

Annual Report on the Transition and Postsecondary Programs for Students with Intellectual Disabilities

Year 5 (2014–2015)



Annual Report on the Transition and Postsecondary
Programs for Students with Intellectual Disabilities,
Year 5 (2014–2015)

Meg Grigal, PhD

Debra Hart, MS

Frank A. Smith, MA

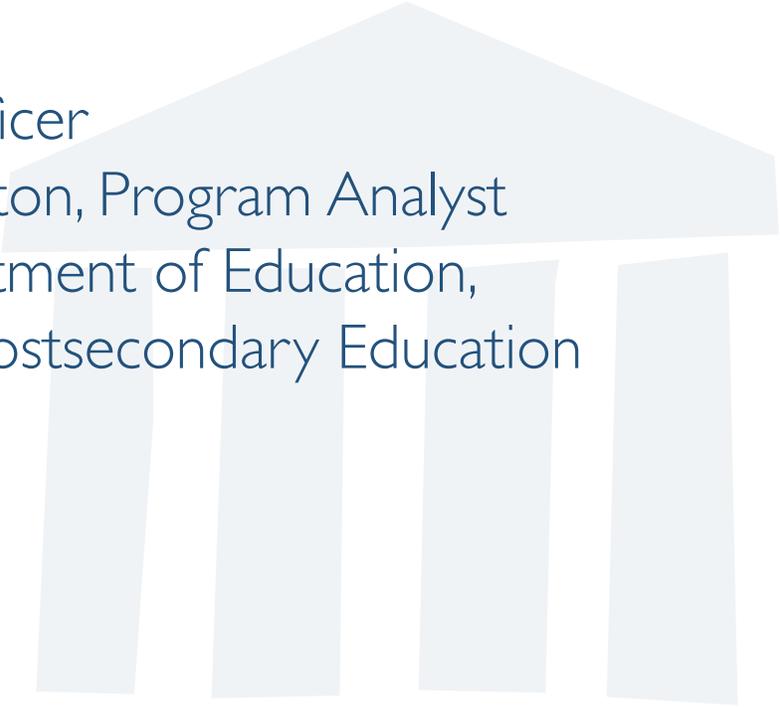
Daria Domin, MSW

Cate Weir, MEd

Project Officer

Shedita Alston, Program Analyst

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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.

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EXECUTIVE SUMMARY

The Higher Education Act as amended in the Higher Education Opportunity Act contained several provisions aimed at increasing access to higher education for youth and adults with intellectual disabilities (ID). One outcome of these provisions was the appropriation of \$10.6 million by Congress to create a model demonstration program aimed at developing inclusive higher education options for people with ID.

In 2010, the Transition Postsecondary Education Program for Students with Intellectual Disability, or TPSID, model demonstration program was implemented by the Office of Postsecondary Education (OPE), which awarded five-year grants to 27 institutes of higher education (IHEs). These IHEs were tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with ID.

Congress also appropriated \$330,000 for the establishment of a national coordinating center for the TPSID program. OPE awarded the TPSID National Coordinating Center (NCC) to the Institute for Community Inclusion at the University of Massachusetts Boston in October 2010. The mission of the NCC is to provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with ID. The NCC also evaluates the TPSID projects, creates recommended standards for programs, and builds a valid and reliable knowledge base around program components.

This Year Five report describes the types of colleges that received TPSID grants, characteristics of attending students, and detailed information about academic access, employment and career development, campus membership, and program elements that supported self-determination, such as person-centered planning.

The report also details the TPSID programs' efforts at collaborating with internal and external partners, the extent to which the TPSID programs are integrated into the existing policies and practices of the college, efforts aimed at sustaining these programs, and evaluation strategies employed by the TPSID programs beyond those used by the NCC.

PRIMARY FINDINGS OF THE YEAR FIVE REPORT

DEMOGRAPHICS

The fifth year of the Transition Postsecondary Program for Students with Intellectual Disability (TPSID program) commenced on October 1, 2014. The TPSID program was comprised of 27 model demonstration projects being implemented on 52 college or university campuses. In 2014–2015, 16 programs operated on single college campuses, and 11 operated as consortia, with 36 satellite college campuses. Fourteen of these sites were located at two-year IHEs, and 38 sites were located at four-year IHEs.

During Year Five, 888 students attended the 52 TPSID programs, for an average of 17 students per site. As of September 2015, 18 TPSID sites had been approved as a Comprehensive Transition Program (CTP) and were able to offer eligible students access to certain forms of Title IV student aid. In the 2014–2015 school year, 423 TPSID students were newly enrolled, and 465 were continuing students.

In 2014–2015, 57% of TPSID students were male and 43% were female². Most students were white (73%), 15% were black or African American, and 11% were Hispanic or Latino. Over 90% of students were between the ages of 18 and 25, and 89% of enrolled students had an intellectual disability (ID) and/or autism. The remaining 11% of students were reported as having other disabilities. One quarter of students (25%) were dually enrolled, i.e., receiving special education transition services from a public school system while attending the TPSID program.

ACADEMIC ACCESS

In Year Five, course enrollment information was reported for 784 of the 829 students who attended TPSID programs and for whom we had individual (as opposed to aggregate) data. These 784 students enrolled in a total of 5,775 college or university courses. This is an average of seven courses per student per year³. Students at two-year IHEs took an average of seven courses, while those at four-year IHEs took an average of eight courses a year.

A majority of course enrollments (55%) were in courses designed for and delivered to only students with ID in the TPSID. The remaining 45% were in academically inclusive courses, i.e., typical college courses attended by students with ID and other college students. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs.

The most common accommodations were academic supports, such as note-takers and readers. Students also received enrollment accommodations, such as modified course loads, substitutes for required courses, and priority registration, as well as academic accommodations, such as access to professors' notes, advance access to materials, and alternative test formats. A majority of students attending TPSIDs (75%) were seeking a credential in 2014–2015. A majority (89%) of TPSID programs used peer mentors to provide academic supports to students in the programs.

² Omits data reported at the aggregate level

³ Some students did not take any courses because they were in a stage of their program where the focus was not on academics, but rather on employment and career development. Therefore, course enrollment data were not reported for some students.

CAREER DEVELOPMENT AND EMPLOYMENT

Of the 888 students attending TPSID programs in 2014–2015, 345 (39%) held a total of 438 paid jobs⁴. Some students have held the same job for multiple years while also attending a TPSID program. One hundred twenty-eight jobs (29%) were jobs that students had held since Year Four, 28 were jobs students had held since Year Three, 9 were jobs they had held since Year Two, and 4 were jobs they had held since Year One.

Individual paid jobs accounted for 280 of the paid jobs held by students (64%), and paid internships (credit and non-credit) accounted for 28%. Seventy-seven percent of the paid jobs held by students paid at or above minimum wage. In addition to paid employment, over half of the enrolled students in Year Five (60%) participated in other career development activities to prepare for the workforce. The most common career development activities were volunteering and/or community service (30%) and service learning (19%).

Length of student attendance impacted rates of employment: the longer students attended, the more likely they were to be employed. Challenges to engaging in paid employment included lack of preparation and career assessment prior to students entering their college program, as well as a lack of staff knowledge and training about state-of-the-art customized and integrated employment practices.

Students who attended more academically inclusive programs, i.e., programs where more than 50% of course enrollments across all students are in inclusive courses, were more likely to participate in both paid employment and other career development activities than students who attended programs that are less academically inclusive, i.e., those that primarily enroll students in specialized courses.

SELF-DETERMINATION

In Year Five of the program, person-centered planning was used in 96% of TPSIDs. Students sought academic advising from existing academic advising offices in 50% of TPSIDs, and 50% used only a separate advising system specially designed for students who attend the TPSID.

Common motivations for students to enroll in coursework were that the course was required for the TPSID credential (59% of course enrollments), was required for a degree or certificate (58%), matched the student's personal interests (49%), or related to their career goals (43%). Year Five saw a slight increase in students taking courses because they were related to their career goals (43% of enrollments) when compared to Year Four (35%), despite decreases in previous academic years. The majority of TPSIDs offered students' families information about IHE-related issues such as social activities (92%), Institution of Higher Education (IHE) code of conduct (77%), disability-related services available at the IHE (71%), the Family Educational Rights and Privacy Act (FERPA)(71%), non-disability-related services (60%), and financial aid (54%).

CAMPUS MEMBERSHIP

In 2014–2015, every TPSID reported facilitating or supporting student participation in campus social activities, including attending events on campus, going out with friends, and attending or participating in sporting events. Some students participated independently; others received support from TPSID staff or peer mentors. A small minority (4%) of students was reported as not participating in any social activities.

In Year Five, 44% of TPSIDs were commuter schools that did not provide housing for any students. Of those TPSIDs

⁴ Omits data reported at the aggregate level

located at IHEs that did offer housing, 14 provided students in the TPSID access to that housing, and 15 did not. Of the 224 students living in TPSID or IHE housing, 60% lived in an on-campus or off-campus setting where the majority of the students are TPSID students. Nearly two thirds of those living off-campus, but not with their families, lived independently (63%), with another 14% in supervised or supported living settings. Students who lived in TPSID or IHE housing generally had higher levels of participation in social activities.

EXITING STUDENTS

A total of 324 students exited their TPSID program in Year Five. Overall, 40% of students who exited had a paid job when they exited their program. The most common reason for exit was having completed the program and earned a credential (68%).

Overall, 80% of the students who exited earned one or more credentials before exiting. This is the highest percentage of credential earners thus far in the TPSID funding period. Students who exited programs at four-year IHEs were slightly more likely to have earned a credential than students who exited programs at two-year IHEs (91% versus 66%). A certificate specifically for students in the TPSID program granted by the IHE was the most common credential at both two-year and four-year IHEs.

Three quarters of students who exited in Year Five (76%) were reported as having a paid job, participating in unpaid career development activities, or doing both at the time they exited. At exit, 110 students were working in a paid job and 193 participated in some sort of unpaid career development activities. Seventy-two students were both employed for pay and participating in unpaid career development activities when they exited their program. Students who were dually enrolled in high school and college in their final year were more likely to exit their program with a paid job than students who were enrolled as an adult student.

EVALUATION

Each TPSID, in addition to using the National Coordinating Center (NCC) evaluation system, created its own mechanisms for self-assessment. The evaluation tools used by TPSIDs included assessment of students' academic and career interests and progress, goal attainment, and self-determination. TPSIDs regularly sought feedback from students, faculty, peer mentors, family members, TPSID staff, and employers of students via interviews and meetings. Sixty-two percent of TPSIDs also collected follow-up data on students who exited the program, reflecting a steady increase over time starting with 23% in Year One.

ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES

In Year Five, TPSID programs followed the academic calendar used by the IHE at 94% of the reporting TPSIDs (N=52). The overwhelming majority (89%) indicated that they held students to the IHE's code of conduct, and 98% issued students college or university ID cards. Eighty-one percent issued students a transcript, and well over half of the programs issued regular transcripts.

Forty percent of TPSIDs stated that students accessed all campus resources that were listed as options in the evaluation system. The most commonly accessed resources were the student center, dining hall, computer lab or IT services, bookstore, and library. The percentage of campuses at which students use career and tutoring services grew consistently from Years One through Three. The use of tutoring services stabilized at around 60% in Year Four and remained at 60% in Year Five. Use of career services peaked at 65% in Year Four and dipped to 56% in Year Five.

COORDINATION AND COLLABORATION

The 52 participating TPSIDs partnered with 237 external organizations. The most common external partnerships in Year Five were with vocational rehabilitation (VR) agencies, local education agencies (LEAs), employers, University Centers for Excellence in Developmental Disabilities (UCEDDs), and employers. VR agencies were the most frequent external partnership to be reported for the second consecutive year in Year Five. VR agencies were the most frequent partnership in Year Two as well, and partnerships with LEAs were most common in Years One and Three.

The three most common partner roles were providing services directly to students, serving as a consultant, and participating in a project advisory committee. The percentage of TPSIDs partnering with employers decreased slightly between Years Four and Five, from 45% to 40%. However, partnerships with employers increased each year from Years One through Four. Staff from 79% of TPSIDs participated in professional development provided by their IHE, and 83% had staff that participated in professional development provided by an entity external to the IHE.

SUSTAINABILITY

In Year Five, 90% of TPSIDs received financial support from external sources, such as state VR agencies and state intellectual and developmental disabilities (IDD) services agencies. In 18 of the 40 instances where VR agencies partnered with TPSID programs, the agency provided funds for student tuition. For tuition and non-tuition expenses, private pay (i.e., personal funds) was the option most commonly used. Tuition was waived for various reasons for 15% of students. Seventeen TPSID sites were approved CTPs, and could offer eligible students access to certain forms of federal student aid. Pell Grants were the most common form of federal student aid. Annual costs of the TPSID programs varied widely, ranging from no cost at all to \$42,000, and depended upon the type of institution (two-year or four-year) and whether the IHE charges were residency-dependent, e.g., in-state, out-of-state, city resident, etc.

The fifth and final year of the 2010–2015 funded TPSID programs reflected growth in many critical areas. Employment rates, both while students were enrolled in the program (39%) and 90 days after they exited (40%), increased from the previous year, and demonstrated that students with ID can attend college and work simultaneously. Year Five also brought the highest percentage of students who earned a credential at exit, with 80% of attending students earning a credential. These credentials varied in their format and structure and the extent to which they ascribed to standard IHE practices, but in many cases they represented the first certificate available at these IHEs to this traditionally marginalized group of learners.

It is affirming that as grant funding fades, the majority of the IHEs that received these funds plan to continue to serve students with ID in the future. In many states, the existence of the TPSID projects has also led to increased awareness and support for expansion of access to other colleges and universities not involved with the TPSID program. In some cases, this momentum has resulted in expanded state policies or the allocation of new state funding for inclusive higher education for students with ID, as has occurred in Colorado, Florida, North Carolina, South Carolina, Tennessee, and Texas. This positive snowball effect will result in greater development and expansion of higher education options, and increased numbers of students with ID who have the chance to determine how a path to and through higher education can lead to a better life.



INTRODUCTION

In the 21st century, going to college is becoming a minimum requirement for getting a good job and succeeding in the workforce. College and career readiness is now the driving force behind school improvement efforts such as the Common Core State Standards Initiative (ACT, 2010), and college access and completion initiatives are consistently part of the research and funding agenda of the Department of Education. Higher education is frequently seen as a pathway toward better employment outcomes and better life outcomes.

However, up until recently these research practice and funding initiatives focused primarily on certain groups: those students who come from disadvantaged populations, first-generation college students, or those who may face challenges in adequate preparation and access to higher education. These efforts were not directed at increasing access to higher education for students who were the least likely to be prepared for or to gain access to colleges or universities in the United States—people with intellectual disabilities (ID).

Students with intellectual disabilities have the least inclusive educational experiences, the lowest levels of academic achievement, and the fewest postsecondary education goals reflected on their transition plans (Grigal, Hart, & Migliore, 2011; Newman, Wagner, Cameto, Knokey, & Shaver, 2010). Only 11% of high-school students with ID have the goal of attending a two-year or four-year college in their education plan (Grigal et al., 2011).

Subsequently, students with ID also have the poorest college access and employment outcomes of all disability groups (Windsor & Butterworth, 2007; Newman, Wagner, Cameto, & Knokey, 2009). The lack of opportunity to prepare or plan for higher education or meaningful paid work leads to long-term inadequacy and inequality in these students' education and employment outcomes.

Most students with ID exit high school and enter into a lifetime of sheltered employment (earning subminimum wage) or day habilitation (Gidugu & Rogers, 2012; Siperstien, Parker, & Drascher, 2013).

