

Executive Summary of the Year Three Annual Report of the TPSID Model Demonstration Projects (2017-2018)

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BACKGROUND ON HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITY

In 2010, the Office of Postsecondary Education in the U.S. Department of Education funded 27 model demonstration projects in 23 states to create or expand high-quality, inclusive postsecondary programs for students with intellectual disability. In 2015, another 25 model demonstration projects were funded in 19 states. A number of grantees created consortia, working with multiple college and university campuses in their states.

Between 2010 and 2018, these programs, called Transition Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs), have served almost 3,400 students with intellectual disability on 90 campuses in 31 states. This Fast Fact provides an executive summary of the findings shared in the Year Three Annual Report of the TPSID Model Demonstration Projects (2017-2018).

CURRENT STATUS OF TPSIDS


STUDENT CHARACTERISTICS

In 2017–2018, 25 TPSID grantees implemented 48 programs at 46 colleges and university campuses in 19 states. On average, programs served 18 students per site (N = 843 total students). Ninety-six percent of enrolled students had an intellectual disability and/or autism. Eighteen percent of students were dually enrolled (n = 153), i.e., receiving special education transition services while attending the TPSID program. Most students (90%) were between the ages of 18 and 25, with more male students (62%) than female.

EMPLOYMENT

In 2017–2018, the majority of students (87%)

47% of students had a paid job while enrolled



participated in either paid employment or in unpaid career development experiences, such as internships and training experiences. Forty-seven percent of students (n = 400) had at least one paid job earning at or above minimum wage

while enrolled. Fifty-six percent of the students who were employed while enrolled in a TPSID had never held a paid job before.

VOCATIONAL REHABILITATION

In 2017–2018, 258 students (31%) received services provided by vocational rehabilitation (VR).

31% of students received services from VR



The most common services provided by VR to students were workplace skills instruction, work-based learning experiences, and job coaching. Fifty-four percent of the TPSIDs reported that they partnered with VR to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014).

ACADEMICS

Students enrolled in both inclusive or typical college courses and in specialized courses designed for and offered only to students with

53% of enrollments were in academically inclusive courses, i.e., typical college courses attended by students with intellectual disability and other college students.



intellectual disability. In 2017–2018, students enrolled in 5,653 courses for an average of seven courses (inclusive or specialized) per student per year. Fifty-three percent of all enrollments were in academically inclusive courses. In 31% of courses, students received standard institute of higher education (IHE) credits, and in 33% of courses, students enrolled as non-credit or auditing students.

ACADEMIC AND EMPLOYMENT SUPPORTS

A majority of students (64%) received academic supports or accommodations from the disability services office on their campus, and all TPSID programs offered employment or work-related direct supports. Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff. Peer mentors provided support to students in 92% of programs.

RESIDENTIAL SERVICES

In 2017–2018, 12 (25%) TPSID programs were located at commuter IHEs that did not provide housing for any student. Of the 36 TPSID programs that were located at residential schools, 22 offered housing to students in the TPSID program, and 14 did not offer housing. Most students enrolled in TPSID programs (68%) lived with their family. One hundred seventy-six students (21%) lived in IHE housing, and 89 students (11%) lived in non-IHE housing, not with family.

PROGRAM COMPLETION AND CREDENTIAL ATTAINMENT

Of the 267 students who exited their program during the reporting period, 77% completed their program, reflecting a high retention rate and comparing favorably to all first-time degree-seeking undergraduate students in the U.S. (Grigal, Papay, & Smith, 2017). Though credentialing options varied, students were able to earn credentials at all 48 TPSID programs. Credentials were awarded by the TPSID program (n = 100), the IHE (n = 75), the IHE continuing education division (n = 19), or another entity. Twenty-one credentials awarded were reported to be industry-recognized.

ONE-YEAR OUTCOMES

Student outcomes one year after program completion are encouraging. Sixty-five percent of students who responded to

an outcome survey were engaged in paid employment. This is

significantly higher than the national employment rate of adults with intellectual and developmental disability (17%; National Core Indicators, 2018), and more than twice the

employment rate of people with disability in general (29.5%; National Trends in

65% of students who completed a program in 2015–2016 or 2016–2017 had a paid job 1 year after exit.



91% of former students report that they were satisfied or very satisfied with their social life.



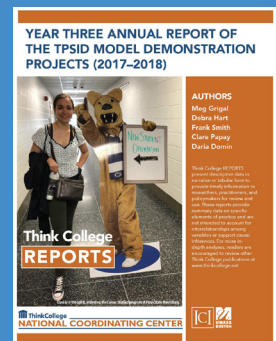
Disability Employment, 2018). Twenty-three percent of respondents reported they were pursuing further education. Ninety-one percent of respondents reported they were satisfied or very satisfied with their social life.

CONCLUSION

The TPSID model demonstration program has demonstrated that students with intellectual disability can enroll in college, attend courses, and work for competitive wages. By advancing student access to academic coursework and existing campus services and housing, TPSID programs are changing the infrastructure of their colleges and universities to become more responsive to diverse learning needs. Coupling these experiences with a continued focus on employment, the TPSID programs are establishing educational pathways that support both personal and professional growth for students with intellectual disability.

To review the complete Year Three Annual Report of the TPSID Model Demonstration Projects (2017–2018) please visit:

www.thinkcollege.net/resources/think-college-publications



REFERENCES

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