



Think College REPORTS

Clara is in the spirit, attending the Career Studies program at Penn State Harrisburg.

Year Three Annual Report of the TPSID Model Demonstration Projects (2017–2018)

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Think College REPORTS present descriptive data in narrative or tabular form to provide timely information to researchers, practitioners, and policymakers for review and use. These reports provide summary data on specific elements of practice and are not intended to account for interrelationships among variables or support causal inferences. For more in-depth analyses, readers are encouraged to review other Think College publications at www.thinkcollege.net

THINK COLLEGE REPORTS

Year Three Annual Report of the TPSID Model Demonstration Projects (2017–2018)

BACKGROUND

The Higher Education Act as amended by the Higher Education Opportunity Act 2008 (HEOA) contained several provisions aimed at increasing access to higher education for youth and adults with intellectual disability. One outcome of these provisions was the appropriation of funds by Congress to create a model demonstration program aimed at developing inclusive higher education options for people with intellectual disability.

The Transition and Postsecondary Programs for Students with Intellectual Disability, or TPSID, model demonstration program was first implemented by the Office of Postsecondary Education (OPE) in 2010 through five-year grants awarded to 27 institutes of higher education (IHEs) (see <https://thinkcollege.net/resources/think-college-publications> for more information about these projects). Grants were awarded again in 2015 to a second cohort of 25 IHEs to develop or enhance TPSID programs between 2015 and 2020 (See Figure 1). These IHEs were tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with intellectual disability.

The HEOA also authorized the establishment of a national coordinating center for the TPSID programs to support

coordination, training, and evaluation. This National Coordinating Center (NCC) was awarded to Think College, at the Institute for Community Inclusion, University of Massachusetts Boston. The mission of the NCC is to conduct evaluation of the TPSID projects and provide technical assistance and training to colleges and universities, local K–12 education agencies (LEAs), families and students, and other stakeholders interested in developing, expanding, or improving inclusive higher education for people with intellectual disability in the U.S.

This report provides an overview of descriptive program- and student-level data provided by TPSIDs during the 2017–2018 academic year. These college and university programs were developed by two- and four-year IHEs to serve students with intellectual disability. Program data reflect program characteristics, academic access, supports for students, and integration of the program within the IHE during the third year of FY 2016–2020 funding. This report also provides information on the strategic partnerships and financial sustainability of TPSID programs. Student data reflect study demographics, course enrollments, employment activities, and engagement in student life. Additionally, the report provides trends over time as well as descriptive data on the students who exited TPSID programs during 2017–2018.

FIGURE 1. MAP OF TPSID 2015-2020 GRANTEEES

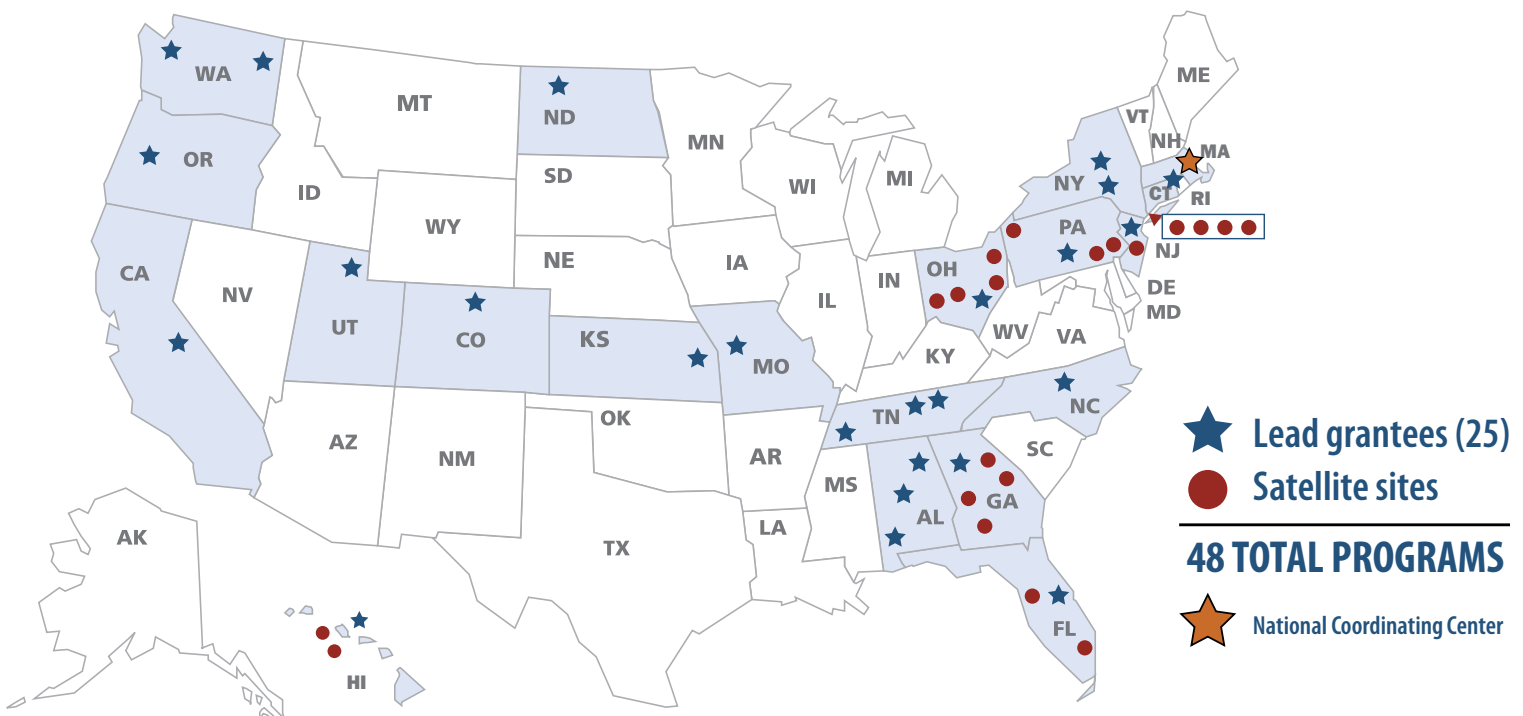


TABLE 1. SUMMARY OF TPSIDS 2017-2018

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED			Approved as a CTP by 9/30/18	No. of students served in '17-18
			Commuter school	Residential options open to TPSID students	Residential options not open to TPSID students	Dually enrolled	Already exited high school	Both		
AL	Jacksonville State University	Jacksonville State University		X				X		6
AL	University of Alabama	University of Alabama (CrossingPoints Tier 1)			X	X				20
AL	University of South Alabama	University of South Alabama			X		X			7
CA	California St. University Fresno	California State University Fresno*			X		X		Yes	38
CO	Colorado State University (CSU)	OPS (Opportunities for Postsecondary Success)*		X			X			19
FL	University of Central Florida	University of Central Florida		X				X	Yes	19
FL	University of Central Florida	Florida Intl. University (Panther LIFE)			X			X		28
FL	University of Central Florida	Florida Intl. University (Panther PLUS)		X				X		9
FL	University of Central Florida	FL State College at Jacksonville	X					X		17
GA	Georgia State University	Georgia State University			X		X		Yes	6
GA	Georgia State University	Albany Technical College	X				X			5
GA	Georgia State University	Columbus State University		X			X			2
GA	Georgia State University	East Georgia State College		X			X		Yes	14
GA	Georgia State University	Georgia Southern University		X			X		Yes	2
GA	Georgia State University	University of Georgia		X			X		Yes	5
HI	University of Hawaii at Manoa	Honolulu Community College*	X				X			8
HI	University of Hawaii at Manoa	Kapiolani Community College	X					X		3
HI	University of Hawaii at Manoa	Leeward Community College*	X				X			3
KS	University of Kansas	University of Kansas		X			X		Yes	12
MO	University of Missouri-Kansas City	University of Missouri-Kansas City (Propel)		X			X		Yes	31
NC	Appalachian State University	Appalachian State University*		X			X		Yes	5
ND	Minot State University	Minot State University*		X				X		7
NJ	Bergen Community College	Bergen Community College*	X					X		32
NJ	Bergen Community College	College of New Jersey*		X				X	Yes	37

IHE = Institution of Higher Education CTP = Comprehensive Transition and Postsecondary (CTP) Program

* These IHEs had previous TPSID grants (2010-2015)

TABLE 1. SUMMARY OF TPSIDs 2017-2018 (continued)