A recent survey of 11,599 adults with ID in 16 states found that only 14.7% were competitively employed (HSRI, 2012). In 2011, the employment rate for transition-age individuals with ID and/or autism (ages 16–21) was 18%—less than half the employment rate for transition-age students without disabilities (Butterworth et al., 2013). This inequity becomes worse as people with ID and/or autism age. Only 32% of adults in this population between the ages of 20 and 30 are employed, compared to 74% of those without disabilities (Sulewski, Zalewska, Butterworth, & Migliore, 2013).

In response to these deplorable outcomes, when the Higher Education Act was Reauthorized in 2008 as the Higher Education Opportunities Act (HEOA), it contained several new provisions aimed at increasing access to higher education for youth and adults with ID. To address these provisions, Congress appropriated \$10.6 million for creation of a new model demonstration program via the Office of Postsecondary Education (OPE) (Duncan, 2010).

In 2010, the OPE awarded grants to 27 institutes of higher education (IHEs) to fund model demonstration projects. These are referred to as Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs). The goal of the TPSID program is to create, expand, or enhance high-quality, inclusive higher education experiences to support positive outcomes for individuals with ID.

The OPE also awarded a TPSID National Coordinating Center (NCC) grant to the Institute for Community Inclusion at the University of Massachusetts Boston. Among the responsibilities of the TPSID NCC was the development of a valid and reliable evaluation framework for the TPSID programs. This Year Five Report provides an overview of the evaluation framework and a comprehensive look at critical components of the TPSID program throughout the U.S. in the 2014–2015 academic year, the fifth year the program was funded.

The report describes the types of colleges that received TPSID grants, characteristics of attending students, and detailed information about academic access, employment and career development, campus membership, and program elements that supported self-determination, such as person-centered planning. The report also details the TPSID programs' efforts at collaborating with internal and external partners, the extent to which the TPSID programs are integrated into the existing policies and practices of the college, efforts aimed at sustaining these programs, and evaluation strategies employed by the TPSID programs beyond those used by the NCC.

Additionally, the report addresses changes in each of these areas over time and offers a five-year overview of key outcomes. Student stories that demonstrate a more person-centered perspective on the activities and outcomes of these higher education options are also highlighted.

METHOD

The NCC was charged with development and implementation of a valid and reliable evaluation framework to evaluate the overall TPSID program. Work commenced with a comprehensive review of each TPSID grant application to determine the common measures and terminology that would best reflect the various programs. NCC staff also reviewed online data management tools to ensure that the platform chosen for the evaluation system would be both reliable and flexible, meeting the needs of the NCC and the TPSID programs. We selected a management system that provided TPSID personnel with ease of access and use.

TOOL DEVELOPMENT

A draft evaluation tool was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients were expected to report on, which were aligned with the Think College Standards for Inclusive Higher Education (Grigal, Hart, & Weir, 2012). In February 2011, draft versions of the tool were shared with all TPSID principal investigators to gather input on clarity of questions, adequacy of response options, and comprehensiveness of the variables. The extensive comments received from TPSID personnel were reviewed in detail by project staff in March 2011 and incorporated into the second version of the tool. This tool was then programmed into a secure online database using software purchased from Quickbase (quickbase.com).

From May through August 2011, the online evaluation system was piloted in three waves of nine sites each. Further feedback on content as well as function was obtained, and a third version of the tool was created. The resulting tool was submitted in August 2011 to the Office of Management and Budget (OMB) for approval under the Paperwork Reduction Act (44 U.S.C. 3501). After extensive feedback and revision, the OMB approved the evaluation tool in July 2012. Upon receipt of this approval, NCC staff made the required modifications to the tool and the system as deemed necessary by the OMB. One of the required modifications was to provide a version of the student tool that would allow TPSIDs to report student data at the aggregate (program) level, rather than individually for each student. The evaluation system was then made available to the TPSIDs for ongoing data entry starting in August 2012. The findings of years one through four were summarized in the previous annual reports, Think College National Coordinating Center: Annual report on the transition and postsecondary programs for students with intellectual disabilities, which are available on the Think College website (www.thinkcollege.net).



TPSID PROGRAM, YEAR FIVE: 2014–2015

The fifth year of the TPSID program commenced on October 1, 2014, and projects were implemented in 23 states. In 2014–2015, 16 programs operated on single college campuses, and 11 operated as consortia, with 36 satellite college campuses. The TPSID program was comprised of 27 model demonstration projects being implemented on 52 college or university campuses. Fourteen of these sites were located at two-year IHEs, and 38 sites were located at four-year IHEs.

Twenty-six of the 52 IHEs implementing a TPSID project had previously supported students with intellectual disability (ID) in a program prior to receiving the TPSID grant. The remaining 26 IHEs had not served students with ID prior to receiving the TPSID grant. Programs at two-year IHEs were more likely to have served students with ID prior to receiving TPSID grant funding than four-year IHEs (71% versus 42%). Three satellite sites (Huntington University, Vincennes University at Vincennes, and Windward Community College) began serving students in Year Five, and two sites (Front Range Community College and Hawaii Community College (Hilo)) stopped participating as a TPSID satellite campus after Year Four.

In addition to establishing the TPSID model demonstration program, the Higher Education Opportunity Act (HEOA) also created a new type of Title IV federal student aid program called a comprehensive transition program (CTP). CTPs allow approved IHEs to provide eligible students with intellectual disability access to certain forms of federal student aid.

The CTP approval process is coordinated by the Office of Federal Student Aid, and is separate from the TPSID Program, which is overseen by the Office of Postsecondary Education. As of September 2015, 18 TPSID sites had been approved as CTPs. Only approved CTPs are able to offer federal student aid (e.g., Pell Grants, Supplemental Education Opportunity Grants, work-study) to students with ID. Therefore, students with ID who are attending TPSIDs that are not approved CTPs are unable to access federal financial aid to help pay for college. The NCC has created a variety of resources including insight briefs and online modules to support the development of CTP applications.

During Year Five, 888 students attended the 52 TPSID programs, for an average of 17 students per site. An overview of student enrollments at TPSID sites appears in Table 1, and the complete list of campuses serving students appears in Table 2. The NCC collected data for 829 students from programs that report student data individually, and data for 59 students from programs that report student data in the aggregate. Over the course of the full five years of funding, 2,245 students were served by the TPSID programs (unduplicated count).

TPSID satellite sites that began serving students in Year Five (host IHEs shown in parentheses)

- » Huntington University and Vincennes University at Vincennes (Indiana University)
- » Windward Community College (University of Hawaii at Manoa)

TPSID sites that were approved CTPs as of September 30, 2015

- » Appalachian State University
- » California State University Fresno
- » Camden County College
- » College of Charleston
- » College of New Jersey
- » Highline College
- » Kent State University
- » Monroe Community College
- » Murray State University
- » Ohio State University
- » Roberts Wesleyan College
- » Taft College
- » The University of Delaware
- » University of California Los Angeles
- » University of Tennessee
- » Virginia Commonwealth University
- » Western Carolina University
- » Western Piedmont Community College

TABLE 1. STUDENT ENROLLMENTS IN YEAR FIVE BY PROGRAM ATTRIBUTES

	Number of sites in Year Five	Mean # of students per site
All programs	52	17
Served students with ID prior to TPSID program	26	21
Did not serve students with ID prior to TPSID program	26	13
Two-year IHE	14	25
Four-year IHE	38	14

TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES GRANTEES

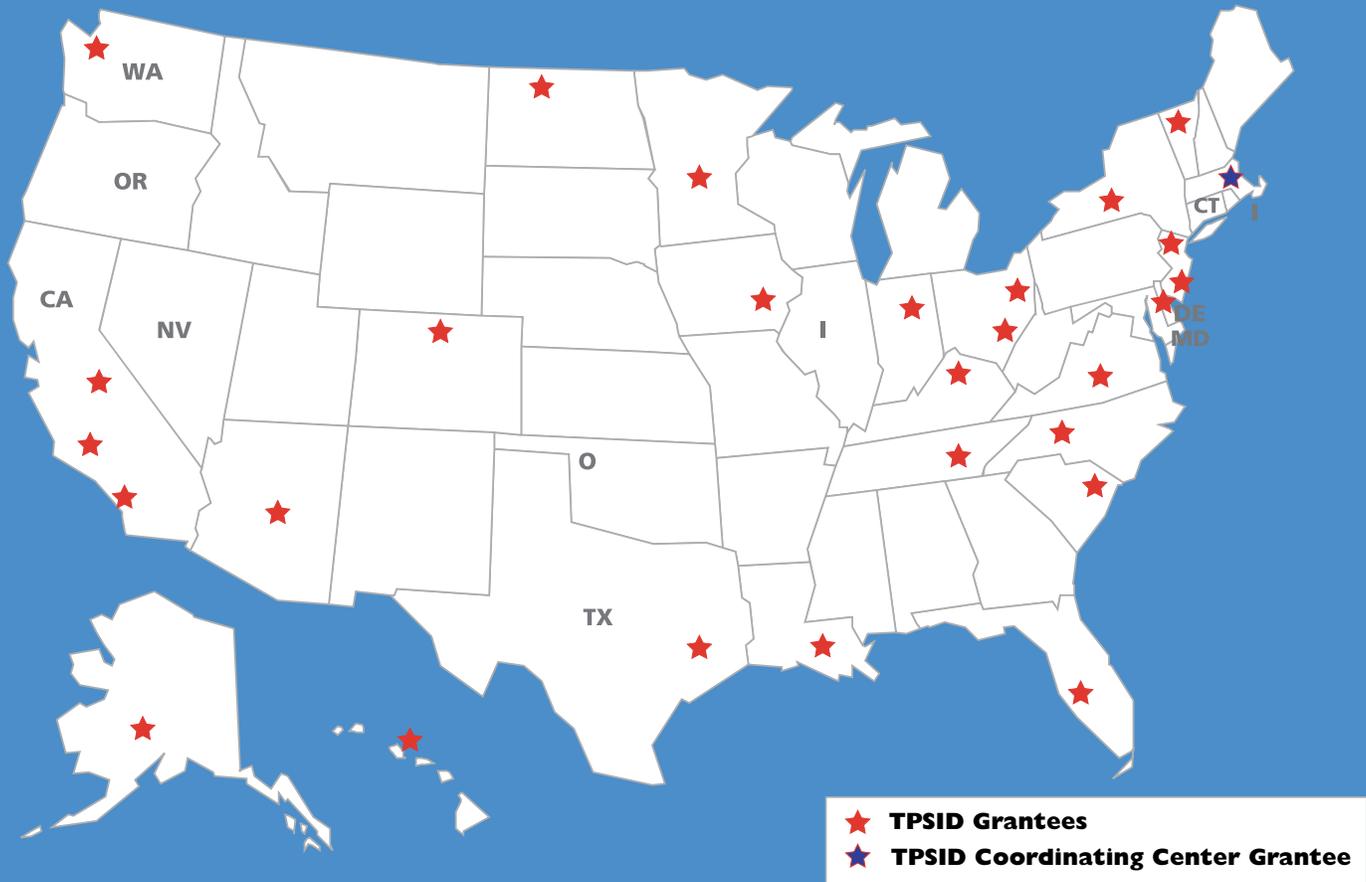


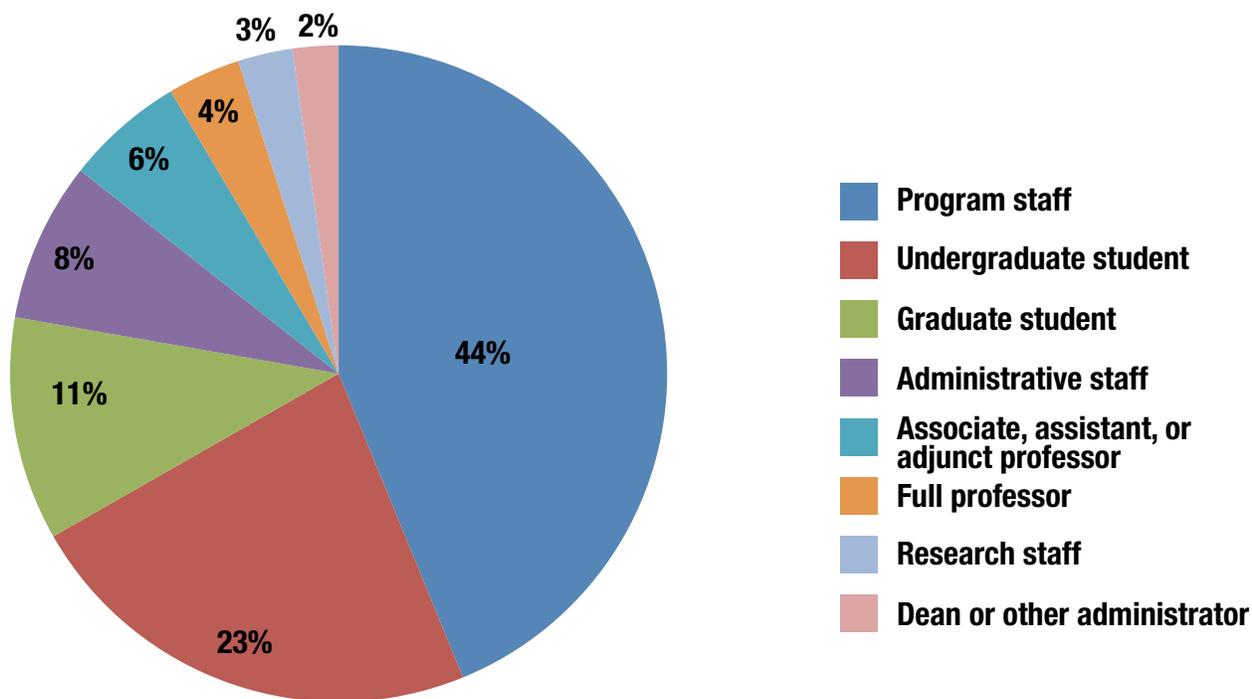
TABLE 2. CAMPUSES OPERATING A TPSID PROGRAM IN 2014–2015

Grantees operating on a single campus	Grantees operating as a consortium
California State University Fresno	Bergen Community College*: Camden County College
College of Charleston	Central Lakes College*: Ridgewater College
College of New Jersey	Houston Community College*: HCC Central, HCC Northwest (Spring Branch)
Colorado State University	Indiana University*: Franklin College, Huntington University, Indiana Wesleyan University, IUPUI, Vincennes University at Vincennes, Vincennes University Jasper Campus (VUJC)
Highline Community College	Ohio State University*: Marietta College, University of Cincinnati, University of Toledo, Youngstown State University
Kent State University	University of Hawaii at Manoa*: Honolulu Community College, Leeward Community College, Windward Community College
LSU Health Sciences Center	University of Kentucky*: Murray State University, Northern Kentucky University
Minot State University	University of Rochester*: Keuka College, Monroe Community College, Roberts Wesleyan College
Taft College	University of South Florida St. Petersburg*: Florida Atlantic University, University of North Florida
The University of Arizona	University of Vermont*: Johnson State College
University of California Los Angeles	Western Carolina University*: Appalachian State University, College of Albemarle, Western Piedmont CC
University of Alaska Anchorage	
University of Delaware	
University of Iowa	
University of Tennessee	
Virginia Commonwealth University	

*Indicates TPSID Lead Applicant for programs operating as a consortium

A total of 447 staff worked for the TPSID programs in Year Five (Figure 1). Program staff and undergraduate students, who were often paid to provide support to students in the TPSID, were the most common type of position. The majority of staff worked no more than 50% of full-time equivalent, indicating that TPSIDs rely heavily on part-time employees.

