services) and cost-efficient (pays for itself over time).




10


Since 2010, the TPSID initiative has supported the creation or expansion of...

**106 PROGRAMS** 


at

**103 colleges and universities** 

serving over

**4,200 students with I/DD** 


across

**31 STATES** 

## Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID)

---

TPSIDs represent 1/3 of higher education programs for students with ID in the US



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

11

## TPSID data include...



### Employment Preparation

- Career development and exploration
- Work-based learning

### Job Seeking

### Employment

- While enrolled
- At exit
- Post graduation



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

12

## 2019-2020 employment data are a little tricky

- Impact of COVID-19
- We'll show year 5 data and explain where it differs to previous years

13

## Career awareness and exploration

In 2019–2020 most students enrolled in TPSIDs (n = 812, 85%) participated in at least one CAE activity.

TABLE 3. PARTICIPATION IN CAE ACTIVITIES IN 2019-2020

	Number of students who participated in activity (N=956*)	Percentage of students who participated in activity
Create or revise resume	752	79%
Interest inventory	615	64%
Mock interview	564	59%
Gathered references	504	53%
Labor market research	483	51%
Career fair	391	41%
Informational interview	367	38%
Company tour	333	35%
Job shadow	279	29%
Create LinkedIn profile	192	20%
Other activity	197	21%

14

## Paid work-based learning

- Paid WBL experiences included internships, student enterprises, and work training experiences.
- One hundred sixty-three students (17%) had at least one paid WBL experience.
- These students had a total of 327 paid WBL experiences. Ninety-seven students had multiple paid WBL experiences during the year.



15

## Work-based learning pay rates

66% (n = 208) paid at or above the federal minimum wage of \$7.25 per hour

34% (n=108) paid below minimum wage



16



# Unpaid work-based learning

42% of TPSID students (n = 401 students) participated in 652 unpaid WBL experiences. Included:

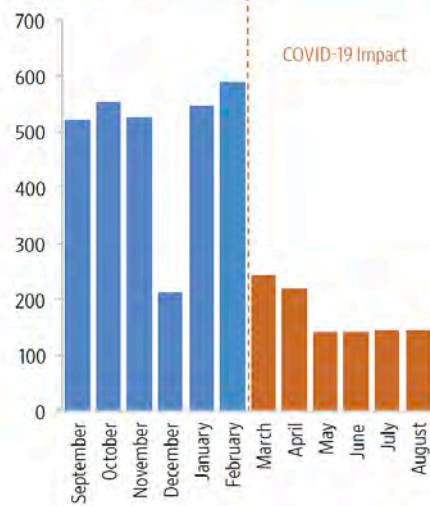
- 407 unpaid internships (62%)
- 141 unpaid work experiences (22%)
- 45 service-learning experiences (7%)



17

## Impact of COVID-19 on WBL 2019-2020

**FIGURE 10. NUMBER OF WORK-BASED LEARNING (WBL) POSITIONS BY MONTH**




18

## Paid employment

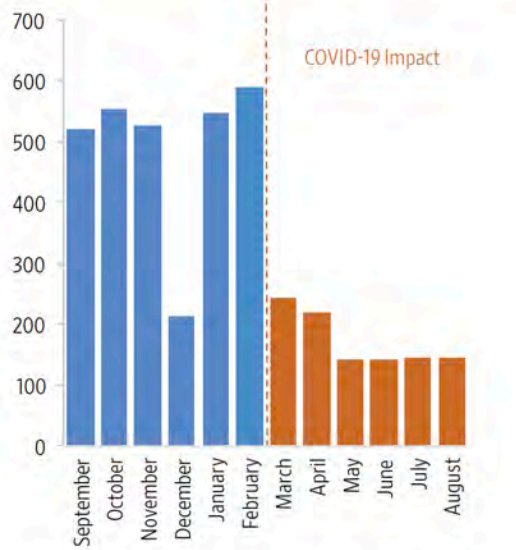
- 305 students (32%) were engaged in any type of paid employment while enrolled.
- 85 students (28%) had more than one paid employment

**417** paid employment positions were held by students.




Employment positions by month 2019-2020

FIGURE 13. NUMBER OF EMPLOYMENT POSITIONS BY MONTH



## Employment at exit

The percentage of students who had a paid job at exit or within 90 days dropped substantially from 52% in 2018-19 to 21% in 2019-20