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED			Approved as a CTP by 9/30/18	No. of students served in '17-18
			Commuter school	Residential options open to TPSID students	Residential options not open to TPSID students	Dually enrolled	Already exited high school	Both		
NY	Syracuse University	Syracuse University (InclusiveU/Access)		X				X	Yes	48
NY	Syracuse University	Syracuse University (OnCampus)		X		X			Yes	6
NY	University of Rochester	CUNY - Borough of Manhattan Comm. College	X				X			14
NY	University of Rochester	College of Staten Island			X		X			20
NY	University of Rochester	Hostos Community College	X				X			16
NY	University of Rochester	Kingsborough Community College	X				X			22
NY	University of Rochester	Queens College			X	X				16
OH	Ohio State University	Ohio State University*			X		X		Yes	18
OH	Ohio State University	Columbus State Community College	X					X		12
OH	Ohio State University	Marietta College*		X				X		12
OH	Ohio State University	University of Cincinnati*		X				X	Yes	34
OH	Ohio State University	Youngstown State University*			X			X		6
OR	Portland State University	Portland State University		X				X	Yes	12
PA	Millersville University	Millersville University		X			X		Yes	23
PA	Millersville University	Mercyhurst University		X				X	Yes	5
PA	Millersville University	Penn State Harrisburg			X		X			14
PA	Millersville University	Temple University			X		X		Yes	7
RI	Rhode Island College	Rhode Island College			X		X		Yes	10
TN	Lipscomb University	Lipscomb University		X				X	Yes	16
TN	University of Memphis	University of Memphis			X		X		Yes	80
TN	Vanderbilt University	Vanderbilt University			X			X	Yes	22
UT	Utah State University	Utah State University		X			X		Yes	13
WA	Highline College	Highline College*	X					X	Yes	55
WA	Spokane Community College	Spokane Community College	X					X	Yes	27
TOTAL			12	22	14	3	25	20	25	843

IHE = Institution of Higher Education CTP = Comprehensive Transition and Postsecondary (CTP) Program

* These IHEs had previous TPSID grants (2010-2015)

System Approval and Development

The NCC was charged with developing and implementing a valid framework to evaluate the TPSIDs. The Think College Data Network was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients are required to report on and aligned with the Think College Standards for Inclusive Higher Education (Grigal, Hart, & Weir, 2011). This tool was then programmed into a secure online database using software purchased from Quickbase (quickbase.com). After extensive feedback and piloting, the tool was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501) and was then used by TPSIDs in the 2010–2015 funding cycle.

In 2015, the Data Network was updated to reduce burden and enhance its usability. NCC staff sought input from previously-funded TPSIDs as well as from state and federal policy leaders regarding questions and response choices to be added or eliminated. The Data Network was updated to reflect this input and further aligned with current legislative initiatives such as the Workforce Innovation and Opportunity Act (WIOA). Additionally, the NCC reduced the tool's length by eliminating questions and response options that did not substantially contribute to the evaluation. The revised tool was resubmitted to OMB for approval in December of 2015 and approved in July 2016.

METHODS

Data were reported for the 2017–2018 academic year by TPSID program staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) between October 1, 2017 and September 30, 2018. Training on data entry was provided via webcast demonstration and on-demand video formats. NCC staff also met individually with each TPSID site to review the site's data and to provide individual technical assistance prior to the data entry deadline.

Following the data entry period, NCC staff reviewed program and student data to ensure complete records were entered. Where data entry was not fully complete, TPSID program staff were sent individualized reminders to direct them to address incomplete records.

Once all data were entered, NCC staff conducted

data cleaning. Responses to questions about course enrollments and partners were reviewed closely to ensure consistent understanding of the questions across all programs. For open-ended response choices (i.e., questions that allowed TPSIDs to enter a response for “other”), NCC staff reviewed responses to recode any entered responses that could have been captured by one of the pre-specified response options.

Data were analyzed in SPSS to obtain frequencies and other descriptive statistics. There were 843 students attending programs at 48 college and university programs in the 2017–2018 academic year. In cases where data were missing and a response could not be obtained the number of programs or students for which data were entered is provided.



Liz is excited about new student orientation at Minot State University's ASTEP program.

TPSID PROGRAM OVERVIEW

The third year of the Cohort 2 (2015–2020) Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) commenced on October 1, 2017. The 25 TPSID grantees implemented 48 programs at 46 colleges and university campuses in 19 states. Thirty-three of these programs (69%) served students before receiving the TPSID grant. Thirteen programs (27%) were recipients of the 2010–2015 TPSID funding (see Table I Summary of TPSIDs 2017–2018).

Types of IHEs

In 2017–2018, 18 of the 25 TPSID grants were implemented on single college campuses, and seven operated as consortia with various satellite college campuses. Two universities (Florida International University and Syracuse University) each operated more than one distinct TPSID program on their campus. Of the 48 programs, ten were located at two-year IHEs, and 38 sites were located at four-year IHEs. Twenty-five TPSID programs (52%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, meaning that they could offer eligible students access to certain forms of federal student aid.

25 TPSID programs (52%) were approved as Comprehensive Transition and Postsecondary (CTP) programs



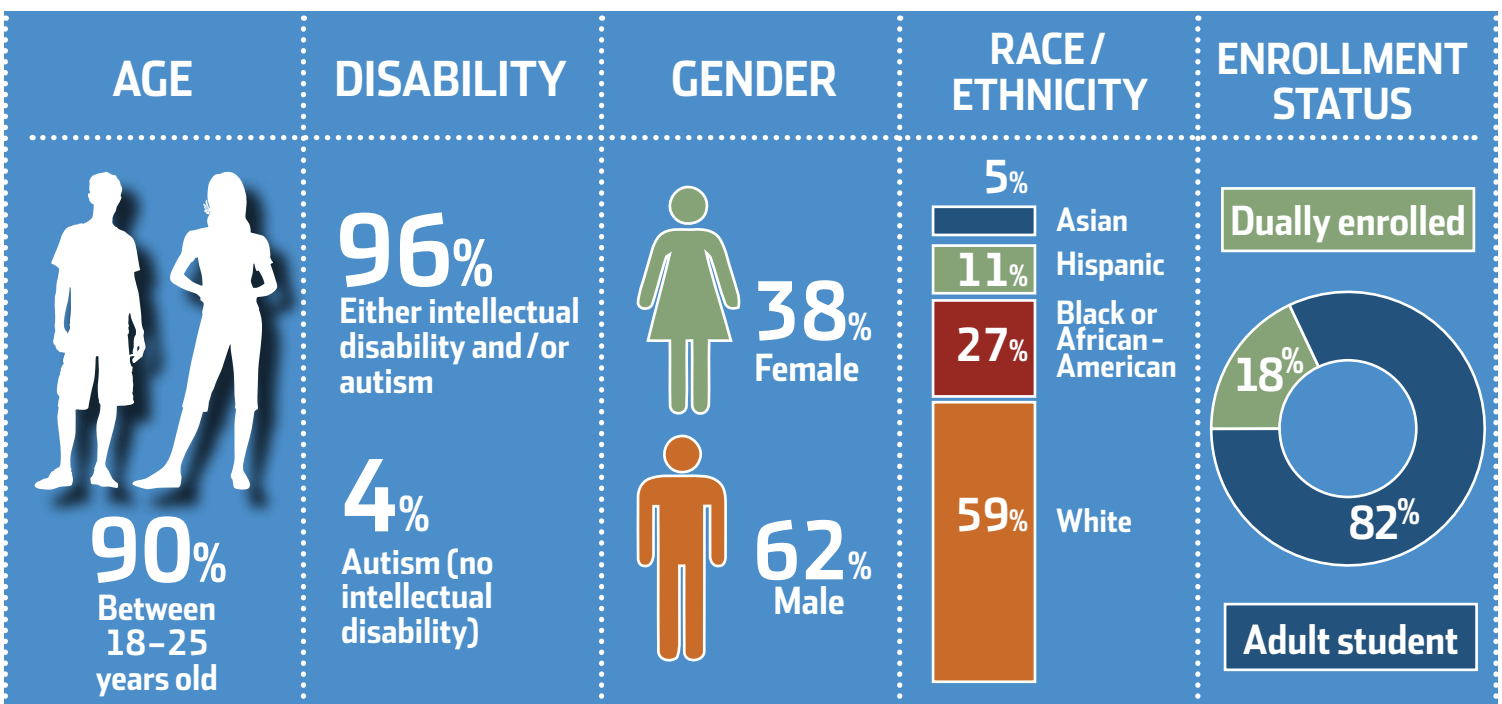
Students Enrolled in TPSIDs

Program enrollments ranged from two to 80 students. The 48 TPSID programs had an average of 18 students per site (N = 843 total students). Programs served adult students who were no longer attending high school, as well as transition-age youth who were dual enrollment students as part of their final years in high school. Twenty-one of the 48 programs (44%) served students who were dually enrolled in high school and postsecondary education. Two campuses served only dually enrolled students and 19 campuses served both dually enrolled and adult students. Twenty-seven programs served only adult students. Eighteen percent of students were dually enrolled (n = 153), i.e., receiving special education transition services while attending the TPSID program (see Figure 2).