FIGURE 1: TPSID STAFF BY JOB TYPE IN YEAR FIVE (N=447 STAFF AT 52 SITES)



OVERVIEW OF STUDENT CHARACTERISTICS

STUDENT DEMOGRAPHICS

In the 2014–2015 school year, 888 students attended TPSID programs across the 52 sites. Eight hundred twenty-nine student records were collected from campuses that reported student data at the individual level, and the remaining 59 student records were collected from campuses that reported student data at the aggregate level.

Of these 829 students, 423 were newly enrolled, and 465 were continuing students. Among the continuing students from campuses that do not report aggregate data, 8 had originally enrolled in Year One, 53 in Year Two, 103 in Year Three, and 271 in Year Four. The remaining 59 students were enrolled at programs where data was collected at the aggregate level, and information about their year of entry was unavailable.

In 2014–2015, 57% of students were male and 43% female. As shown in Table 3, the majority of students were white (73%), 15% were black or African American, and 11% were Hispanic or Latino. Programs at two-year IHEs had a higher proportion of minority students (see Table 3) and of Hispanic or Latino students (19% vs. 5%). The higher representation of minority racial and ethnic groups at two-year IHEs is consistent with enrollees in the United States college population as a whole (U.S. Department of Education, 2013).

Both women and minorities continued to be less present in TPSID programs than in the general college population, in which 57% were female, 42% were non-white, and 14% were Hispanic in 2012 (U.S. Department of Education, 2013). The lower percentage of women in TPSID programs may be due to the fact that there are fewer females who are diagnosed with ID. Research studies have shown that approximately 30% more males are diagnosed with ID in the United States than females (Kaufman, Ayub, & Vincent, 2010).

Students' ages ranged from 16 to 62, with a median age of 22. The majority (over 90%) of students were between the ages of 18 and 25, a typical age range for college students.

TABLE 3. RACE OF PARTICIPATING STUDENTS, 2014–2015, BY TYPE OF IHE*

	Number	Percent	Percent by School Type	
			2-year	4-year
White	646	73%	60%	81%
Black or African American	129	15%	19%	12%
Asian	47	5%	11%	2%
American Indian or Alaska Native	9	1%	1%	1%
Native Hawaiian or Other Pacific Islander	14	2%	4%	<1%
Unknown	47	6%	9%	3%

*Includes data reported at the aggregate level

DISABILITY

The most common disabilities reported for students attending TPSID programs in 2014–2015 in order of prevalence were ID, autism, other health impairment, and developmental delay (Table 4), with students with ID (78%) representing the most common disability reported.

Eighty-nine percent of enrolled students had an intellectual disability and/or autism. More than half of the students had more than one reported disability (55%), and approximately one fifth had three or more disabilities.

Among the 196 students not identified as having an intellectual disability, the most common disabilities were autism (101 students), speech or language impairment (34 students), specific learning disability (28 students), other health impairment (28 students), multiple disabilities (20 students), developmental delay (17 students), and emotional disturbance (14 students). Fewer than 10 students without ID had the following disabilities: deafness, hearing impairment, orthopedic impairment, visual impairment, including blindness, and traumatic brain injury.

As noted by Folk, Yamamoto, and Stodden (2012), it can be challenging for TPSIDs to identify or document students' disabilities due to factors such as parents' reluctance to label their children and schools' use of alternative classifications.

TABLE 4. MOST COMMON STUDENT DISABILITIES, 2014–2015*

	Number	Percent	Percent by School Type	
			2-year	4-year
Intellectual disability	633	76%	75%	77%
Autism	213	26%	26%	26%
Other health impairment	116	14%	15%	13%
Developmental delay	117	14%	8%	18%
Speech or language impairment	128	15%	18%	13%
Specific learning disability	82	10%	13%	8%

*Omits data reported at the aggregate level

PREVIOUS EDUCATIONAL SETTING

When asked to describe students' previous educational setting, respondents indicated that the majority of students had been partially included in general education while in high school (Table 5). Partial inclusion ranged from being in a segregated classroom most of the time and taking one or two general education classes, such as physical education or art, to being included in general education most of the time.

Over one fifth of the students had not been included in any general education classes in their previous setting, demonstrating that a substantial portion of students with ID remain completely segregated in their high school.

TABLE 5. EDUCATIONAL SETTING WHILE IN HIGH SCHOOL*

	Number	Percent
Fully included in general education curriculum in general education classes	139	17%
Spent half of their time in general education and part in special education	427	52%
Partially included in general education curriculum with majority of classes in general education	2	0%
Partially included in general education curriculum with majority of classes in special education	3	0%
Not included in general education curriculum or classes/only in special education classes (e.g., life skills)	172	21%
Don't know	1	0%
Other** or status unknown	85	10%
Total	829	100%

*Omits data reported at the aggregate level

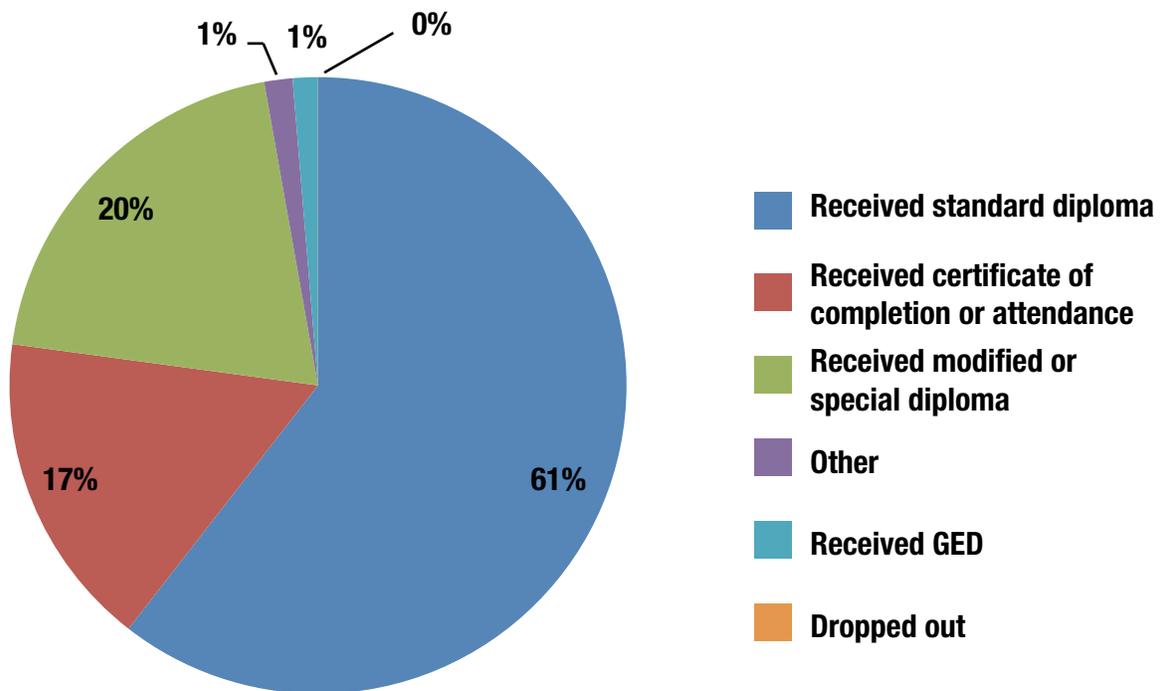
**"Other" responses include: home-schooled, private school

STUDENT STATUS

One quarter of students (25%) were dually enrolled, i.e., receiving special education transition services from a public school system while attending the TPSID program. Students at two-year IHEs were less likely to be dually enrolled than those at four-year IHEs (10% versus 30%).

Of the remaining 75% of adult students, i.e., those who were no longer in high school, the majority received a standard diploma from their high school (Figure 2). Various types of diplomas and certificates are used as evidence that a student has completed secondary education. Graduation requirements and diploma options vary from state to state and district to district. Some of these diplomas and certificates are only for students receiving special education services. Some states only use a standard diploma available to all students, including students with disabilities (e.g., New Jersey, Ohio, South Carolina, and Texas). Some states have tests that students must pass to earn a diploma, while others do not (Urbina, 2010; Thurlow et al., 2008; Johnson, Thurlow, & Stout, 2007). As a result, data on the number of students who received a standard diploma should be interpreted with caution.

FIGURE 2: STATUS OF STUDENTS NO LONGER IN HIGH SCHOOL, 2014–2015 (N=608)



STUDENT CHARACTERISTIC TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Over the five years that TPSID programs have operated, student profiles have remained fairly consistent. Between one fifth and one quarter of the students were dually enrolled in each year. The majority of students have been between the ages of 18 and 25 in each year, but each year has also shown a wide age range across all students served. The split between male and female students has been about 60% male and 40% female in each year. The racial and ethnic makeup has also been similar across each of the five years. One exception is black or African-American students, whose presence has declined from 22% in Year One to 15% in Year Five.

One attribute that has changed over the five-year period is the type of secondary credential held by those students who have completed their secondary education. Among students who were not dually enrolled, the percentage of students who received a standard diploma when graduating from high school has increased each year, going from 38% in Year One to 62% in Year Five. This upwards trend mirrors the increase in standard diplomas earned by students with intellectual disabilities as reported in the 37th annual report to Congress on implementation of the Individuals with Disabilities Education Act (U.S. Department of Education, 2015), although the Year 5 figure for TPSID students is markedly higher than the most recent figure for which federal data are available (42.7% in 2012-13).

The percentage of students with a certificate of completion or attendance as their secondary credential fluctuated over the course of the five years (between 16% and 37%). While there is no federal requirement that students with ID who attend TPSIDs must have (or must not have) a standard diploma, this change may reflect that fewer students who have more significant disabilities are being served by the TPSIDs which would not be a positive trend.

ACADEMIC ACCESS

Colleges and universities serving students with intellectual disabilities offer varying opportunities for inclusive academic access. Some IHEs offer access to a wide array of inclusive or authentic college courses. Other IHEs limit the access of students with ID to a smaller subset of what their college peers can access (Grigal, Hart, & Weir, 2012; Plotner & Marshall, 2014). Some colleges only offer access to specialized courses that are attended only by students with disabilities; therefore, the students with ID are segregated instructionally from their college peers without disabilities. There are also courses that are deemed “reverse inclusion classes,” where the course is primarily designed for and attended by students with ID, but students without disabilities are invited or recruited to attend (and in some instances to teach) the course. This approach to course access is not inclusive as the course content is specially created and not a part of the IHE’s typical course offerings. Additionally, in an inclusive course the number of students with disability would reflect natural proportions; whereas reverse inclusion classes have a disproportionate number of students with intellectual disability. Reverse inclusion efforts attempt to create the illusion of inclusion without actually providing students with ID access to college coursework.

This continuum of access to inclusive courses is not surprising, given that many of the programs that exist throughout the United States were implemented prior to the passage of the Higher Education Opportunity Act. This legislation provided the first federal guidance regarding the provision of higher education to individuals with intellectual disability.

To differentiate between the types of academic courses in TPSID programs, we use the term “academically inclusive courses” to describe college classes that are part of the typical college course catalog and are available to all students in the college. The manner in which students enroll in academically inclusive courses can include taking the course for credit, enrolling as a non-credit student, auditing the course, taking the course pass/fail, or informally sitting in on a course. As previously identified, reverse inclusion classes are not considered to be academically inclusive courses.

The term “academically specialized courses” is used to describe courses that have been designed for, and are only attended by, students with intellectual disabilities in the TPSIDs. This includes classes that use a reverse inclusion approach. This also includes time limited mini-courses, workshops, etc. only for students with ID, when the main purpose is to teach life skills, soft skills or social skills.

The NCC faces challenges when interpreting “inclusive” and “specialized” course enrollment data, particularly related to determining inclusiveness of course enrollment and attendance. While a course may be inclusive, i.e., available to both TPSID and non-TPSID students, the NCC has no way of verifying how many non-TPSID students without disabilities, if any, enrolled in and attended these courses.

TPSID programs provide access to both academically inclusive courses and academically specialized courses. The subject matter addressed in the academically inclusive coursework ranged widely, as shown in the box below.



Carlos's Story

Reflecting on his first semester at Delgado Community College, Carlos says, "Back then, the hardest decision was do I want to do Automotive or Music Business." After completing a semester of introductory college courses, Carlos decided on Music Business. "I like to feel things out when I'm working. When my hands are moving, I can make my mind focus—doesn't matter what I'm doing. It's always been like that for me."

This summer, Carlos worked for his uncle tinting cars. Carlos works 20 hours a week at a custom auto shop in eastern New Orleans. His interests go beyond making money and perfecting his audio tech skills. He might be at the Delgado Fitness Center getting his workout on, or at his church, serving the New Orleans homeless community. "You got to give to those less fortunate than you," Carlos explains. "You never know when...you might need food, clean clothes, or something to hold your stuff."

When it comes to taking on challenges, Carlos is on board. After earning a D in Audio Troubleshooting, the Office of Disability Services advisor reminded Carlos that a C or better is required for this pathway. Determined to make it happen, Carlos took Audio Troubleshooting again last semester, earning a B, with the same instructor.

Impressed with Carlos's tenacious spirit, his instructor said, "If Carlos continues building on what he remembers from these past semesters, there's plenty of places in New Orleans that need audio technicians."

Carlos would tell any high school student who's planning their college experience: "Work hard, but don't just choose anything for a career. Choose something that you really love. If you do, you're gonna wake up in the morning happy."



COURSES ATTENDED

Course enrollment information in Year Five was reported for 784 of the 829 students who attended TPSID programs and for whom we have individual-level data. These 784 students enrolled in a total of 5775 college or university courses. This is an average of seven courses per student per year⁶. Students at two-year IHEs took an average of seven courses, while those at four-year IHEs took an average of eight courses this year.

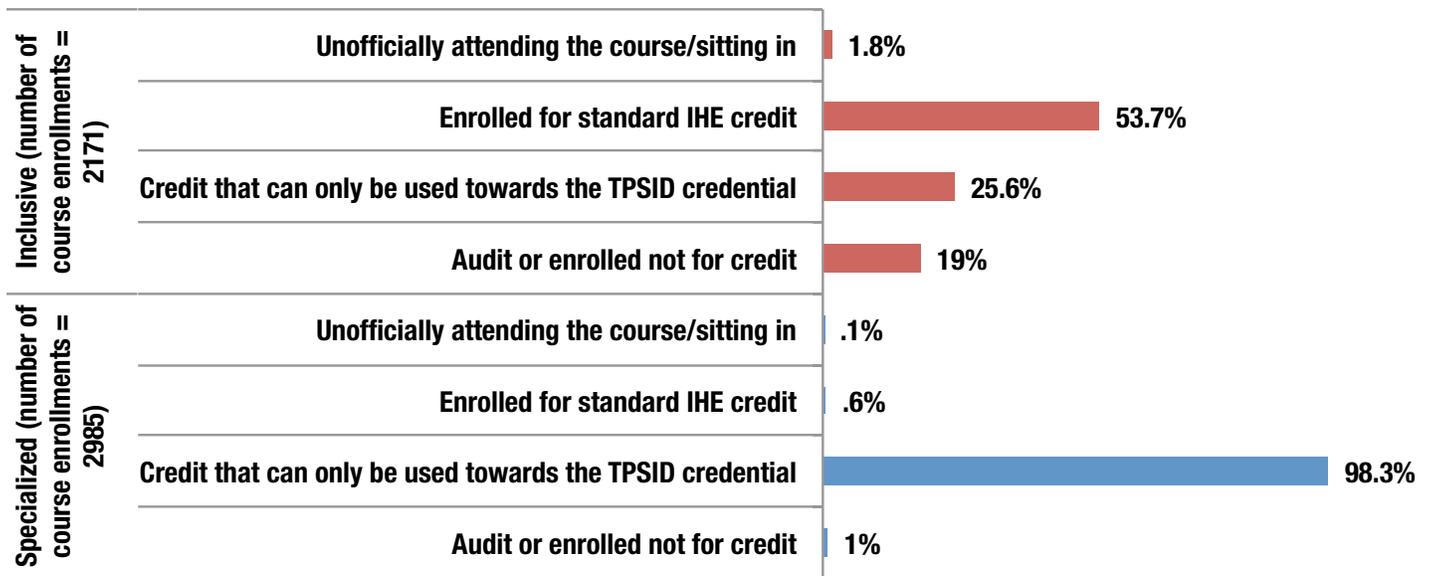
A majority of course enrollments (55%) were in academically specialized courses. The remaining 45% were in academically inclusive courses. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs (49% compared to 42%).