FIGURE 15: NUMBER OF STUDENTS ENGAGED IN EACH ACTIVITY AT OR WITHIN 90 DAYS OF EXIT



21

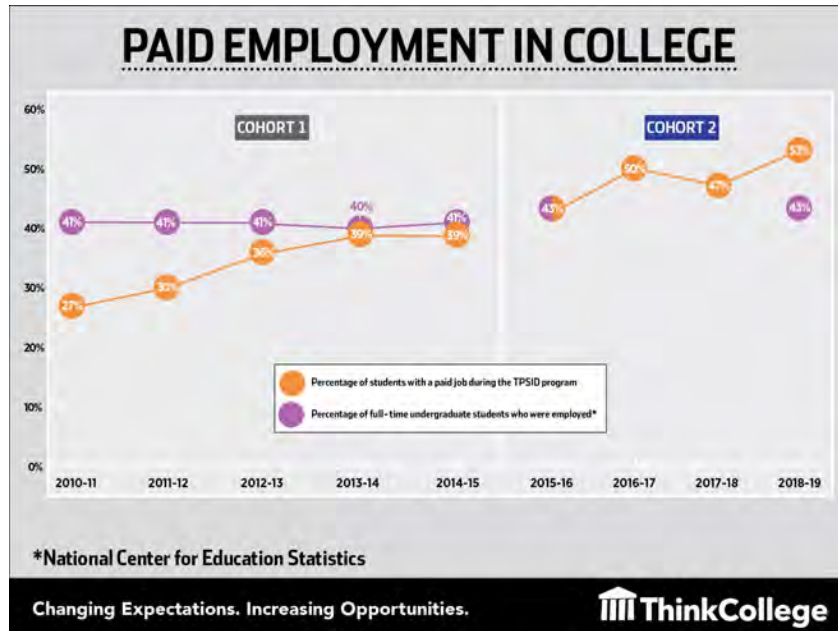
## Putting these data into a larger context

Comparisons  
with other  
college students

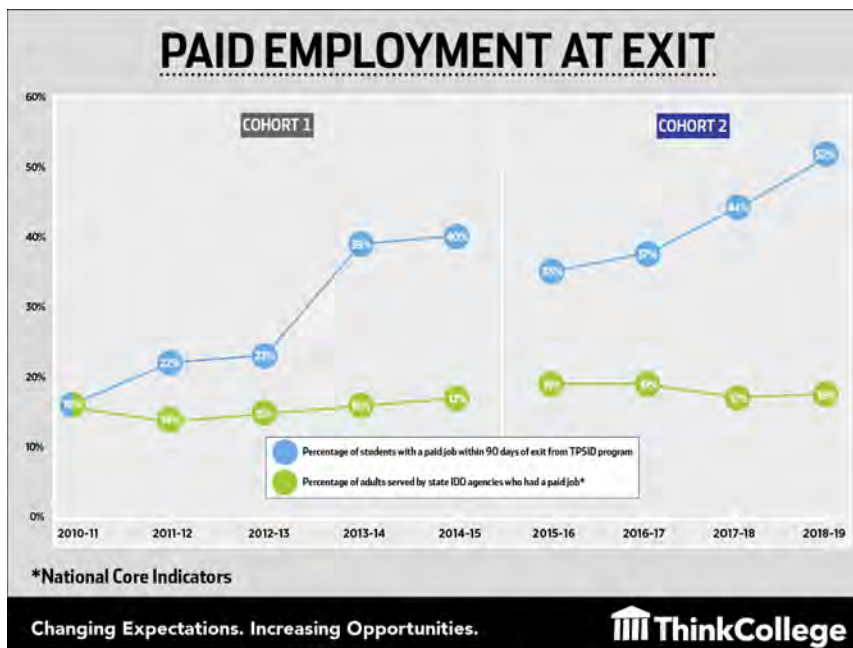
Comparisons  
with other  
adults with IDD

22

Paid employment while enrolled: TPSID Students compared to fulltime undergraduates in the US



23



Paid employment at exit: TPSID graduates compared to adults served by state IDD agencies

24

## Students who completed a TPSID program had a PAID JOB after exit

As of September 30, 2020

59% for 1 year (n = 402)

66% for 2 years (n = 196)

67% for 3 years (n = 102)



25

“The TPSID model demonstration program has demonstrated what is possible when high expectations are paired with expanded opportunities and sufficient resources. By creating viable paths to and through higher education and coupling these experiences with a continued focus on employment, the TPSID programs support increased independence as well as personal and professional growth for students with intellectual disability.”



26

## Other relevant findings from TPSID data



27

## Predictors of employment in program



### Positive predictor

- Number of years attended



### Negative Predictor

- Number of specialized courses

28

## What DIDN'T predict paid employment?

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



29

## Predictors of employment at exit



30

## Predictors of paid employment at exit



Paid work prior to enrolling in the TPSID program

31

## 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

32



## Predictors of paid employment at exit



- ✓ Earning a credential awarded by the IHE almost **doubled the odds** of having a paid job at exit

33

## Questions?

34