The majority of students were white (59%), 27% were black or African American, 11% were Hispanic or Latino, and 5% were Asian. The majority of students enrolled were male (62%). Most students (90%) were between the ages of 18 and 25, with ages ranging from 16 to 49. Ninety-six percent of enrolled students had an intellectual disability and/or autism.

FIGURE 2: STUDENT PROFILE

(N = 843 STUDENTS)



ACADEMICS

53%



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

Course enrollment information was reported for 837 of the 843 students who attended TPSID programs.¹ These 837 students enrolled in a total of 5,653 college or university courses (both inclusive and specialized), with an average of seven courses taken by students during the year at both two-year and four-year IHEs.

837 students



enrolled in

5,653 courses



for an average of

7 courses (inclusive or specialized) per student per year.

Course Enrollments

Inclusive courses are typical college courses that are available for all students (students without intellectual disability) to enroll in. Specialized courses are courses designed for and offered only to students with intellectual disability, often focusing on topics such as life or social skills or career development. On average, students took 3.5 inclusive and 3.2 specialized courses a year.

Depending on the level of students' access to typical courses, programs were categorized as academically inclusive (i.e., at least 50% of course enrollments were in typical college courses attended by students with intellectual disability and other college students) or academically specialized (i.e., fewer than 50% of course enrollments

¹ Of the six students without any course enrollments, three participated in unpaid career development, one participated in unpaid career development and had a paid job, and one completed their credential early in the academic year.

were in inclusive courses). Thirty-six programs (75%) were academically inclusive, with 25% considered academically specialized. Fifty-three percent of all course enrollments were in inclusive courses. The remaining 47% of enrollments were in academically specialized courses.

Most students (94%) took at least one inclusive course during the year, and 84% of students took more than one inclusive course. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs (59% of enrollments vs. 52% of enrollments).

It's very obvious that the classes that are inclusive are ... more dynamic, more engaging. The students with intellectual disabilities change the environment, the learning environment. They are enthusiastic. They come forward asking questions. They always participate. They're never late. And they are basically the role models for the student teachers.

—College faculty member

Contact Hours

In 2017–2018, the NCC collected data for the first time on the contact hours that students spent in inclusive and specialized courses. A contact hour is a measure of the amount of time students spend in classes (see Table 2). Understanding the amount of time students spend in each type of class provides another way to determine the degree of academic inclusion in TPSID programs.

Students spent

53%

of all course contact hours in academically inclusive courses.



The contact hour data aligned closely with the course access data. Thirty-six of the TPSIDs (75%) had at least 50% of contact hours in typical college courses attended by students with intellectual disability and other college students. Twenty-five percent of the TPSIDs had less than 50% of contact hours in inclusive courses. Overall, 53% of all contact hours were in inclusive courses. The percentage of contact hours in inclusive courses was higher at two-year IHEs than at four-year IHEs (63% of contact hours vs. 51% of contact hours).

TABLE 2: DESCRIPTION OF CONTACT HOURS

Higher education units in the United States are often measured and reported in terms of credit hours. In this report, we choose to focus on instructional contact hours, i.e., the amount of scheduled class/seminar time, or scheduled supervision or study in settings like internships and independent study.

We collect and report on contact hours rather than credit hours because they more accurately account for the diverse learning styles of students that are supported by TPSID services. For example, one credit hour of lecture or seminar typically represents one instructional contact hour of scheduled class time, and an expected two hours of out-of-class student preparation time.

While it is certain that all students that are supported by TPSID services would attend class for one hour per week under this scenario, it is uncertain how many hours of preparation outside of class they would use to meet the demands of the course. At an IHE that uses a semester calendar, a typical three-credit-hour course represents 45 instructional contact hours and an expected 90 hours of student preparation over the course of a semester.

To reduce burden on TPSID staff, NCC staff gathered inclusive course credit hour and term length information for each course using course catalogs from the host IHEs. The credit hours were then multiplied by the length of the term in weeks, which was typically 15 weeks for a semester and 10–11 weeks for a quarter, to arrive at the total number of instructional contact hours for the course. Specialized course contact hours were derived from TPSID staff as specialized courses were not consistently listed in the course catalog and may have had irregular schedules, i.e., not weekly.

After collecting contact hours, all TPSIDs were provided with summary reports of the contact hours at the course and the individual student enrollment levels to review, and the NCC followed up with each program individually to verify accuracy.

Source:
www2.ed.gov/about/offices/list/ous/international/usnei/us/credits.doc

Types of course enrollments

Thirty-one percent of courses enrolled in were for standard IHE credit, 33% for non-credit or auditing, 19% were courses in which students unofficially attended/sat in, and 16% were courses that were for credit used only towards a TPSID credential.

TPSID credential attainment was a reported motivator for 65% of course enrollments. Other motivating factors for course enrollments were that the course related to a personal interest (58%), was required for a degree or certificate (57%), or was related to the student's career goals (54%). See Table 3 for examples of courses taken by students.

TABLE 3: EXAMPLES OF INCLUSIVE COURSES TAKEN BY STUDENTS

Business Math
 Computer Fundamentals For Business
 Fundamentals of Public Speaking
 Health Service Delivery to Diverse Populations
 Hospitality Human Resources Management
 Introduction to Artificial Intelligence
 Introduction to Front-End Web Development
 Introduction to Recreational Therapy
 Modern Social Welfare Dilemmas
 Newswriting
 Principles and Contemporary Issues in Sport
 Principles of Sales in Sport Management
 Rangeland Conservation and Stewardship
 Television Studio Production

Academic Supports

Sixty-four percent of students received supports or accommodations from the disability services office (DSO) on their campus. Among the students who received supports or accommodations from the DSO, only 2% received all of their supports and accommodations from the DSO. The remaining 98% also received supports or accommodations from TPSID program staff, faculty, peer mentors, and others. Students at two programs (n = 7) were denied services from the DSO.

Credentials

Students were able to earn a credential at all 48 programs. At 45 TPSID programs (94%), one or more credentials that were developed by the TPSID were available to students in 2017–2018 (n = 66 TPSID-created credentials available at 45 programs). The three remaining programs had not created a TPSID-specific credential, but students enrolled in those programs were eligible to earn credentials available to all students.

Most programs (n = 34) created a single TPSID-specific credential. Seven programs offered two TPSID-specific credentials, two programs offered three TPSID-specific credentials, and two programs offered four and eight TPSID-specific credentials respectively.

Twenty-six programs (54%) offered a TPSID-specific credential that was approved by the IHE. Five programs offered a credential that aligned with an existing labor market credential. See Table 4 for examples of TPSID-developed credentials.

TABLE 4: EXAMPLES OF CREDENTIALS DEVELOPED BY TPSIDS

Business Office Assistant Certificate
Certified Dietary Aide
Certificate of Program Completion
Career and Community Studies
Early Childhood Aide Certificate
Fast Track to Employment
Certificate of Integrated Studies
Certificate in Career Studies
Integrated College and Community Studies

The expected length of time needed to earn a TPSID-specific credential ranged from one semester to four academic years. The most common lengths of time it took to earn a credential were two academic years/four semesters (n = 26), four academic years (n = 13), and one academic year/two semesters (n = 9). Three programs had students who earned multiple TPSID-created credentials during the year.

Student Planning and Advising

In 2017–2018, person-centered planning was used by 47 out of 48 TPSID programs (98%). Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff. In 14% of the 48 TPSID programs, students received advising only from existing academic advising offices. Twenty-two of the programs (46%) did not offer access to typical advising services and provided separate advising specially designed for students who attend the TPSID. Nineteen programs (40%) offered access to both the typical advising services and specialized advising by TPSID program staff.