Figure 3 shows the enrollment methods used by students accessing inclusive and specialized courses in Year Five. A majority of students in inclusive courses were enrolled for standard IHE credit (54%). In most specialized courses (98%), students earned credit that could only be used towards the TPSID credential.

Given that the TPSID grants were provided to IHEs to enable them to create or expand high-quality, inclusive programs for students with intellectual disabilities, the consistent use of specialized instruction remains a concern. All TPSIDs were charged with providing individual supports and services for the minimum of 50% of their academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program. Some TPSID programs offer predominantly (or in some cases completely) separate curriculum to their students with intellectual disabilities. The development of these separate courses and courses of study reinforce the widespread presumption that students with ID cannot succeed in typical classes, and runs antithetical to the goals of the TPSID funding and the legislative guidance in the HEOA.

⁶ Some students did not take any courses because they were in a stage of their program where the focus was not on academics, but rather on employment and career development. Therefore, course enrollment data were not reported for some students.

FIGURE 3: ENROLLMENT METHOD BY INCLUSIVE AND SPECIALIZED COURSE ENROLLMENT STATUS, 2014–2015



Evan's Story

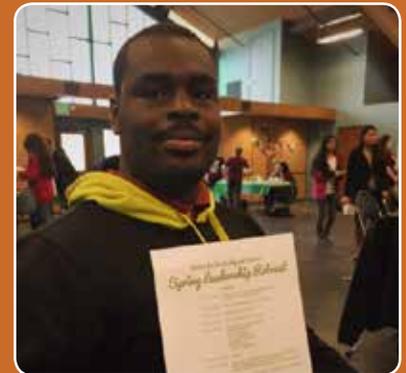
Evan came to ACHIEVE at Highline College through his school district's transition program. Having spent two years in the transition program, he was ready to embrace the rigor and opportunity of college life.

One of Evan's first classes at Highline was Career Planning and Evaluation, a general college course full of students interested in exploring their skills and potential career pathways. Through the coursework, classroom discussion, and a variety of career assessments, Evan learned of his desire for a structured, steady, work environment and a chance to use his precise technical skills.

He then decided to take a Business Information Technology course, where he could work on expanding his computer skills. He also completed internships in two different areas: photo assistant and medical records administrative assistant.

Evan expanded his ability and comfort with communicating with a variety of groups by participating in a campus-based leadership seminar, and by joining the writing club, where he shared his passion for writing with other students. At the end of the year, he joined other student leaders in a spring retreat to celebrate accomplishments and plan for the future.

Evan's future seemed like it couldn't get any brighter when, just after graduation, he was offered a job at the City of Seattle as an office assistant, working over 20 hours per week with benefits. This is only the beginning for Evan, and Highline is proud to have been part of his journey!



ACCOMMODATIONS

An important component to academic access for students with disabilities is receiving necessary accommodations. During the fifth year of TPSID funding, most TPSID students (96%) received one or more accommodations. As can be seen in Figure 4, most accommodations were provided by program staff rather than the IHE's disability services office (DSO).

The most common accommodations were academic supports provided by individuals such as note-takers and readers. Also common were academic accommodations, such as access to professors' notes, advance access to materials, and alternative test formats, as well as enrollment accommodations, such as modified course loads, substitutes for

required courses, and priority registration. Information technology and assistive technology were used less frequently as accommodations (31% and 34% respectively).

ACADEMIC SUPPORTS FROM PEER MENTORS

A majority (94%) of TPSID programs use peer mentors to provide academic supports to students in the programs. These peer mentors are selected and trained by the program staff.

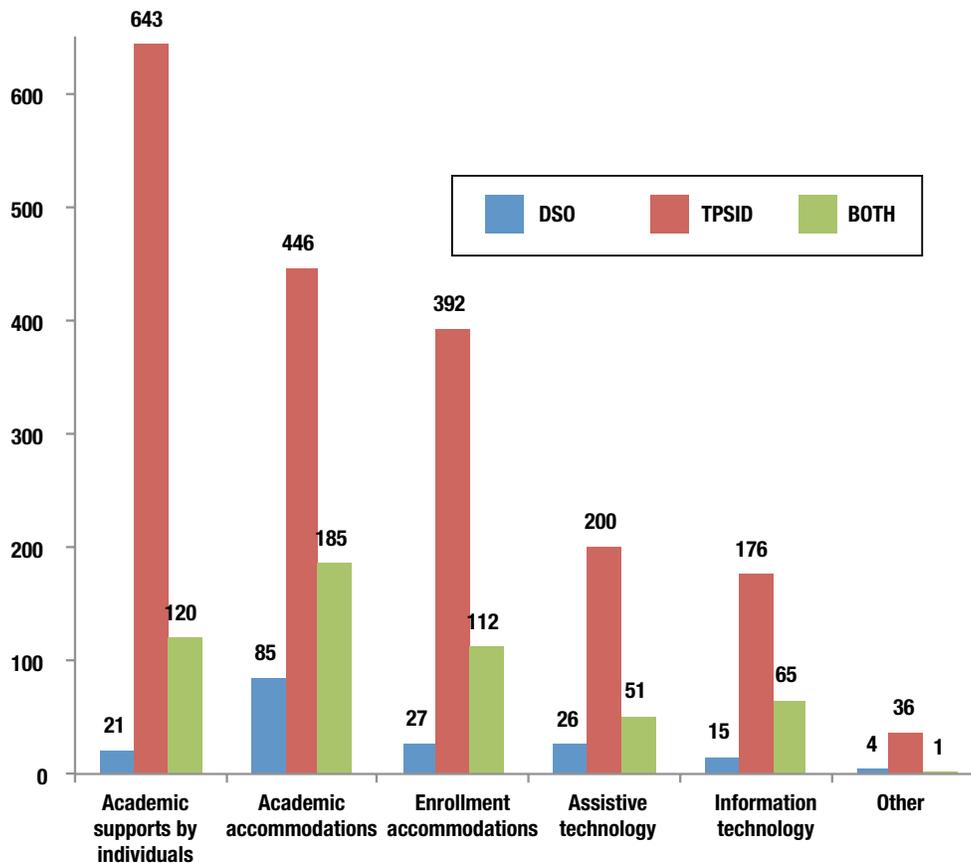
Some peer mentors receive academic credit, others are paid, and others are either volunteering or earning service-learning hours. The percentage of programs that paid mentors peaked at around 75% during Years Three and Four and decreased slightly to 69% in Year Five.

Fluctuation was seen in the percent of programs that aligned mentoring with a required practicum, with 39% of programs doing so in Year One, increasing to 53% in Year Three, then decreasing to 40% in Year Four and 37% in Year Five. The number of peer mentors receiving no compensation has decreased each year since program inception.

Some programs see the peer mentors as an extension of program staff, while other programs have various peer mentor roles (social, academic, employment). However, the most common role for mentors is providing academic and/or social supports to students.

The most frequent programs of study of peer mentors in the TPSIDs are education and rehabilitation counseling majors and liberal arts and social science majors. Less common, but present, are peer mentors focusing on business, biological and physical sciences, or engineering.

FIGURE 4: ACCOMMODATIONS RECEIVED BY STUDENTS IN THE TPSID, 2014–2015 (N=829)*



*Omits data reported at the aggregate level

CREDENTIALS

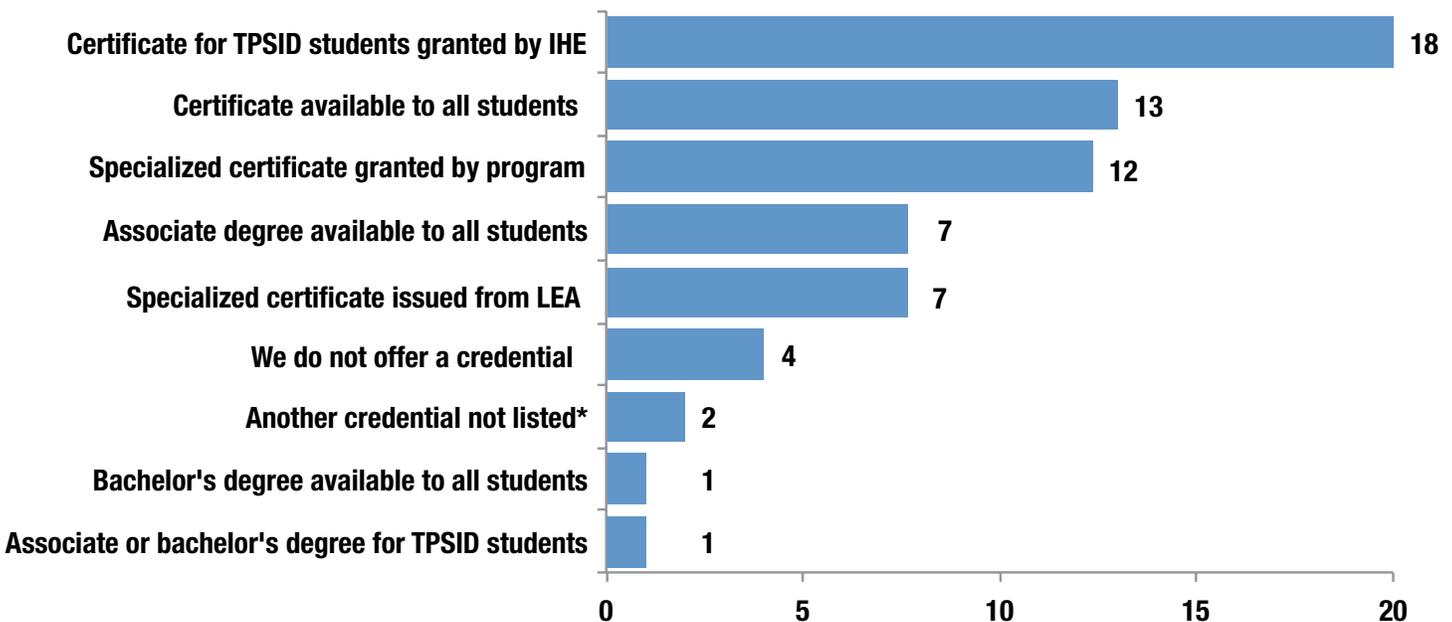
Each TPSID is required to create and offer a meaningful credential for students with intellectual disabilities upon completion of the program. In Year Five, most TPSIDs (48 out of 52) offered some type of credential (Figure 5). All 14 programs at two-year IHEs offered a credential to students. Four of the 38 programs at four-year IHEs did not offer a credential to students. Credentials included certificates or degrees available to all students at the IHE, as well as those only available to students in the TPSID program.

Credentials were granted by the IHE, by the TPSID program, or by a partnering local education agency (LEA). The most common credentials were certificates, and the most prevalent type of certificates issued were those granted by the IHE only to students in the TPSID. It was more common for TPSIDs to offer specialized credentials specifically for students with intellectual disabilities than to offer credentials available to all college students.

Two-year IHEs were more likely than four-year IHEs to offer an associate degree (36% vs. 5%) or a certificate available to all students (57% vs. 13%). There was one four-year IHE that offered bachelor's degrees to students with ID. Four-year IHEs were more likely to offer a specialized certificate granted by the TPSID than were two-year IHEs (29% vs. 7%).

A majority of students attending TPSIDs (75%) were seeking a credential in 2014–2015. Another 8% were not seeking the credential, and 16% were enrolled in programs not offering a credential. Students at four-year IHEs were more likely to be seeking a credential than students at two-year IHEs. Adult students were more likely to be seeking the meaningful credential than dually enrolled students (79% versus 65%).

FIGURE 5: CREDENTIALS AVAILABLE TO STUDENTS ATTENDING TPSIDS, 2014–2015 (N=52 SITES)



* "Career Readiness Credential (WorkKeys)" and "specialized certificate available to both TPSID and non-TPSID students."

ACADEMIC ACCESS TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Course Access

Access to inclusive courses is critical to providing a meaningful postsecondary experience for students. The percentage of course enrollments in inclusive courses ranged between 45% and 48% in Years Two through Five; in Year One, it was 38%. Despite slight increases over time toward more inclusive enrollments, the majority of courses taken by students in TPSID programs are specialized rather than inclusive, and the associated credits earned are not widely recognized by the host IHE.

To address the need for greater access to inclusive courses, the National Coordinating Center (NCC) created a Special Interest Group (SIG) on the topic of inclusion to facilitate communication among the grantees about effective strategies. The SIG also created a forum for discussing and addressing challenges related to inclusive course access. Additionally, the SIG members wrote an Insight Brief entitled: “Building Inclusive Campus Communities: A Framework for Inclusion” to define inclusive higher education and highlight effective practice.

Upon request, the NCC has provided onsite training and technical assistance to a number of TPSIDs on strategies that promote greater access to inclusive courses. Training has covered topics such as Universal Design for Learning and the role of tablet technology in creating greater access to and success in courses. Additionally, the NCC hosted a variety of webinars and developed self-paced online learning modules on accessing disability services as well as Universal Design to assist the TPSIDs as they attempt to expand access to inclusive classes on their campuses.

The percentage of course enrollments that were for some type of credit, whether it was standard IHE credit that could be used towards a certificate or degree, or a credit that could only be used towards a TPSID credential, has been around 80% since Year Two, with most IHEs awarding credits that can only be used towards a TPSID credential. TPSIDs should continue to pursue credit-bearing course opportunities for their students to ensure they are on a path to earning a credential that will be meaningful within and outside of the IHE.

Credentials

There has been little variation in the types of credentials available to students attending a TPSID over the five years of the program. Overall, the proportion of TPSIDs offering a credential has been high every year, ranging from 86% to 88% in Years Two through Four and peaking at 92% in Year Five. However, some sites still do not award any sort of credential to their students. Sixteen percent of all students were enrolled at campuses that did not provide access to a credential.

In every year, credentials designed specifically for students attending the TPSID have been the most common. The NCC conducted outreach to TPSIDs regarding their training needs related to credential development, and has hosted webinars and developing guidance documents regarding the credential development process.

Accommodations

The overall percentage of students who received at least one accommodation, regardless of who provided it, has increased each year, from 83% of students in Year One to 98% in Year Five. The percentage of students who received academic accommodations from the disability services office (DSO) or from both the DSO and the TPSID tripled between Years One and Four (from 11% to 33%). This percentage remained at 32% in Year Five, reflecting a sustained level of partnership and engagement with the DSO by the TPSID programs.

In contrast, only about 35% of postsecondary education students with disabilities have been found to self-disclose their disabilities, and only 24% receive accommodations (Newman & Madaus, 2014). TPSID students are self-disclosing and receiving academic accommodations at a much higher rate than for the typical college population. Continued outreach to and partnership with DSO personnel is critical to ensure that TPSID students receive the support and accommodations available to all students through those offices.

CAREER DEVELOPMENT AND EMPLOYMENT

A primary goal of the TPSID program is to facilitate career development and the supports necessary for students to seek and sustain competitive integrated employment. The benefits of competitive integrated employment include higher wages, access to benefits, greater independence and economic self-sufficiency, greater integration with people without disabilities in the workplace and the community, more opportunities for choice and self-determination, and expanded career options and increased job satisfaction (Wehman & Scott, 2013). The issue of competitive employment for people with intellectual and developmental disabilities has gained significant focus given the recent passage of the Workforce Innovation and Opportunity Act (WIOA), which sets up limits on subminimum wage and supports “competitive integrated employment” as an optimal outcome (Hoff, 2014).

