

## One Year After Exit: A First Look at Outcomes of Students who Completed TPSIDs

by Clare Papay, Kartik Trivedi, Frank A. Smith, and Meg Grigal

There are increasing opportunities for students with intellectual disability in the United States to enroll in and obtain postsecondary education. Some of this growth in opportunity can be attributed to recent federal investments in program development. The Transition and Postsecondary Program for Students with Intellectual Disability (TPSID) model demonstration program (5-year grants awarded by the U.S. Department of Education, Office of Postsecondary Education in 2010 and awarded again in 2015) has led to the development and expansion of postsecondary education programs at 88 college and university campuses to date.

Evaluation of the TPSID model demonstration program conducted by the TPSID National Coordinating Center (NCC) at Think College has led to the first longitudinal dataset on postsecondary education programs for enrolling individuals with intellectual disability. Prior to 2015, the NCC was prohibited from collecting outcome data on students served in TPSID programs. In 2015, follow-up instruments were developed, and outcome data were collected in 2016 from colleges and universities participating in the second cohort of TPSID grantees.

This Fast Fact provides a first look at the employment, education, and living situation outcomes achieved by students in TPSID programs 1 year after completion.

### Collecting Outcome Data

**The follow-up instrument used by the NCC to gather outcome data consists of 18 questions. Data were collected by TPSID program staff via phone, paper, or electronic survey, and de-identified responses were reported to the NCC. The NCC requested that the survey be administered to all individuals who complete a TPSID program at 90 days and annually after program completion. This Fast Fact reflects data on individuals who completed a Cohort 2 TPSID program (those funded from 2015–2020) in 2015–2016 for whom the TPSID NCC received a 1-year follow-up record (n = 59; 68.6% response rate).**

### Sample demographics

- 56% male, 44% female
- 70% white, 24% Hispanic or Latino, 15% Black or African American, 5% Asian, 2% American Indian or Alaska Native
- 64% attended a 4-year institution of higher education vs. 36% attended a 2-year IHE
- Median age as of October 1, 2016 was 22 (range 20–40, 95% were under age 30)

### EMPLOYMENT

**61%**

**of students who completed a TPSID program had a paid job 1 year after exit.**



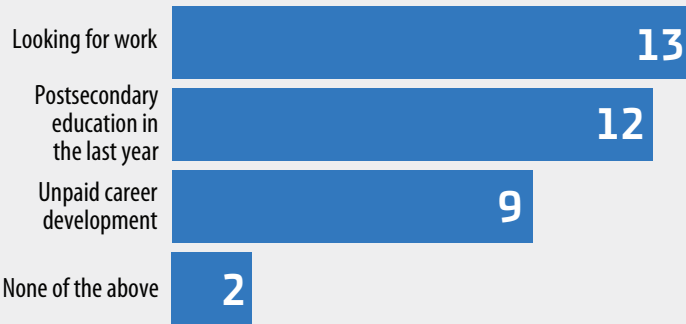
Nearly two thirds of individuals who completed a TPSID program (61%) had a paid job 1 year after exit<sup>1</sup>. In comparison, 17% of adults with developmental disabilities in the general population had a paid job in the community in 2014–2015, the most recent year for which data are available (National Core Indicators, 2017).

Of the individuals who had a paid job, about half (29% of the total sample) were also engaged in unpaid career development experiences, such as volunteering and/or community service or unpaid internships, as well as working in a paid job.

The 23 (39%) individuals who were not working were engaged in a range of experiences, including unpaid career development, looking for work, and attending further postsecondary education (see Figure 1). No employment, career development, or postsecondary education were reported for two individuals (9%).

<sup>1</sup>A paid job is defined as any employment in which the individual is paid.

**Figure 1. Activities of individuals who did not have a paid job (n=23)**



## CONCLUSION

The findings from this first look suggest that individuals who completed TPSID programs are faring well 1 year after exit. These individuals have achieved employment at a rate that is **more than 3 times** that of adults with developmental disabilities in the general population, and indicate high levels of satisfaction with their social lives. The majority of individuals live with family, although this is not uncommon for young adults, even those who have a college education.

These initial findings reflect outcomes for a limited number of individuals. However, these findings are promising, suggesting that attending a postsecondary education can result in increased employment and a satisfactory social life after program completion.

## FURTHER EDUCATION

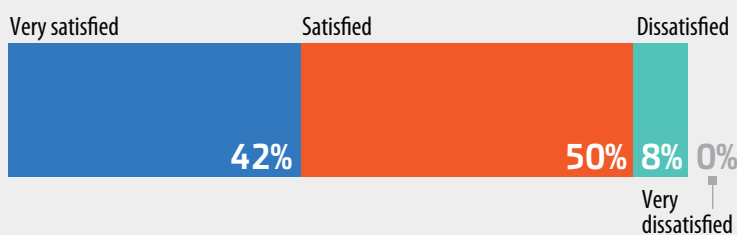
More than one fifth of individuals (n = 14) pursued additional postsecondary education in the year after completing a TPSID program. The types of programs that were reported included both those specifically designed for students with intellectual disability, and degree and certificate programs that are available to all students, regardless of disability. Three individuals had earned a postsecondary education certificate 1 year after completing a TPSID program.

## LIVING SITUATION

Two thirds of individuals (n = 40) were living with family 1 year after completing a TPSID program. The remaining one third were living alone (n = 9), with a roommate (n = 7), with their significant other (n = 1), or their living situation was not reported (n = 2). In comparison, 32% of young adults ages 18–34, and 19% of those with a college education, report living in their parents' home (Fry, 2016).

Most individuals (92%) were either satisfied or very satisfied with their social life (see Figure 2). Although a direct comparison of satisfaction is not possible, it is worth noting that almost 40% of adults with developmental disabilities in the general population report feeling sometimes or often lonely (NCI, 2017).

**Figure 2: Satisfaction with social life (n=48)**



## REFERENCES

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