64% of students accessed supports from the disability supports office.



Student Academic and Employment Supports

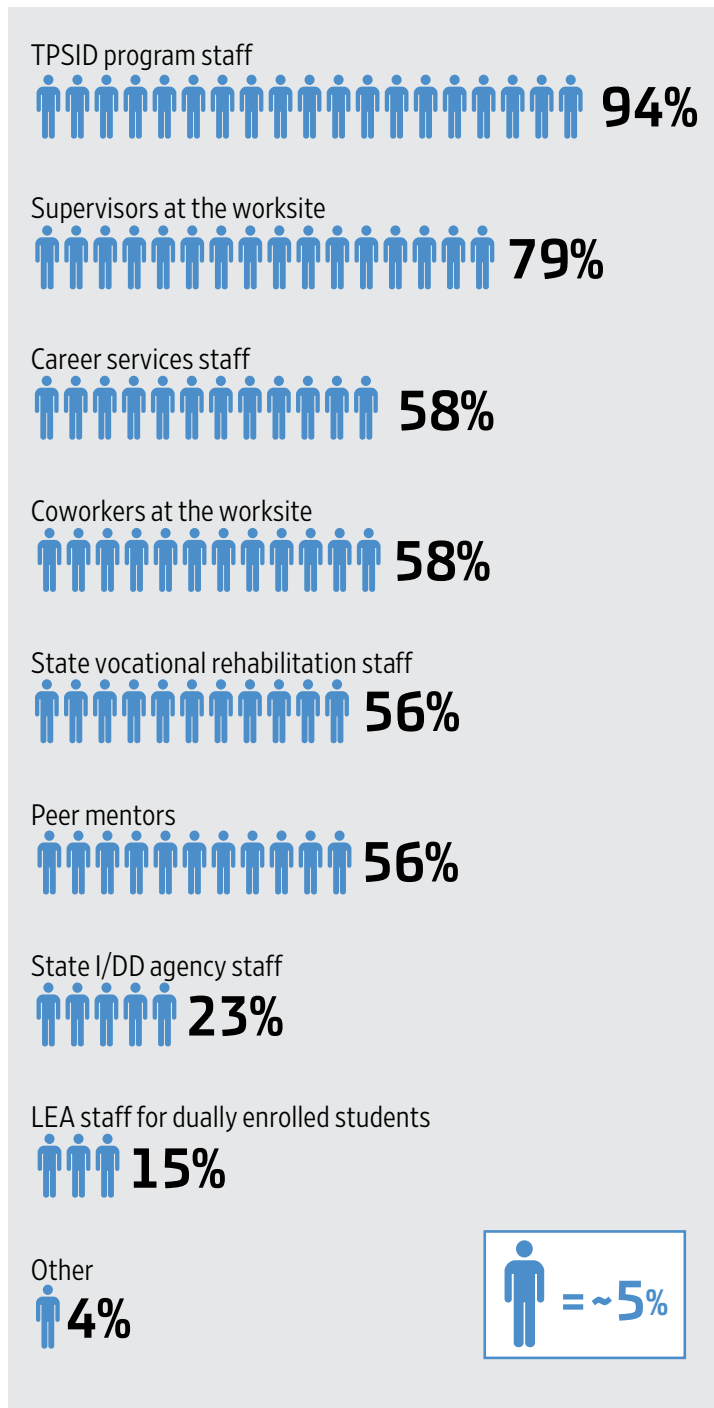
Sixty-nine percent of programs offered access to supports from the DSO on their campus and 64% of students accessed accommodations and supports through this office. Peer mentors provided support to students in 92% of programs. Types of support provided by peer mentors included academic (93% of programs that used peer mentors), social (100%), employment (48%), independent living (61%), and transportation (43%).

There is a distinct difference between first-year and third-year students. By third year, students' confidence is sky-high. They're more verbal; they're more social. It's just really cool to see that. And the parents are really happy.

–TPSID program staff

Employment services, or work-related direct supports, were provided by all 48 TPSID programs. The most frequently reported source of support was TPSID program staff (94%). Employment supports were also provided by supervisors at the worksite (79%), career services staff (58%), coworkers at the worksite (58%), state vocational rehabilitation (VR) staff (56%), peer mentors (56%), state intellectual and developmental disability agency staff (23%), LEA staff for dually enrolled students (15%), and other (4%). (See Figure 3.)

FIGURE 3: SOURCES OF EMPLOYMENT SUPPORTS PROVIDED BY TPSIDS (N=48)



RESIDENTIAL

Residential Options

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 (46%) offered housing to students in the TPSID program, and 14 did not offer housing. Insufficient housing availability was cited as the reason for restricting access at six of these IHEs. Additional reasons for housing restrictions included that students were not matriculated (three programs), and that housing access was being planned but not yet available (three programs).

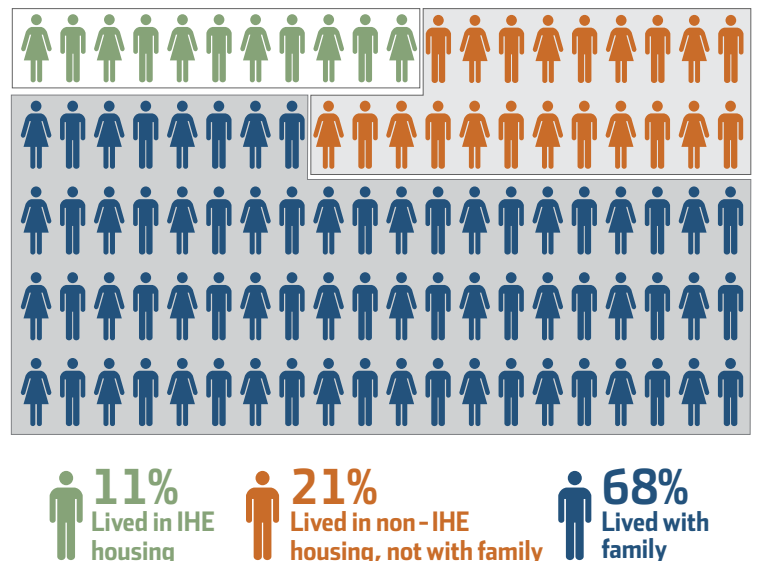
Residential Supports

Students at 22 programs (46%) lived in IHE housing, on or off campus, in 2017–2018. The most common residential supports provided were from a residential assistant or advisor (provided by 14 of the 22 programs that offered housing) and intermittent or on-call support staff (9 of 22 campuses). A roommate/suitemate who received compensation was provided at 3 campuses and an uncompensated roommate/suitemate was provided an additional 3 campuses. Two campuses provided both compensated and uncompensated roommates/suitemates for residential supports. Continuous support staff was provided at one campus, and other forms of support from peer mentors or life coaches were provided at nine campuses.

Student 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. (See Figure 4.)

FIGURE 4: STUDENT PLACE OF RESIDENCE



Most of the 176 students accessing IHE housing lived in residence halls (73%) or in on-campus apartments (26%). Almost all (n=174) students who lived in IHE housing lived in housing settings with other college or university students. No students lived in housing that was designated only for TPSID students, or specialized housing.

Among students not living with family or in IHE housing, 51 students lived in a supervised apartment or in supported living, 23 students lived independently, six students lived in group homes, and two students had other living arrangements such as a youth mental health facility.

EMPLOYMENT AND CAREER DEVELOPMENT

The majority of students (87%) participated in either paid employment or in unpaid career development experiences (CDE), such as internships, volunteering, or service learning. One of every three students had both a paid job and CDE.



Paid Employment

In Year 3, 47% of students (n=400) had at least one paid job while enrolled. Students attending TPSID programs held a total of 584 paid jobs. One hundred and thirty-three students (33% of students with a paid job) had more than one job, with some students having three, four, or even five jobs. Fifty-six percent of the students who were employed had never held a paid job prior to entering the TPSID. See Table 5 for examples of paid jobs held by students.