The TPSID programs address career development and employment via a variety of activities, including providing access to job coaches/developers; offering internships, service learning opportunities, and paid work experiences; and connecting with service providers to sustain employment. Each year, TPSIDs report the paid employment experiences and other career development activities in which students participate. Other career development activities (unpaid internships, volunteering) are unpaid but could potentially contribute to future employment.

During Year Five, 73% of students participated in career development activities, paid employment, or both (Table 6). Twenty-seven percent of students did not participate in any career development activities. Although the provision of career development such as well-designed work-based learning experiences can be vital to the career development process, they can also be a place where progress toward paid employment stagnates. The assumption is that these training experiences allow students to have a broad exposure to potential types of employment (Grigal and Hart, 2010.) However, if these career development experiences are not created in response to a student’s expressed desire, need, or interest, but instead upon what is available, nearby, or already established, they are limited in their potential to impact assessment or skill development in a particular career path.

TABLE 6. CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS, 2014–2015 (N=829)*

	Count	Percent
Paid job	110	13%
Unpaid career development	299	36%
Paid job and unpaid career development	197	24%
No career development activity	223	27%
Total	829	100%

*Omits data reported at the aggregate level

STUDENT PAID EMPLOYMENT

Of the 888 students who attended TPSID programs in 2014–2015, 345 (39%) held a total of 438 paid jobs while enrolled in the program. Some students have held the same job for multiple years while also attending a TPSID program. One hundred twenty-eight jobs (29%) were jobs students had since Year Four, 28 were jobs students had since Year Three, 9 were jobs they had since Year Two, and 4 were jobs they had since Year One. The percentage of TPSID students who were employed is similar to the percentage of full-time 16- to 24-year-old college students who were employed in 2014 (41%; National Center for Education Statistics, 2016).

Employment First initiatives around the country are emphasizing the importance of competitive integrated employment as the first choice and goal for people with ID (Niemic, Lavin, & Owens, 2009; U.S. Dept. of Labor, 2014). It is encouraging that in the fifth year of the program, individual paid jobs accounted for 280 of the paid jobs held by students (64%). Only 6 students were in jobs that typically pay less than minimum wage, e.g., individual or group work training site, sheltered workshop. Participation in individual paid jobs is encouraging because at these jobs a person works in the competitive labor

market and receives at least minimum wage paid by the employer directly related to the work performed. Paid internships (credit and non-credit) accounted for 28% of jobs held by students in Year 4 (see Figure 6).

Rachel's Story



Rachel landed the job of her dreams as a veterinary assistant in a rural clinic near her home. Her experience at Virginia Commonwealth University (VCU) helped her get there. Rachel graduated from VCU with a certificate from the ACE IT in College program. Throughout the two-and-a-half-year program, she maintained an average of 25 hours of work each week with her job at a grocery store while completing the requirements for the ACE IT in College certificate.

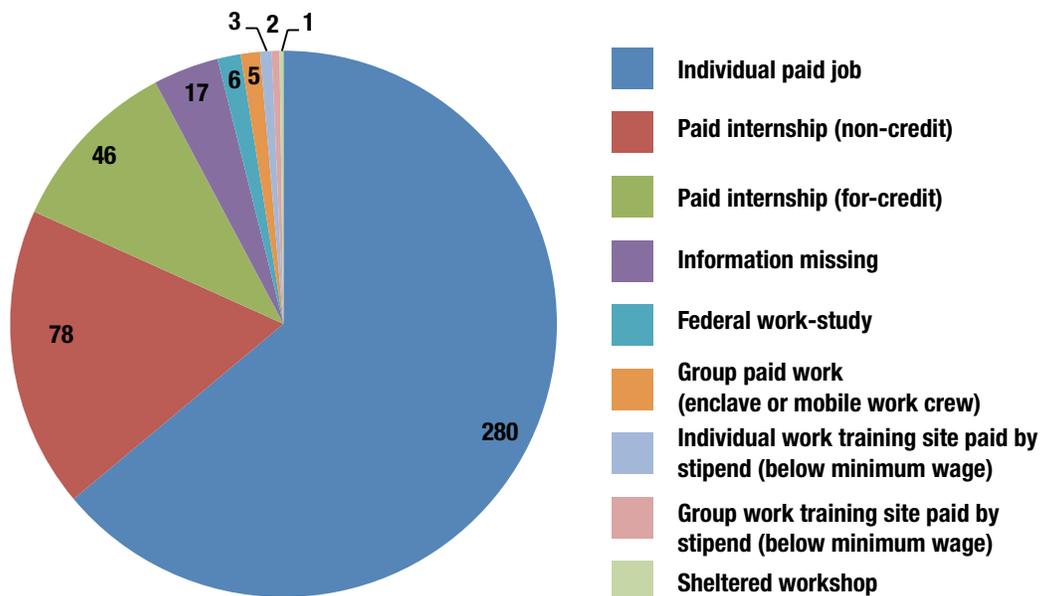
Rachel wanted to follow her passion and work with animals. As part of ACE IT in College, she volunteered at the SPCA and at the Maymont Children's Farm. She learned about animal care and the importance of teamwork. Her internship consisted of a veterinary assistant class, which combined forty hours of instruction with additional hours shadowing a veterinarian and a vet technician. Passing this class gave Rachel the credentials she needed to pursue employment in this arena.

Initially very shy, Rachel was encouraged by her education coaches to express her ideas and talk to her peers in class. With individualized support, she worked on group presentations, made a video for class, and participated in service learning activities. Rachel shared how a mass communications class "forced her out of her comfort zone," allowing her to explore her own interests, and then to write about them on a blog. Rachel also stuck with a challenging astronomy class that many traditional students drop.

Living in a rural area, Rachel developed the confidence to drive and park at an urban campus. She practiced problem solving when her car broke down on the way to class. She became an avid spokesperson for the VCU ACE IT College program.

Rachel worked steadily through the program, developing the confidence and determination to achieve her goals.

FIGURE 6: PAID JOBS HELD BY STUDENTS ATTENDING TPSIDS, 2014–2015 (N=438 JOBS)

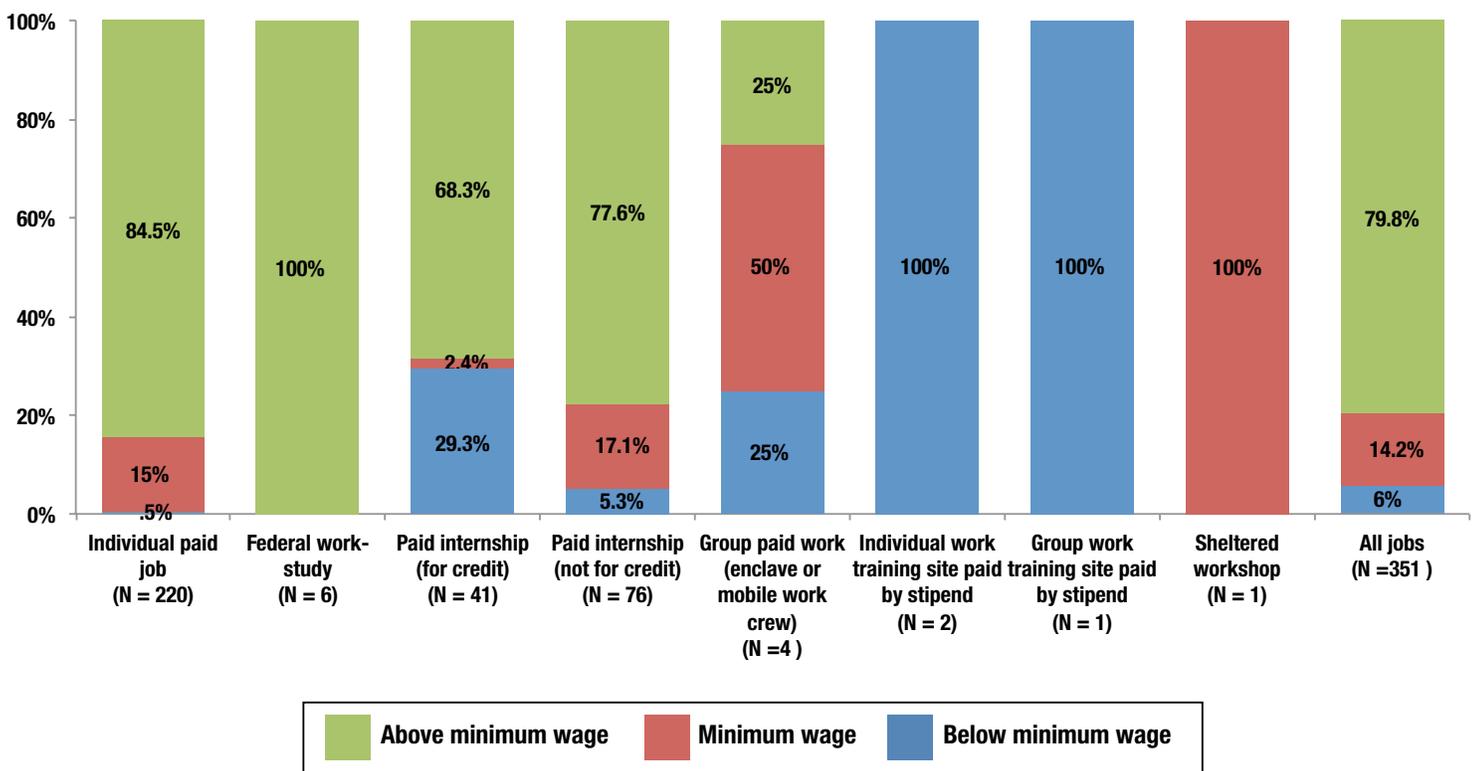


Seventy-seven percent of paid student jobs paid at or above minimum wage, 5% paid students less than minimum wage, and wage status was unknown for the remaining 18% of jobs. As reflected in Figure 7, 99% of individual paid jobs, a subset of all paid job types, were reported paying students at or above minimum wage. The majority of students (69%) worked between five and 20 hours per week at their job. Eighteen percent of students working in individual paid jobs worked more than 20 hours per week.

Students in the TPSID programs have the opportunity to address both academic and employment goals while in higher education. In the fifth year of the TPSID program, 39% of these students were in paid employment while simultaneously accessing college courses. This employment rate is more than double the national employment average for transition-age youth with ID. Two studies (Moore & Schelling, 2014; Kessler Foundation, 2015) also found noteworthy employment outcomes for individuals with ID who went to college compared to those who did not go to college.

The TPSID programs have demonstrated that students with ID can be provided with access to career development and employment while accessing college, and the employment data continues to trend in a positive direction. But not all of the IHEs hosting a TPSID program have prioritized employment, and over a quarter of the students enrolled in TPSID programs were not participating in career development or employment. If college experiences are to help students with ID expand their learning and gain employment that will lead to financial security, then the TPSID staff must do more than just get students jobs. Sustained focus on getting or maintaining a job is not enough for individuals with ID to overcome poverty and establish financial security (Lindstrom, Hirano, McCarthy, & Alverson, 2014). TPSID programs must also ensure that those jobs have the potential to lead to better jobs, establishing the first steps of progress toward a career pathway. They must also ensure that students are connected with service providers and agency staff whose goal is to help students not only sustain the level of integrated competitive employment achieved at exit, but also to assist in future career advancement efforts.

FIGURE 7: WAGE DISTRIBUTION BY JOB TYPE, 2014–2015 (N=351 JOBS)*



*Jobs with missing wage and job setting information are omitted from this chart. Omits data reported at the aggregate level.

EXAMPLES OF PAID JOBS HELD BY STUDENTS, 2014–2015



JOB SUPPORTS

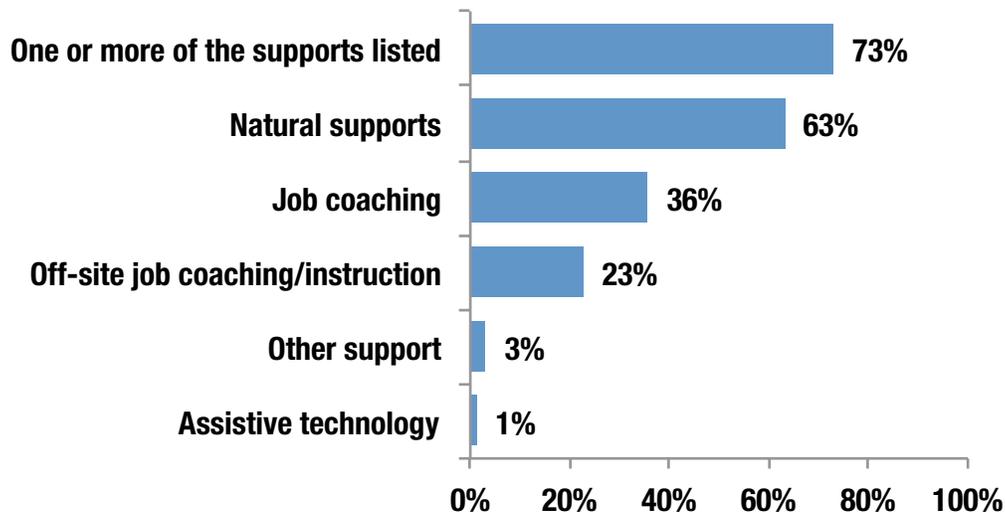
For each reported paid job, respondents were asked to identify which job supports students used. Students received supports at 73% of all jobs. Natural supports, job coaching, and off-site coaching and support were the most commonly provided supports (see Figure 8). In the 124 instances where a student received job coaching at their job and the amount of coaching was reported, the percentage of time the job coach was present varied (see Table 7).

TABLE 7.
PERCENTAGE OF TIME THAT JOB COACH WAS PRESENT WHILE STUDENT WAS WORKING (N=124 JOBS WHERE COACHING WAS PROVIDED)*

	Count	Percent
0-25% of the time	96	77.4%
26-50% of the time	8	6.5%
51-75% of the time	5	4.0%
76-100% of the time	15	12.1%
Total	124	100.0%

*Omits data reported at the aggregate level

FIGURE 8: PERCENT AND TYPE OF JOB SUPPORTS USED BY STUDENTS IN 2014–2015 (N=438 JOBS)



OTHER CAREER DEVELOPMENT ACTIVITIES

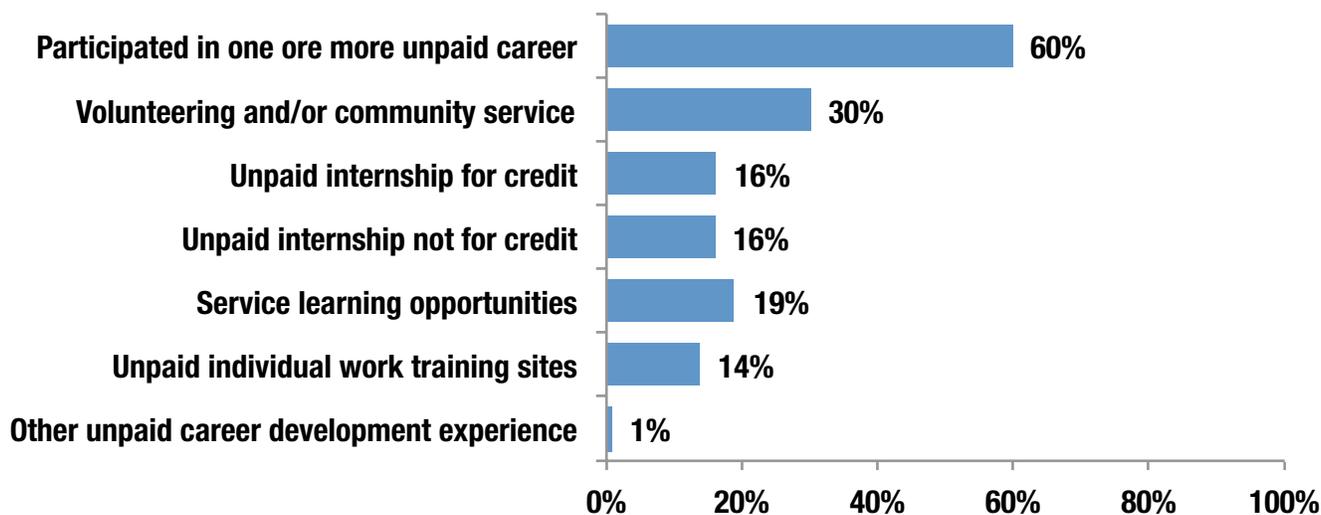
In addition to paid employment, over half of the enrolled students in Year Five (60%) participated in other career development activities to prepare for the workforce (Figure 9). The most common career development activities were volunteering and/or community service (30%) and service learning (19%).

Career development can lead to both positive and negative outcomes. The positive outcomes are derived when students are provided experiences that broaden their exposure to careers and work settings that help focus future course choices and narrow employment searches. However, too often career development activities in higher education mirror what Neubert and Redd (2008) call a failed secondary school vocational training model. This model provides vocational training to students by rotating them through pre-established slots in an array of different employment areas (e.g., culinary, maintenance, landscaping, clerical, retail, childcare).

According to Grigal and Hart (2010), career development experiences need to be used strategically to help students do one of two things: 1) confirm a commitment to an area of interest in which they have little experience; 2) to work on specific job skills so that the student can improve their chances of seeking paid employment in that field. In the TPSID programs, many more students participated in career development than in paid employment. This could be a reflection of the lack of specificity in the program requirement guidance offered by the Department of Education. It could also be a reflection of the expertise of the TPSID staff. TPSIDs have consistently indicated that one area in which they continue to struggle is having access to staff who are highly trained and skilled in customized employment strategies.

As TPSIDs continue to advance their programs, it will be important for each college and university to examine their use of career development experiences to determine if these experiences lead to viable career paths and the achievement of paid employment for the students they serve.

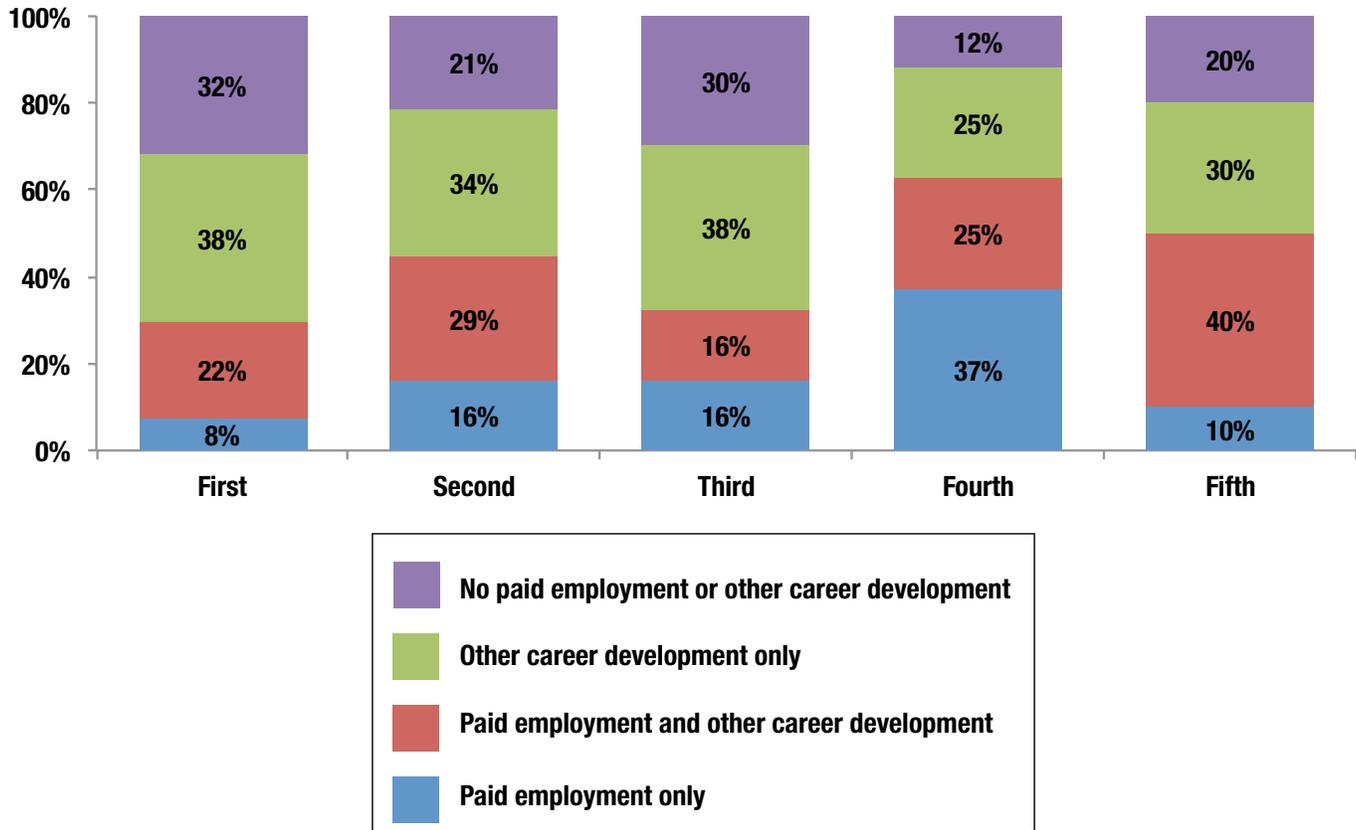
FIGURE 9: OTHER CAREER DEVELOPMENT EXPERIENCES IN 2014–2015 (N=888 STUDENTS)



Analysis showed differences in career development participation and outcomes based on the number of years students had been attending the TPSID program. Figure 10 splits the 829 students into categories for students in their first, second, third, fourth, and fifth year of TPSID attendance.

Students who had attended their program for a longer amount of time were more likely to be employed. In Year Five, 30% of students in their first year were employed, compared to 45% of students in their second year, 32% of students in their third year, and 63% of students in their fourth year. Only 10 students during Year Five were in their fifth year of attendance in their program, and half of these students were employed.

FIGURE 10: EMPLOYMENT AND CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS BY YEAR IN PROGRAM, 2014–2015 (N=829)*



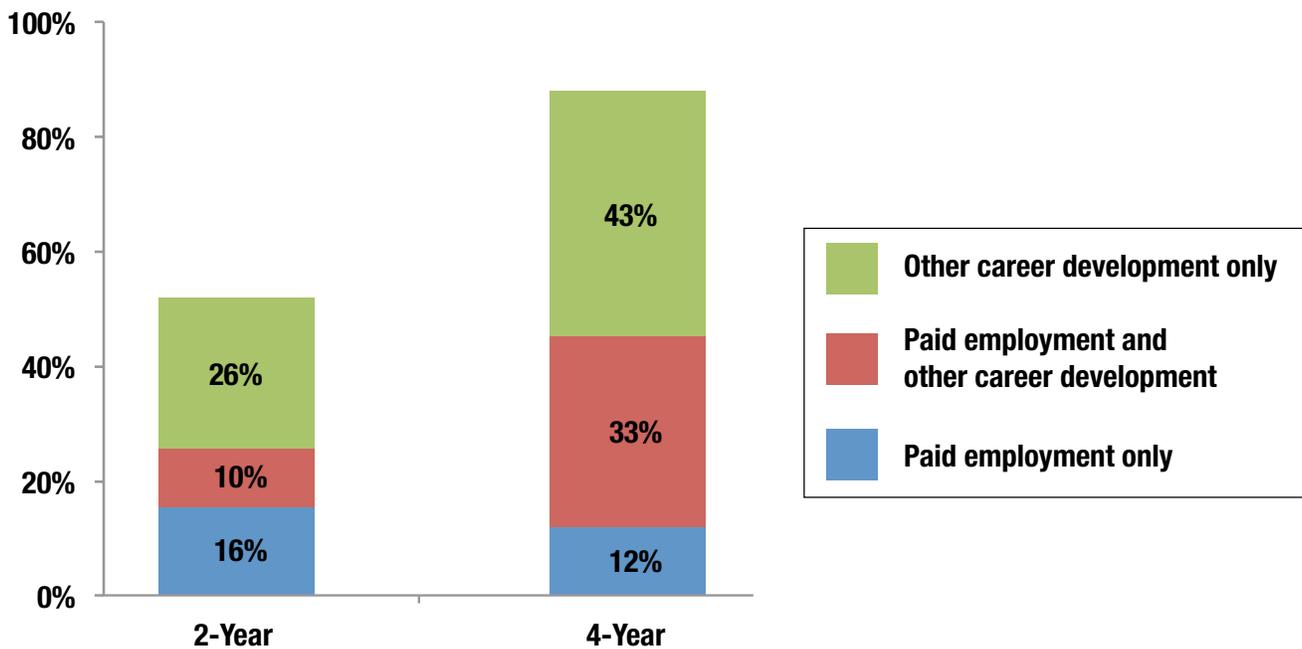
*Omits data reported at the aggregate level

EMPLOYMENT AND CAREER DEVELOPMENT ACTIVITIES FOR STUDENTS AT TWO-YEAR AND FOUR-YEAR INSTITUTIONS

Differences were observed in levels of participation in career development activities based on whether the student attended a program at a two-year or four-year IHE. Students at four-year IHEs were more likely to participate in both paid employment and other career development activities. Figure 11 illustrates that most students at four-year IHEs were participating in career development activities (76%), while fewer than half of the students at two-year IHEs (36%) participated in career development. Twenty-six percent of students at two-year IHEs had paid work, compared with 45% of students at four-year IHEs.

TPSID programs must also ensure that those jobs have the potential to lead to better jobs, establishing the first steps of progress toward a career pathway.

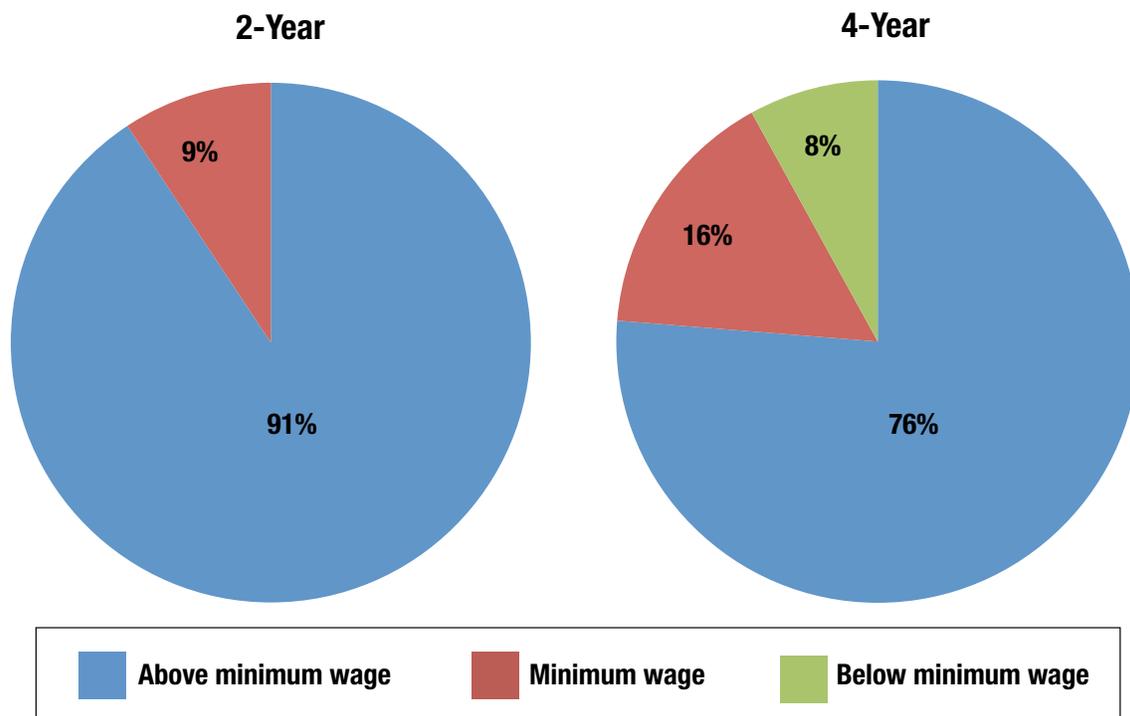
FIGURE 11: EMPLOYMENT AND CAREER DEVELOPMENT ACTIVITIES BY TYPE OF INSTITUTION, 2014–2015 (N=829)*



*Omits data reported at the aggregate level

In Year Five, 82% of employed students at two-year IHEs had an individual paid job, compared to 57% of employed students attending four-year IHEs. Conversely, students at two-year IHEs were less likely to participate in unpaid career development activities. Thirty-six percent of students at two-year IHEs participated in unpaid career development, compared to 76% of students at four-year IHEs. Figure 12 illustrates that among employed students, those enrolled at two-year IHEs were more likely to have a job that paid above minimum wage than students at four-year IHEs (91% vs. 76%).

FIGURE 12: WAGE DISTRIBUTION BY INSTITUTION TYPE, 2014–2015 (N=358 STUDENTS WITH JOBS)*



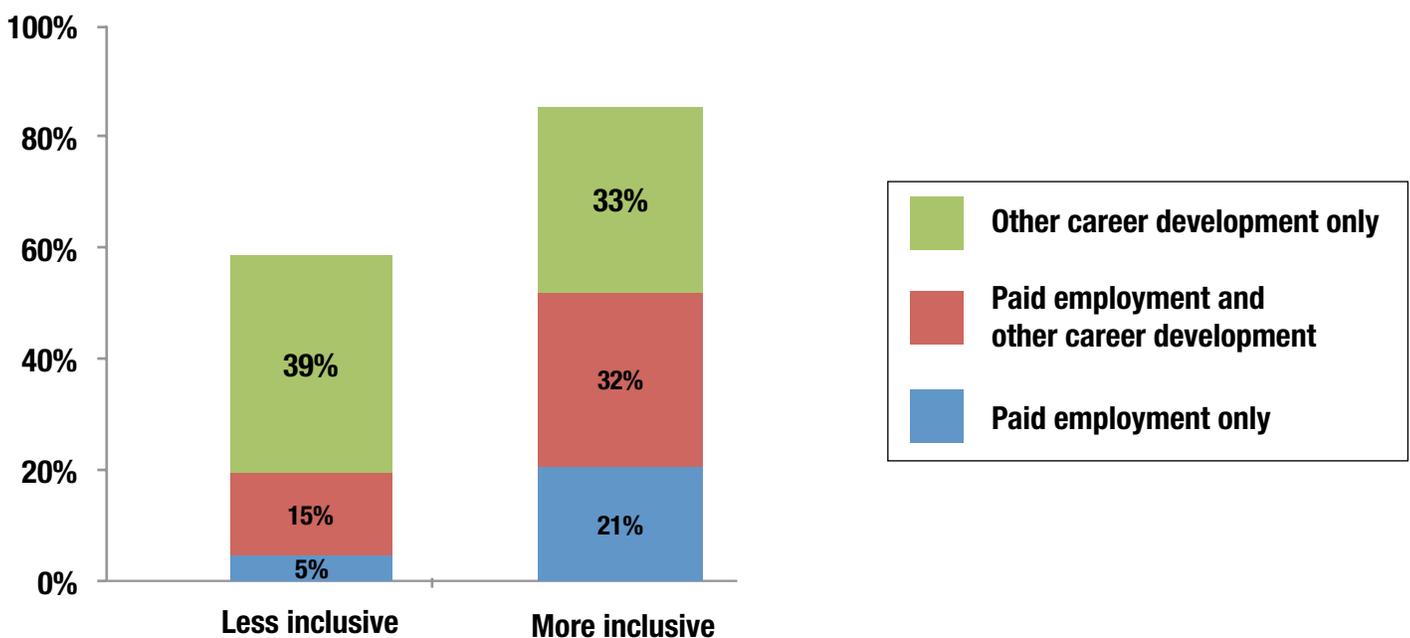
*Jobs records that are missing wage and job setting information are omitted from this chart. Chart also omits data reported at the aggregate level.