TABLE 5: EXAMPLES OF JOBS HELD BY STUDENTS ATTENDING TPSIDS

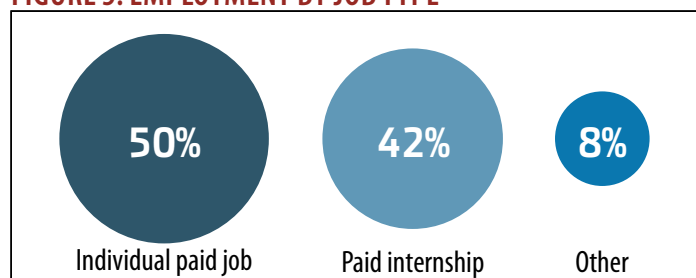
Vet Care Technician
Ice Skating Instructor
New Parent Outreach Assistant at Advocacy Organization
Office Assistant
Childcare Attendant
Airport Customer Service Escort
Assistant Shift Supervisor
Facilities Team Manager
Teaching Assistant

Employment by Job Type

Several types of paid jobs were reported by TPSIDs, including individual paid jobs, paid internships, and other experiences. An individual paid job is defined as work in the competitive labor market that is paid by an employer and pays at or above minimum wage. Internships provide an individual with a supervised work or service experience where the individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. In some instances, but not all, the student receives academic credit.

Individual paid jobs were the most common type of job held by students (n=289, 50% of paid jobs), followed by paid internships (n=240, 42%) and other types of employment such as federal work study, individual and group work training sites, and sheltered employment (n=44, 8%) (see Figure 5). Thirty-seven students had multiple individual paid jobs, and 70 students had multiple paid internships during the year.

FIGURE 5: EMPLOYMENT BY JOB TYPE



N = 584 paid jobs reported to be held by students attending TPSIDs.
Job type was not reported for 11 jobs.

Ten jobs (2%) did not fit into job categories provided on the instrument. Most of these were structured similar to individual paid jobs in terms of the type of work performed. However, the students were not paid by the employer, but instead by an external entity (e.g., through the TPSID program). Therefore, these jobs did not meet the definition for an individual paid job. Job type was not reported for 11 employment records.

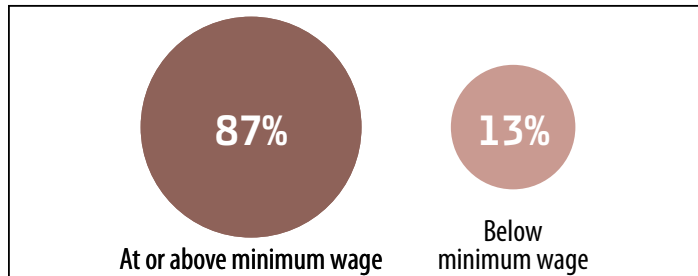
I just thought, "Well, I want to give her a purpose in life. I don't want her just sitting at home on the computer all day or sleeping all day." So I thought, "Well, it's either going to be go get a job or go to school to learn skills to get the job."

—Parent of a student attending a TPSID

Wages and Hours

The majority of jobs for which wage information was reported (87%, $n = 391$) paid at or above the federal minimum wage of \$7.25 per hour, whereas 13% of jobs paid below minimum wage ($n = 59$; see Figure 6). Wage information was missing for 134 job records. Nearly all jobs that paid below minimum wage (98%, $n = 58$) were either paid internships ($n = 57$) or sheltered workshop placements ($n = 1$).

FIGURE 6: EMPLOYMENT BY WAGES EARNED



Note: Federal minimum wage = \$7.25/hr. $N = 445$. Wages were not reported for 134 jobs.

Students worked between five and 20 hours per week at 80% of jobs.

The entity that paid students differed by job type. The employer paid the student at all individual paid jobs. In paid internships, students were paid by the TPSID program ($n=67$, 28% of internships), the host IHE ($n=12$, 5%), the employer ($n=36$, 15%), or another entity ($n=123$, 51%). Other entities included regional center funds ($n=70$, 29%), pre-ETS funding ($n=28$, 12%), the LEA ($n=19$, 8%), and VR ($n=4$, 2%). Data on who paid the student were missing for two paid internships.

Career Development Experiences

More than two thirds of students ($n = 596$, 71%) were engaged in CDE such as internships, volunteering, or service learning. Unpaid internships were the most frequent activity (38% of students), followed by volunteering and community service (34%), service learning (34%), and individual work training sites (16%).

Vocational Rehabilitation Services



Two hundred ninety-eight students (35%) were enrolled in their state VR program in 2017–2018, and 258 (31%) received services provided or purchased by VR during the year. Eleven students were reported to have been deemed ineligible for services by VR.² The most common services

provided by VR to students enrolled in a VR program were workplace skills instruction (36% of students who received VR services), work-based learning experiences (36%), and job coaching (30%). Students also received self-advocacy instruction (17%), benefits counseling (12%), and social skills training (6%) from VR.

To the current VR counselors who are naysayers ... [I tell them] I've seen the light ... you might be a little skeptical right now, but give it a year and you will see these kids really change and grow and become neat, neat people, adults, working adults.

—VR staff working with a TPSID program

INTEGRATION WITH INSTITUTION OF HIGHER EDUCATION

Students attending the TPSID were able to join registered student organizations in 98% of programs, and 90% had students who joined these organizations. In all programs, students attending the TPSID were able to attend social events on campus that are only available to students at the IHE, and 98% of programs reported that the students attended social events on campus.

Almost all (96%) of the TPSIDs followed the IHE academic calendar, and 98% held students to the IHE code of conduct and issued official student IDs from the IHE. Official transcripts from the IHE were issued in 63% of programs, and program transcripts not officially from the IHE were issued in 27% of programs. Thirteen percent issued both an official transcript from the IHE and a transcript from the TPSID program. Four programs (10%) reported that students did not receive any transcript.

The most common types of resources accessed by students were the student center or dining hall (100% of programs), library (98%), bookstore (98%), sports and recreation facilities or arts/cultural center (96%), computer lab/student IT services (96%), health center/counseling services (85%), registrar/bursar/financial aid (83%), career services (69%), and the DSO (69%). Resources that were accessed at fewer campuses were tutoring services (56%), residential life (42%), and off-campus housing services (25%). All programs stated that students accessed at least one of these campus resources.

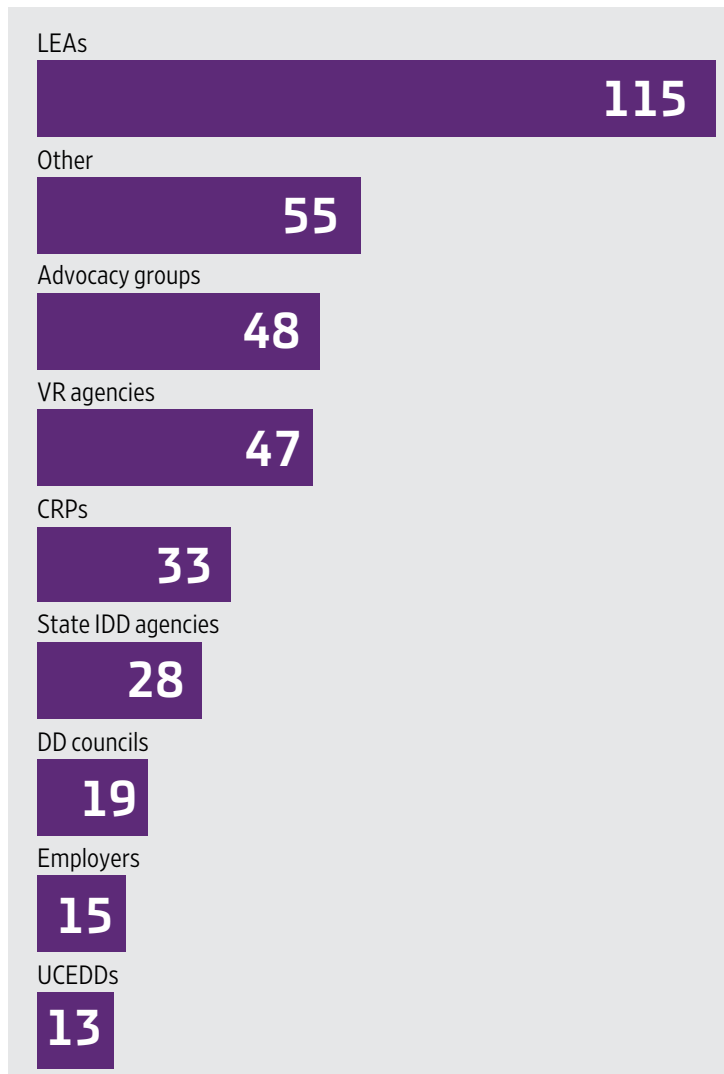
² Reasons for ineligibility included that the state VR program does not support the TPSID program (eight students) or that the VR program did not think the student was a good candidate for the VR program (two students). One student was dropped from a VR program after not complying with the program.

At two thirds of TPSID programs (67%), students attended the regular orientation for new students at the IHE, and at 42% of TPSIDs, family members of students attended the regular parent orientation. Almost all programs (92%) provided a special orientation for students, and 88% provided a special orientation for family members.

STRATEGIC PARTNERSHIPS

TPSIDs were asked to report each instance of a partnership with an external organization. For example, if a program partnered with five LEAs, they entered a record for each LEA. TPSID programs partnered with 373 external organizations in 2017–2018: an average of eight partners per program. These partnerships included state intellectual/developmental disabilities (IDD) agencies (50% of all programs reported partnering with an IDD agency), LEAs (65% of all programs), and state VR agencies (75% of all programs).

FIGURE 7: THE NUMBER OF PARTNERSHIPS BETWEEN EXTERNAL ORGANIZATIONS AND TPSIDS



The most frequent partnerships were with LEAs (n=115 partnerships), advocacy groups (n=48), VR agencies (n=47), community rehabilitation providers (CRPs) (n=33), state IDD agencies (n=28), developmental disabilities (DD) councils (n=19), employers (n=15), and University Centers for Excellence in Developmental Disabilities (UCEDDs, n=13). Other TPSID partners (n=55) included business advisory councils, private foundations, and protection and advocacy groups. (See Figure 7).

The three most common partner roles included serving on an advisory board or as a consultant (54% of all partnerships) and providing services directly to students (46%). TPSIDs reported that partners played roles other than the ones listed in 29% of partnerships. These roles included referring students to the program and helping with student recruitment, connecting students to employers in the community, connecting students with services and supports, and assisting students with finding housing.

In 68% of partnerships with VR (32/47 partnerships), the TPSID and VR agency collaborated to provide pre-employment transition services. VR agencies provided direct services to students at 38 of the 47 VR agencies that partnered with TPSID programs.

FINANCE

Sustainability

In 2017–2018, 98% of TPSIDs received financial support from external sources, such as state VR agencies and state IDD agencies. In 17 of the 36 programs that partnered with VR (47%), VR provided funds for student tuition, and in 31% (n=11) VR provided funds for other student expenses.

Annual costs of the TPSID programs varied widely, ranging from \$0 to \$65,206 per year. Mean annual total cost of attendance was:

- \$11,107 for programs that charge the same rate for all students (n=19)
- \$13,938 to attend a program as an in-state student at a program that had an in-state rate (n=21)
- \$33,951 to attend a program as an out-of-state student at a program that had an out-of-state rate (n=3)

Tuition and fee costs differed based upon the type of institution (two-year or four-year, public or private), whether residential options were provided, and whether the IHE charges were residency-dependent (e.g., in-state, out-of state, city resident).

A majority of the TPSID programs had external partners who provided funds for student tuition (29 of 48 programs). Of these programs, 60% indicated that one or more of those partners provided funds for student tuition. Fourteen programs had multiple partners that provided funds for student tuition. Additionally, 22 programs partnered with organizations that provided funding for other student expenses, such as fees and room and board. Among the partners who provide support for these student expenses were LEAs (n = 13), VR (n = 11), and state IDD agencies (n = 6). Twenty-two programs partnered with organizations that paid for program expenses such as operating costs.

TPSID projects are required to provide a match of at least 25% of the funds they receive from the U.S. Department of Education. To meet these match requirements, 81% of programs used in-kind contributions such as faculty/staff time (77%), physical space (50%), or materials (27%). Other monetary contributions, for example, foundation funds or funds from external partners, were used by 31% of programs.


Student Financing

Information on tuition expenses was collected for each student. For tuition expenses, private pay was the most commonly cited source (41%), followed by state VR agency funds (28%). Tuition was waived for various reasons for seven students. Private pay was also the most commonly used source of funds to pay non-tuition expenses (47%). The Home and Community-Based Services waiver funds from state IDD agencies was used by 16% of students to pay for non-tuition expenses.

One hundred fifty students (18%) were reported to have received federal financial aid in the form of a Pell Grant.

STUDENT STATUS AT EXIT

100% of students who completed a TPSID program earned at least one credential.



A total of 267 students exited their IHE program during the reporting period. Of the students who exited (n=206), 77% completed a program. All of these students earned at least one credential. Among the 61 students who did not

complete a program, the most common reasons given for exit were no longer wanting to attend the program (n=25), being dismissed from the program (n=12), and transferring to another postsecondary program (n = 5). The reason for exit was not reported for 19 students.

Credentials Earned

The most frequent type of credential earned by program completers were credentials developed by the TPSID. One hundred ninety-two students earned a total of 199 credentials developed by their TPSID program. One hundred eighty-four students earned a single TPSID-created credential, 5 students earned two TPSID-created credentials, and one student earned three TPSID-created credentials. Ninety-six credentials earned (48% of TPSID-created credentials earned) were approved by the IHE governance structure. Credentials earned 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 that were awarded were reported to be industry-recognized (e.g., by the National Restaurant Association, American Heart Association, and the National Retail Foundation).

Fourteen students at six programs earned an existing credential other than one developed by the TPSID. Examples of these credentials are certificates of exercise science, food studies, information studies, HVAC workforce, and welding.

Three students completed the coursework required to earn a credential but were not awarded the credential. Two of these students were unable to pass a national exam required to earn the credential. The reason the other student did not earn a credential after completing all of the required coursework was not provided.

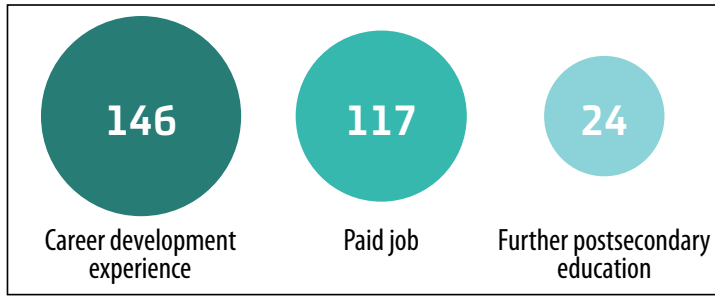
Activities at Exit

Most students who exited (n = 207; 78%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit. Sixty (22%) students were not engaged in any of these activities at exit (or within 90 days in the case of employment).

One hundred seventeen students (44%) were working in a paid job at exit or within the first 90 days after exiting, and 146 students (55%) were participating in unpaid career development activity at exit. Sixty-one students were both employed for pay and participating in unpaid career development activities when they exited their program.

Twenty four students (9%) continued on to further postsecondary education (See Figure 8).

FIGURE 8: NUMBER OF STUDENTS ENGAGED IN EACH ACTIVITY AT EXIT



Note: No paid job, career development, or postsecondary education activities were reported for 60 students

TRENDS

By comparing the Year 3 TPSID data with previous years we can identify initial areas of growth and challenge experienced by the Cohort 2 TPSIDs. Changes may be attributed to