Employment and career development activities for students at programs that have higher rates of enrollment in inclusive courses

Students who attended more academically inclusive programs, i.e., programs where more than 50% of course enrollments across all students are in inclusive courses, were more likely to participate in both paid employment and other career development activities than students who attended programs that are less academically inclusive, i.e., those that primarily enroll students in specialized courses. Fifty-two percent of students at more inclusive programs had a paid job in Year Five, compared to just 20% of students at less inclusive programs. This is the highest percentage of students employed across all subgroups examined.

As shown in Figure 13, most students enrolled in programs that have higher rates of inclusive enrollments were participating in career development (65%). The percentage of students from less inclusive programs who participated in career development was lower (54%). Only 14% of students at more inclusive programs were not involved in any sort of career development, paid or unpaid, compared to 41% of students at less inclusive programs.

FIGURE 13: CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS IN THE TPSID BY ACADEMIC INCLUSIVITY OF PROGRAM, 2014–2015 (N=829)*



* Only includes students from programs for which we could determine percentage of course enrollments into inclusive courses. Omits data reported at the aggregate level.

Employment and career development activities and program partners

Programs that partnered with state intellectual and developmental disability (IDD) services agencies showed better employment outcomes than programs that did not partner with these organizations. Forty-six percent of students attending programs that partnered with IDD agencies had a paid job, compared to 30% of students at programs that did not partner with these agencies. This is not surprising, since IDD agencies are often the primary source to coordinate services and supports, including long-term employment services for adults with ID (Domin & Butterworth, 2014). Less than one third of all students in Year Five (30%) were enrolled at programs that partnered with IDD agencies. In order to increase the rates of employment of students with ID, TPSID programs that are not already partnering with state IDD agencies should work to partner with these organizations.

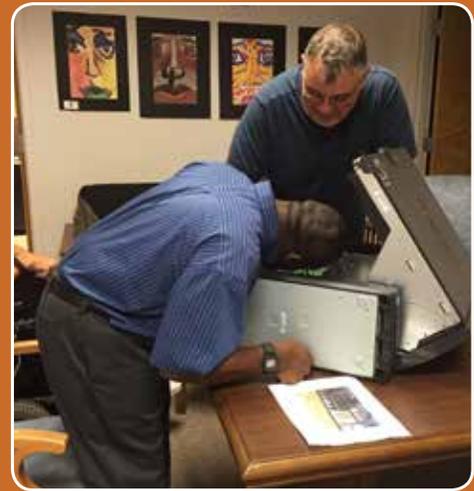
Aron's Story

Aron, a student at Bluegrass Community and Technical College (BCTC) in Lexington, Kentucky, always had a passion for computers. After watching his older sister go away to college, he wanted to find a path to higher education for himself. After enrolling at BCTC, Aron decided to take a course called Introduction to Computers. His previous interest developed into a passion for working in the IT industry. Since then, Aron has taken courses about computer hardware and software and web design.

Aron was interested in applying the knowledge he gained in his courses to his real life. An internship with the IT department of the Human Development Institute during the summer of 2015 provided a great way for him to transfer some of his skills to a real-world setting.

"The internship was on point with my computer hardware and software class," said Aron. "In this class we learned to take apart computers and fix them. I also did this work in my internship. It reinforced what I learned in the classroom and taught me new real-world approaches of a computer technician and computer repairman."

Aron says he loves college and his classes at BCTC. He believes the experience he gained through his internship will help him find a job in IT after college. "The real world experience will look good on my resume and increase my chances for getting a job working with computers," said Aron. "It also increased my knowledge of computers and computer repair. I have two interests in IT. One is computer technician and the other is web design. Both will offer good jobs in the real world."



Collaboration with Community Rehabilitation Providers (CRPs) did not seem to impact student employment. However, students attending TPSID programs that partnered with CRPs were more likely to be participating in unpaid career development than those who did not partner with CRPs (79% versus 52%).

The percentages of students with paid jobs at programs that did and did not partner with vocational rehabilitation (VR) were identical (37% for each type of program). Students at programs that did not partner with VR were more likely to participate in unpaid career development than students who attended programs that partner with VR (70% versus 57%). We expect that some programs that partner with VR might focus on academic growth while students are enrolled, and keep the student and VR program connected as they go through the TPSID program.

The passage of the Workforce Innovation and Opportunity Act increased VR's role in transition and provided support for Rehabilitation Services Administration to fund technical assistance to enable individuals with ID and other individuals with disabilities to participate in postsecondary educational experiences and to obtain and retain competitive integrated employment (Hoff, 2014). This new emphasis could lead to increased collaborations between IHEs that host TPSID programs and state and local VR organizations.

EMPLOYMENT AND CAREER DEVELOPMENT TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Analysis of employment and career development data over time shows some promising trends. Both the percentage of students working in at least one paid job and the percentage of students participating in other career development activities have increased since the TPSID program began. Participation in paid employment has increased from 30% in Year One to 39% in Year Five, while participation in other career development activities increased from 52% to 60% over the same period.

Other trends indicate areas where employment outcomes need to improve. Six percent of paid jobs in Year Five paid below minimum wage. While this is an improvement over Year One, when the rate was more than 20%, students in these programs should not be receiving less than minimum wage in any job.

Although the hours worked by students have varied each year, students typically worked between five and 20 hours per week at their paid jobs. Jobs where students worked fewer than five hours per week or more than 20 hours per week typically accounted for 20% of all paid jobs held by students in a given year. Of the 41% full-time college students ages 16 to 24 who worked while attending college in 2014, the majority worked less than full time: 18% of students worked between 20 and 34 hours, and 16% of students worked fewer than 20 hours per week (NCES, 2016). It is unclear what the optimal number of hours per week at a paid job is for a student attending a TPSID program who is balancing employment with their course of study.

Both the percentage of students working in at least one paid job and the percentage of students participating in other career development activities have increased since the TPSID program began.

SELF-DETERMINATION

College and university campuses provide learning and living environments that offer opportunities for growth in self-efficacy and self-determination (Grigal, Weir, Hart, & Opsal, 2013). Getzel (2014) recognized the importance of self-determination skills and the need for intervention studies that identify evidenced-based practices that promote self-determination and improve overall outcomes for all students with disabilities in higher education.

All TPSIDs require that students actively engage in the learning process, and this experience can lead to both success and failure, both of which can be instructive for the student. To facilitate the development of self-determination in students with intellectual disabilities, the TPSID programs focused on student involvement in the establishment of personal goals through person-centered planning, academic advising, and a stated process for family involvement. While some programs addressed self-determination in additional ways, the following common measures reflect what was done at most of the TPSID sites.

Chris's Story

Chris from the Giant Wildcat Academy at Indiana Wesleyan University has gone from a shy, dependent boy to an adventurous, outgoing young man. When Chris first attended college, he would not leave our side. He would only walk on campus to a pre-determined destination with a friend and then come right back.

Now, Chris will independently go to the library to work on the computer, go to the gym to work out, go to the coffee shop, and take guests on tours! He has also, through our volunteer sessions, adopted a grandpa (Harry) at a local nursing home. Chris, on his own time, started to go visit Harry on a daily basis on his bike. He calls this "going to work." He has gotten so comfortable doing this that he now travels all over town on his bike visiting friends.



PLANNING AND ADVISING

Person-Centered Planning

According to Orentlicher, "One method to ensure the facilitation of self-determination is the use of person-centered planning which provides a flexible yet structured approach to obtain the student's perspectives about 'his or her interests, preferences, and desired lifestyle ... and outline an action plan to achieve desired goals'" (as cited in Fleming-Castaldy & Horning, 2013). Further, when students' interests and preferences are taken into account when establishing their goals, students are much more motivated to achieve their goals (Shogren, 2013; Uphold & Hudson, 2012). The TPSIDs were required to use some type of person-centered planning (PCP) in the development of the course of study for each student to ensure student involvement in and control of academic and career goals.

In Year Five of the program, 96% of TPSIDs (all but two) reported using PCP with students. Over two thirds of TPSID programs reported using a combination of PCP models, 14% percent were using PATH (Planning Alternative Tomorrows with Hope), and 14% were not using a specific PCP model.

Student Advising

The role of academic advisors in college is to assist students to develop their course of study, establish a schedule, and achieve their academic goals. For students on a traditional college pathway, academic advising is geared toward credit accumulation, monitoring GPA, and advancing toward a desired degree. The role of the academic advisor in TPSIDs is somewhat different. The advisor must assist the student to achieve goals related to the person-centered plan and attainment of their desired credential.

Fifty percent of TPSIDs reported using the existing academic advising system. This is comparable to the level of usage found in a national survey of postsecondary programs that served students with ID, which found that 47% of respondents used existing academic advising structures (Grigal et al., 2012). Fifty percent (n=26) used only a separate advising system specially designed for TPSID students. The remaining 26 programs used the regular academic advising process with students, either exclusively or in combination with a TPSID-specific advising process.

Enrollment Motivation

The most common motivations for course enrollment were that the course was required for the TPSID credential (59% of course enrollments), required for a degree or certificate (58%), matched the student's personal interests (49%), or related to their career goals (43%).

SELF-DETERMINATION TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Person-centered planning (PCP) has consistently been standard practice at TPSID programs, with over 93% of TPSIDs using PCP each year. There has also been very little variation in the types of academic advising used with students. In each year, between 44% and 50% of the programs used a separate advising system exclusively for students attending the TPSID program. All other campuses provided at least some access to the existing academic advising office used by other students.

Student motivations for enrolling in particular courses have varied over time. From Year Three to Year Four, the percentage of courses related to students' career goals dropped from a high of 52% to a low of 35%; this rapid decrease in career goal related courses is troubling. In Year Five, however, there was an 8% increase from Year Four (35% to 43%). The percentage of course enrollments that were based upon requirements for a TPSID credential increased from Year One (43%) to Year Four (62%), but dropped to 59% in Year Five. The percentage of course enrollments that were based upon requirements for a students' degree or certificate remained steady from Year One (32%) to Year Four (33%), but saw a large jump in Year Five (58%).

FAMILY OUTREACH AND INVOLVEMENT

Marketing and Recruitment

Informing families of potential students about the availability of the TPSID program is a vital aspect of sustainability. Too often, families of transition-age youth with ID are not given sufficient information about available PSE options from transition professionals (Martinez, Conroy, & Cerreto, 2012). Goals related to college or any kind of postsecondary learning are often not included in a student's IEP or transition plan (Grigal et al., 2011; Migliore & Domin, 2011), and students are not supported to seek access to alternative pathways to college.

A survey of 108 family members of transition-age students with intellectual disabilities conducted by Griffin, McMillan, and Hodapp (2010) revealed that parents have limited knowledge of transition plans and postsecondary education

options. The survey also indicated that educators' and parents' post-school expectations for students may not align, and more effective communication is needed. The authors concluded that educators should offer more information about postsecondary education options, even to families of students with lower academic skills.

TPSIDs have developed a variety of strategies to connect with families of prospective students. Out of 52 sites operating in Year Five, more than 50% engaged in the following outreach activities: distributed TPSID marketing materials, presented to local schools (public, private, charter), operated a TPSID website, participated in transition fairs, offered tours of and open houses at the TPSID, presented at parent advocacy and support groups, and included information about the TPSID in general IHE marketing materials.

Information Shared with Students' Families

Sharing information in a postsecondary environment about a student's progress must comply with a variety of legal privacy guidelines. For example, all programs at IHEs must comply with the Family Educational Rights and Privacy Act (FERPA). FERPA gives students 18 years of age or older, or students of any age if enrolled in any postsecondary educational institution, the right to privacy regarding grades, enrollment, and billing information, unless the school has specific permission from the student to share that specific type of information.

TPSIDs shared various program information with family members of attending students. This included general information about the IHE resources, services, and available activities. More than 54% of TPSIDs offered students' families information about IHE-related issues.

In Year Five, TPSIDs offered information to family members about:

- Available social activities (92%)
- Disability-related services available at the IHE (71%)
- FERPA (71%)
- Non-disability-related services available at the IHE (60%)
- Financial aid (54%)
- Disability laws that impact higher education and how they differ from IDEA (62%)
- The IHE's code of conduct (77%)

All TPSIDs require that students actively engage in the learning process, and this experience can lead to both success and failure, both of which can be instructive for the student. To facilitate the development of self-determination in students with intellectual disabilities, the TPSID programs focused on student involvement in the establishment of personal goals through person-centered planning, academic advising, and a stated process for family involvement.

CAMPUS MEMBERSHIP

A college experience is comprised of more than just the classes that are taken. Student learning also occurs during activities outside of the classroom, and this holds true for students in TPSID programs.

The TPSIDs facilitate campus membership, providing access to and supports for campus facilities and technology, as well as for participation in social organizations. Engaging students in campus activities may also change the nature of their social networks, making students less reliant on family connections and increasing their peer contacts (Eisenman, Farley-Ripple, Culnane, & Freedman, 2014).

SOCIAL LIFE

Facilitating the development of social networks is key to providing a well-rounded college experience for students with ID. A literature review by Test et al. (2009) showed a strong association between greater social competence, increased postsecondary educational participation, and improved employment outcomes after leaving high school. Folk, Yamamoto, and Stodden reported that in interviews of students in Hawaii, “opportunity for social interaction presented by participation in postsecondary education was a prevalent theme.”

In addition, possessing greater social skills may be associated with increased self-determination (Carter, Trainor, Owens, Swedeen, & Sun, 2010). Eisenman et al. (2014) suggest that social networks may impact future employment. Supporting students to access existing social organizations, supporting use of technology for social communication, and engaging students without disabilities as natural supports for social activities help provide a well-rounded, authentic college experience.

Austin's Story



Austin entered ACHIEVE during the 2013 – 2014 school year as a two-year transition student. He started the program hanging out with a group of high school friends, and didn't really get a chance to see all of what the campus could offer him. That changed when he came back the following year.

When Austin began his second year, he came in a different person. He was positive and energetic, choosing to become a part of the campus community. If there was an event happening on campus, Austin was there. He was an active participant in Hip Hop Club, performing at several campus functions, including open mic, Global Fest, and the Highline talent show.

Austin's involvement extended beyond the campus all the way to the state capitol, where he rallied with other students from around the state in support of higher education for all. During Austin's final quarter in ACHIEVE, he joined Highline's first-ever unified Special Olympics soccer team. In a statewide tournament, the team won a

gold medal, and Austin and his teammates were recognized at Highline's board of trustees meeting.