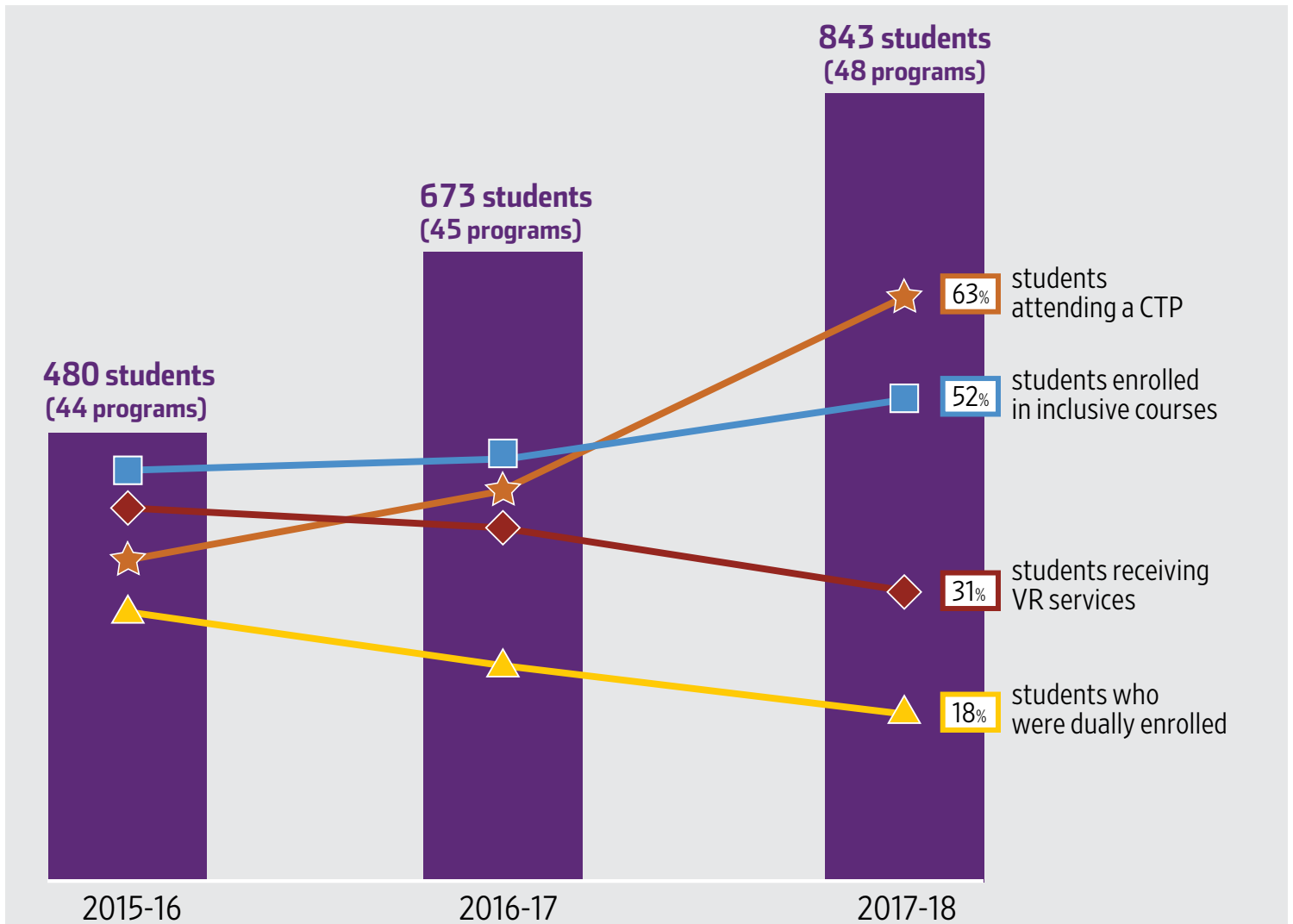
factors such as the increased number of students served as programs increased in size or gained experience in serving students. Additional shifts may reflect targeted areas of growth, such as emphasizing credential attainment, employment, or inclusive course access.

Comparisons in program and student data across the first three years of TPSID Cohort 2 are shown in Figure 9.

Between Years 2 and 3, the number of TPSID programs serving students increased from 45 to 48, and the number of students served increased from 673 to 843. Programs served a lower percentage of dually enrolled students (decrease from 29% of students in Year 1 to 23% in Year 2 and then 18% in Year 3). However, the number of dually enrolled students decreased by only one student in Year 3 (154 in Year 2 to 153 in Year 3), suggesting that there was a proportionally greater increase in the number of adult students served in the overall sample.

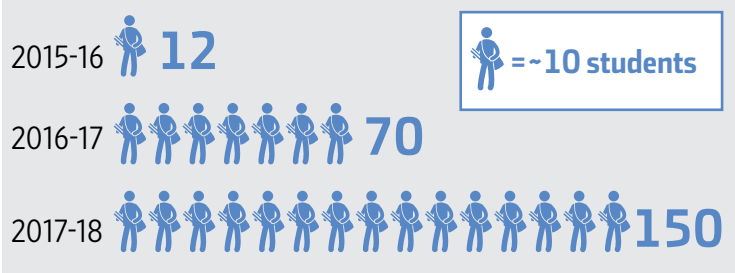
The percentage of students attending approved CTP programs increased from 42% in Year 2 to 63% in Year 3,

FIGURE 9: KEY TPSID PROGRAM AND STUDENT INDICATORS



with the number of approved CTP programs increasing substantially from 14 to 25. A greater number of students received Pell grants in Year 3 than in previous years (150 students in Year 3 vs. 12 students in Year 1 and 70 students in Year 2). (See Figure 10.)

FIGURE 10: NUMBER OF STUDENTS WHO RECEIVED PELL GRANTS BY YEAR



The percentage of students receiving services from VR decreased from 38% in Year 2 to 31% in Year 3. TPSIDs have indicated that they are not always able to obtain this information from students, so the percentage may be higher. The percentage of students receiving supports from the DSO remained relatively steady at 64%.

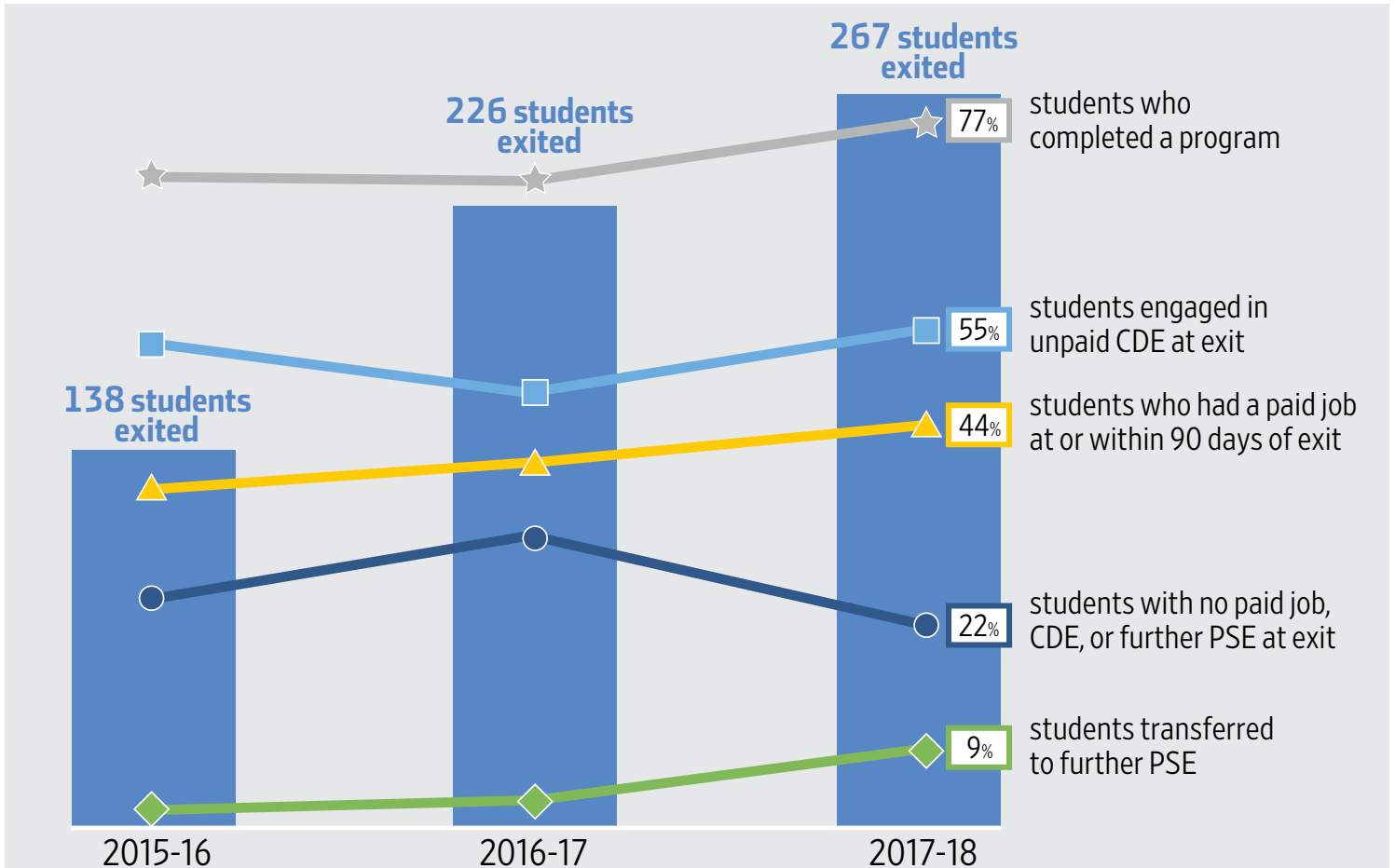
The average number of courses taken by students has been stable at around seven courses per student per year. Year 3

marks the first year during this round of funding in which more than half of courses taken by students were inclusive (53% of all enrollments, compared to 47% in Year 1 and 46% in Year 2).

A decrease was seen in the percentage of students with a paid job, from 52% in Year 2 to 47% in Year 3. However, this percentage remained comparable to Year 1 (46%). The percentage of students engaged in career development experience was about the same as previous years (70%), and about the same percentage of students were not engaged in any paid job or CDE (13%).

Comparisons of student activities at exit are shown in Figure 11. The number of students who exited TPSID programs increased from 226 in Year 2 to 267 in Year 3. All students who exited and completed a program earned a credential. A higher percentage of students exited because they completed a program than for other reasons in Year 3 than in previous years (77%). The percentage of students who had a paid job at exit or within 90 days increased from 40% in Year 2 to 44% in Year 3, indicating that students who attended TPSIDs are having greater success in finding paid employment in the time period immediately following their program.

FIGURE 11: KEY STUDENT EXIT INDICATORS AT TPSIDS



The percentage of students who were engaged in unpaid career development increased, from 47% to 55%. The percentage of students who were not engaged in either paid employment or career development experience decreased from 34% to 24%. This is a positive trend, but it continues to indicate that as with many typical college graduates, it may take some time for students who attended TPSID programs to find employment or other work experience after completing a program.

POST-EXIT OUTCOME DATA

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



The NCC collected information on student outcomes one year after program completion for 155 students who completed their Cohort 2 TPSID program in 2015–2016 and 2016–2017. This reflects a 59% response rate for all students who completed a program in these years. Sixty-five percent ($n = 100$) of respondents to the one-year outcome survey had a paid job one year after exit. By 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).

Thirty-two percent of respondents ($n = 49$) were not working one year after exit. These students reported they were doing other things, such as looking for work ($n = 28$), attending postsecondary education at a non-TPSID program ($n = 19$), or doing unpaid career development activities ($n = 25$). The remaining six students out of the 155 (4%) did not report their employment status.

Twenty-three percent of respondents reported they were pursuing further education. Thirty-one percent were not living with family while the remaining 69% lived with family. Ninety-one percent of respondents reported they were satisfied/very satisfied with their social life (this excludes 19 students who did not answer this question).

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



LIMITATIONS

These data from TPSIDs are self-reported, which may impact their accuracy. The NCC made every attempt to verify any discrepancies, but was not able to check the validity of all data entered into the Data Network. Despite the NCC's best efforts to develop questions and response choices to fit the needs of TPSID respondents, and to define key terms in a way that allowed for consistency across reporting sites, responses may have been subject to respondent bias due to different interpretations of program operations and student experiences.

In particular, the degree to which other college students not receiving services from the TPSID program enrolled in courses categorized as “inclusive” cannot be confirmed. Thus, the NCC cannot be certain of the extent to which student course enrollments reported as inclusive actually provided an inclusive academic experience.

TPSID data do not provide a representative sample of all U.S. higher education programs serving students with intellectual disability. Therefore, generalizability may be limited. These limitations are important to keep in mind when reviewing the data presented in this report.

CONCLUSION

The third year of the Cohort 2 TPSID model demonstration programs offered access to higher education to 843 students with intellectual and developmental disabilities at 48 programs located at 46 college and university campuses. Most of the programs were implemented at four-year colleges and universities, with only 21% of programs being implemented at two-year IHEs. This year brought a reduction in the percent of dually enrolled students, from 23% in Year 2 to 18% in Year 3; while this is a 5% decline, the actual number of dually enrolled students only decreased by one student.

Year 3 course enrollment data reflects a significant milestone as it marks the first time since the TPSID program began in 2010 that a majority of students' course enrollments (53%) were in inclusive courses. This increase may be related to another significant finding; the number of TPSID programs approved as CTPs increased by 79% percent since 2015-16. This may have had an indirect impact in increasing inclusive course enrollment, as one requirement of the CTP application process is to create a course of study that ensures a minimum 50% of course enrollments are inclusive. Just over half of the TPSIDs are now approved CTPs, one is pending approval and 22 others are still considering whether or not they are going to apply to become CTP approved. We hope to see the remaining TPSIDs attain CTP status and that this may lead to continued growth in inclusive college course access. CTP status also affords eligible students with ID to access federal student aid. This year brought a 114% increase from last year in student receipt of Pell Grants. While we are not able to gather student family income data, this could demonstrate that the TPSIDs with CTP status are serving more low-income students.

Year 3 course enrollment data reflects a significant milestone as it marks the first time since the TPSID program began in 2010 that a majority of students' enrollments (53%) were in inclusive courses.

TPSID use of existing college systems, including academic advising and disabilities services, helps to engage faculty and staff, cultivating ownership for student success with personnel from outside of the TPSID program (Papay, Grigal, Hart, Kwan, Smith, 2018). Almost two-thirds of students received

supports or accommodations from the disability services office (DSO) but only 2% received all of their supports and accommodations from the DSO. This demonstrates that students are accessing existing supports on campus but also have substantial reliance on supports offered by the TPSID program. TPSID program staff must continuously assess the provision of services to ensure they are enhancing but not supplanting existing supports and services. For example, almost half of the TPSIDs did not offer access to typical advising services and instead used TPSID staff to conduct advising activities. This is concerning as access to inclusive course enrollment can be predicted by the level of integration with certain existing college and university systems such as advising and transcripts (Papay, et al., 2018).

Access to housing increased 38% in Year 3 with 22 campuses offering access. Also notable is the absence of specialized housing. Establishing access to housing is a challenging process and requires involvement from a variety of campus offices (e.g. student affairs, residence life, housing, campus security). This level of engagement requires ongoing collaboration and communication between TPSID program staff and other campus staff, especially with residence life staff. It is promising that almost two-thirds of the campuses that offer access to housing are now providing that access to students enrolled in the TPSID program.

The rate of engagement in career development activities remained steady in year 3 however the rate of paid employment while enrolled showed a 5% decline from 52% to 47%. The percentage of students enrolled in the state VR program declined 9% between years 2 and 3. Recent interpretations of guidance on the implementation of the Workforce Innovation and Opportunity Act has resulted in VR agencies at the state and local level deeming students with intellectual disability ineligible for services; despite language in the WIOA regulatory preamble clarifying that vocational rehabilitation (VR) funds may be used to support students in these programs (Lee, Rozell, & Will, 2018). The National Coordinating Center has provided the Office of Special Education and Rehabilitative Services with multiple examples of state VR agencies creating and implementing policies that are creating barriers to students enrolled in TPSIDs receiving VR services. Given that the TPSID programs directly address the goal of competitive integrated employment, we hope that future guidance is soon offered that supports enhanced student enrollment in the VR program and continued collaboration between the IHEs and the key partner of VR.

The rate of paid employment at exit continues to trend upward, growing an additional 4% this year to 44%. This growth is critical as employment outcomes are a priority for the TPSID program. However, the 90-day exit data timeframe may provide a limited picture, as many students attending a TPSID may be moving back to their home location after completing a program (Grigal, Papay, Smith, Hart, & Verbeck, 2018). Thus, it may take more than 90 days to relocate, secure employment and gain access to needed employment supports. Student outcomes 1-year post exit reflect stronger positive employment outcomes with 65% of students 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 Disability Employment, 2018).

By advancing access to academic enrollment 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 the students with intellectual disability.



Marques was the first student in the LEAP program at Albany Technical College to graduate. He graduated with a certificate in Business Office Assistant in December 2018.


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

93 PROGRAMS 

at

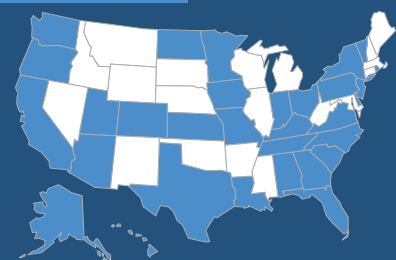
90 colleges and universities 

serving almost

3,400 students with I/DD 

across

31 STATES



By advancing access to inclusive academic enrollment 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.

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DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

The research team for this report consists of key staff from the Institute for Community Inclusion at the University of Massachusetts Boston. The organizations and the key staff members do not have financial interests that could be affected by findings from the evaluation.

Think College



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