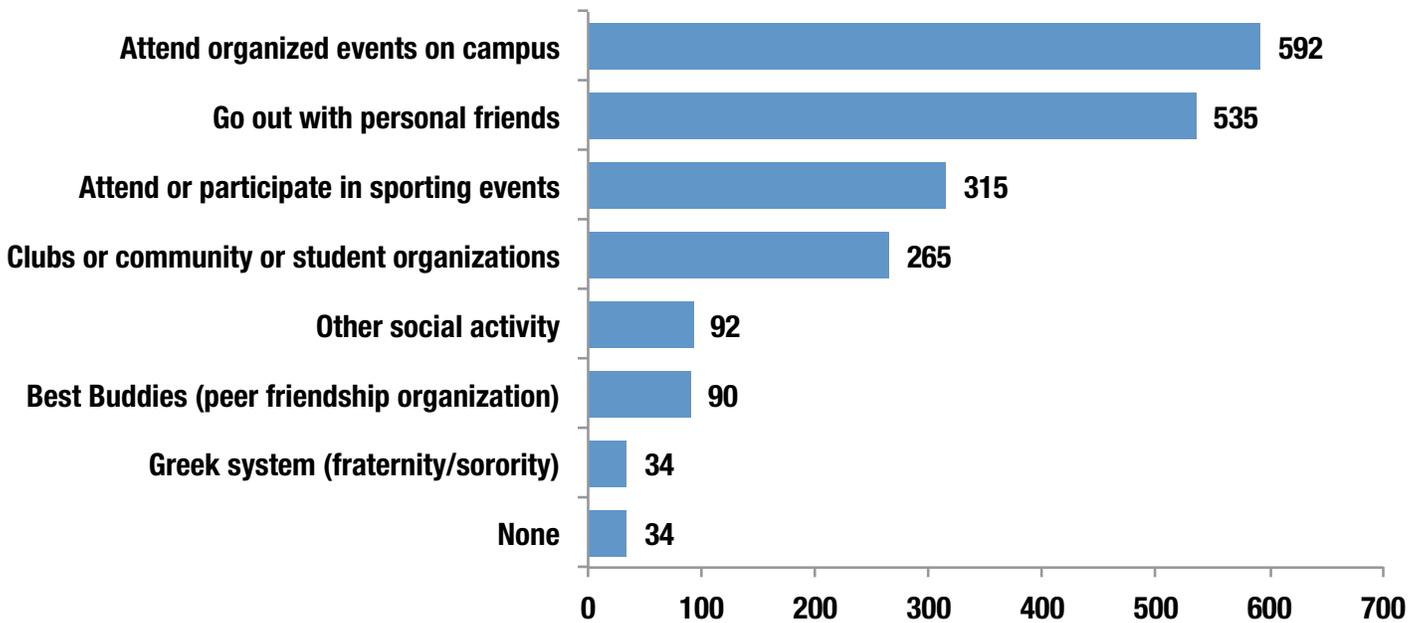
When Austin graduated the program, he had become confident and dynamic leader, and part of the campus community. Although he graduated from ACHIEVE, he is not done with Highline. He returned to take classes in communications, and continues to work toward achieving greater things in his life.

Austin plans on continuing to be a part of unified sports on campus. In addition to working part-time at Target, he is an ACHIEVE peer navigator, working with new students in the program to help them get connected to campus so that they can have a great college experience too.

Austin is proud of his new job. He has already begun mentoring new students, and is continuing to be a leader on campus.

In 2014–2015, students participated in numerous social activities, including attending events on campus, going out with friends, and attending or participating in sporting events (see Figure 14). The majority of students participated in a variety of activities. Overall, 4% of students across all programs were reported as not having participated in any social activities. Thirteen of 52 sites reported one or more students who did not participate in social activities in Year Five.

FIGURE 14: STUDENTS' SOCIAL PARTICIPATION, 2014–2015 (N=829)*



*Omits data reported at the aggregate level

Caution should be used in interpreting lack of participation in a negative light. Given that all of the TPSIDs were required to use person-centered planning to guide students' programs of study, it is possible that some students chose not to participate in campus-based activities or organizations. Not all college students want to join campus clubs and organizations, and the students in the TPSID programs should not be coerced to join in activities in which they do not want to participate.

However, if programs had large percentages of students that did not engage in any activities, this may indicate that greater efforts could be made by the program staff to facilitate opportunities for student involvement.

As indicated in Figure 15, students who lived in IHE housing generally had higher levels of participation in social activities. Ninety-nine percent of students who lived in IHE housing participated in at least one social activity, compared to 94% of students who did not live in IHE housing. Between 93% and 98% of students living in IHE housing were reported as going out with personal friends, compared to 52% living with family and 65% living in non-IHE housing but not with family. This suggests that campus residences foster socialization with peers.

Students attending a residential campus open to students attending a TPSID program were much more likely to go out with friends, attend organized events on campus, and attend or participate in sporting events, compared to students attending commuter schools and residential campuses not open to students in the TPSID. Out of all the social participation activities, students at commuter schools had the lowest participation rates in all the categories except for Best Buddies.

As shown in Figure 16, students in more academically inclusive programs were more likely to go out with friends, participate in sporting events, and belong to clubs and student organizations. Students in less inclusive programs had greater participation in attending organized events, such as in Best Buddies and the Greek system.

In 2014–2015, every TPSID reported facilitating or supporting student participation in campus social activities. A variety of approaches were used to facilitate or supported social participation, with the most common being independent participation by students, facilitation by TPSID staff, and facilitation by peer mentors, and the least common being events organized by students, staff, and/or peer mentors associated with the TPSID (see Figure 17).

Almost all TPSIDs had mechanisms to track social activities students were participating in on campus (Figure 18). The most frequently used mechanism was student self-reporting, followed by peer mentor monitoring and follow-up to person-centered planning.

FIGURE 15: PARTICIPATION IN SOCIAL ACTIVITIES BY LIVING SITUATION

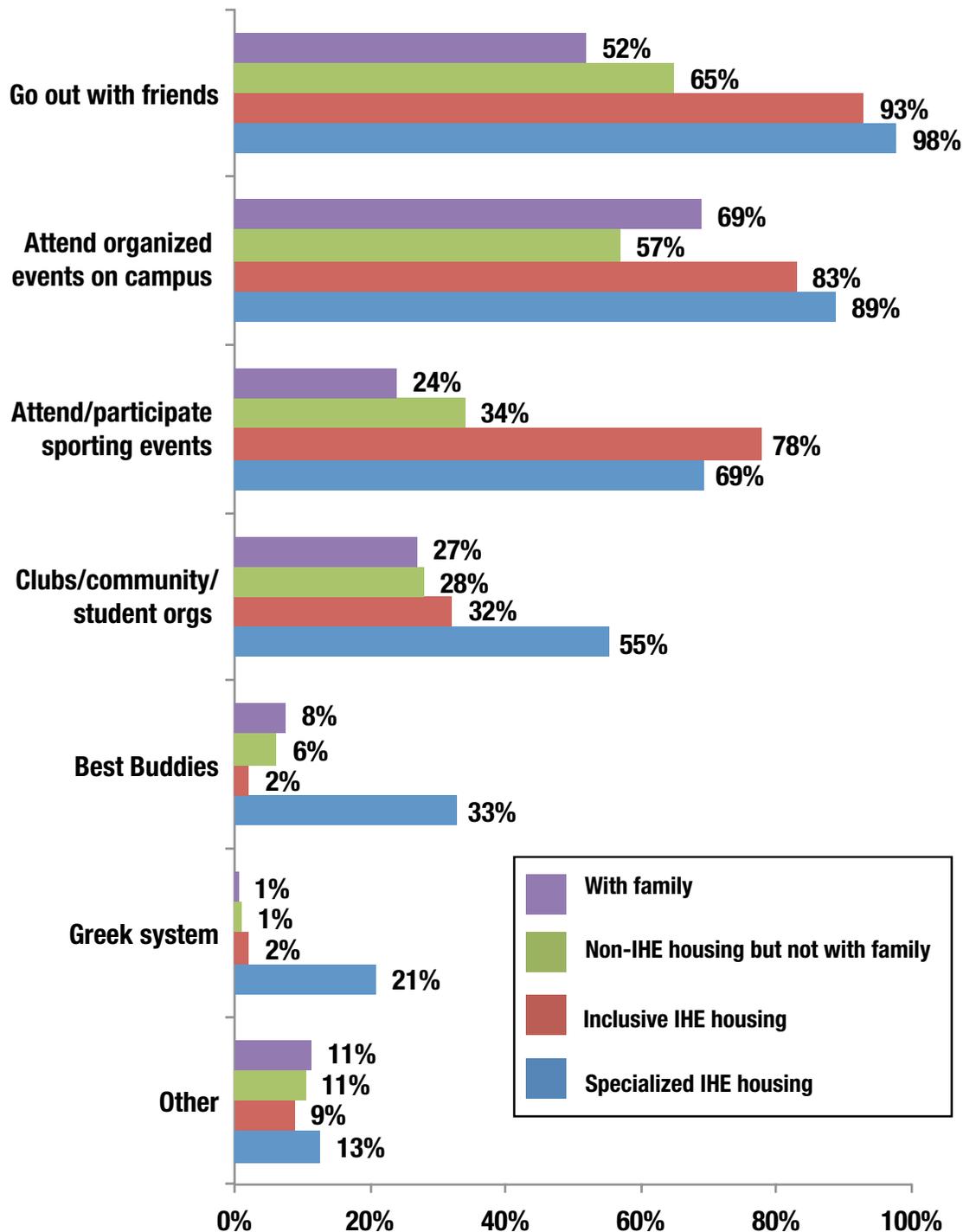


FIGURE 16: PARTICIPATION IN SOCIAL ACTIVITIES BY TYPE OF PROGRAM

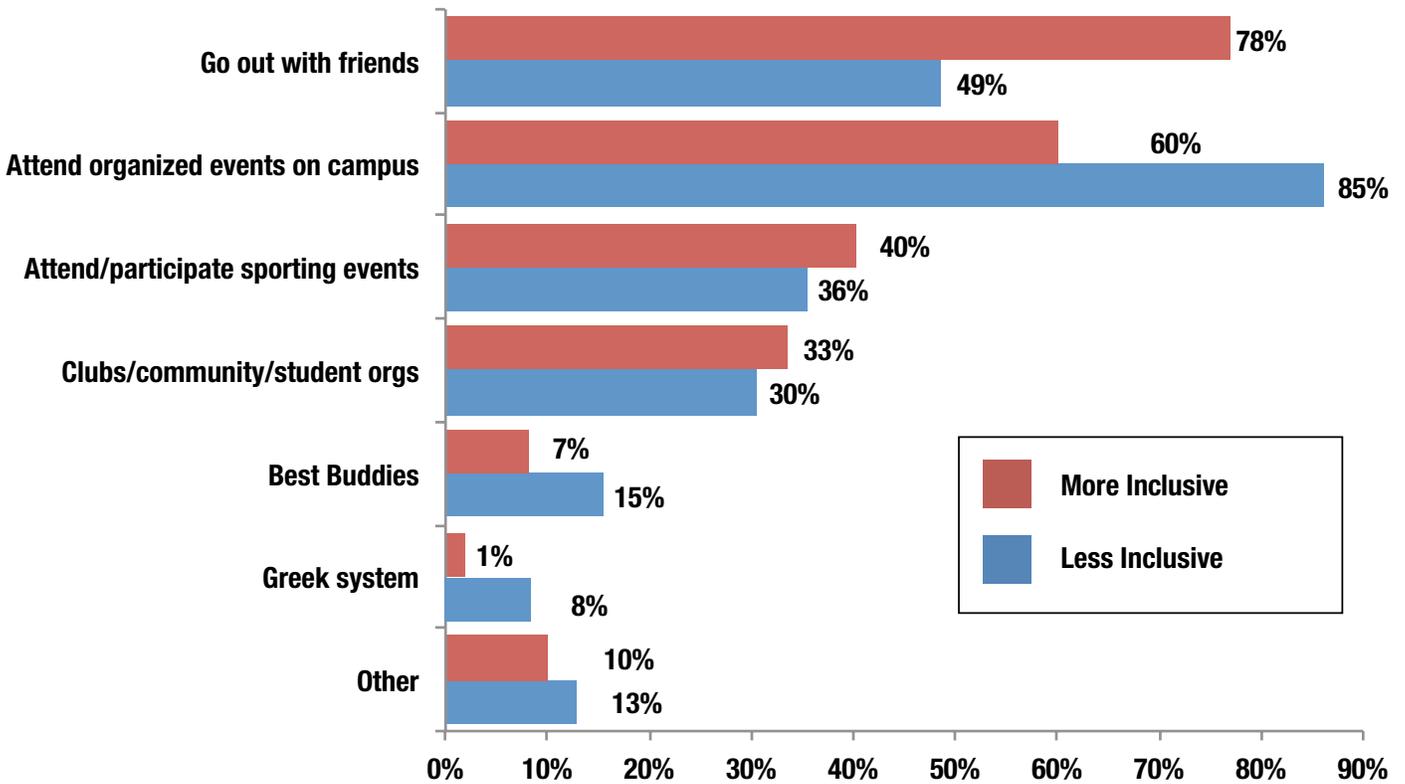


FIGURE 17: STRATEGIES USED TO SUPPORT PARTICIPATION IN SOCIAL ACTIVITIES, 2014–2015 (N=52 SITES)

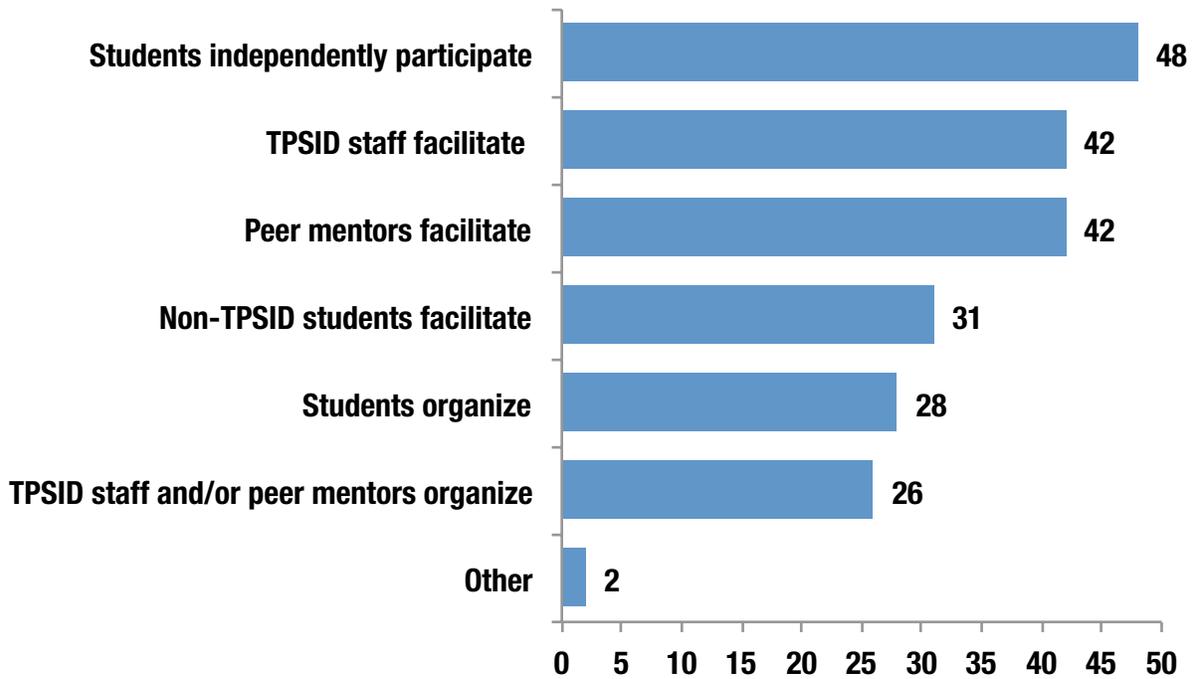
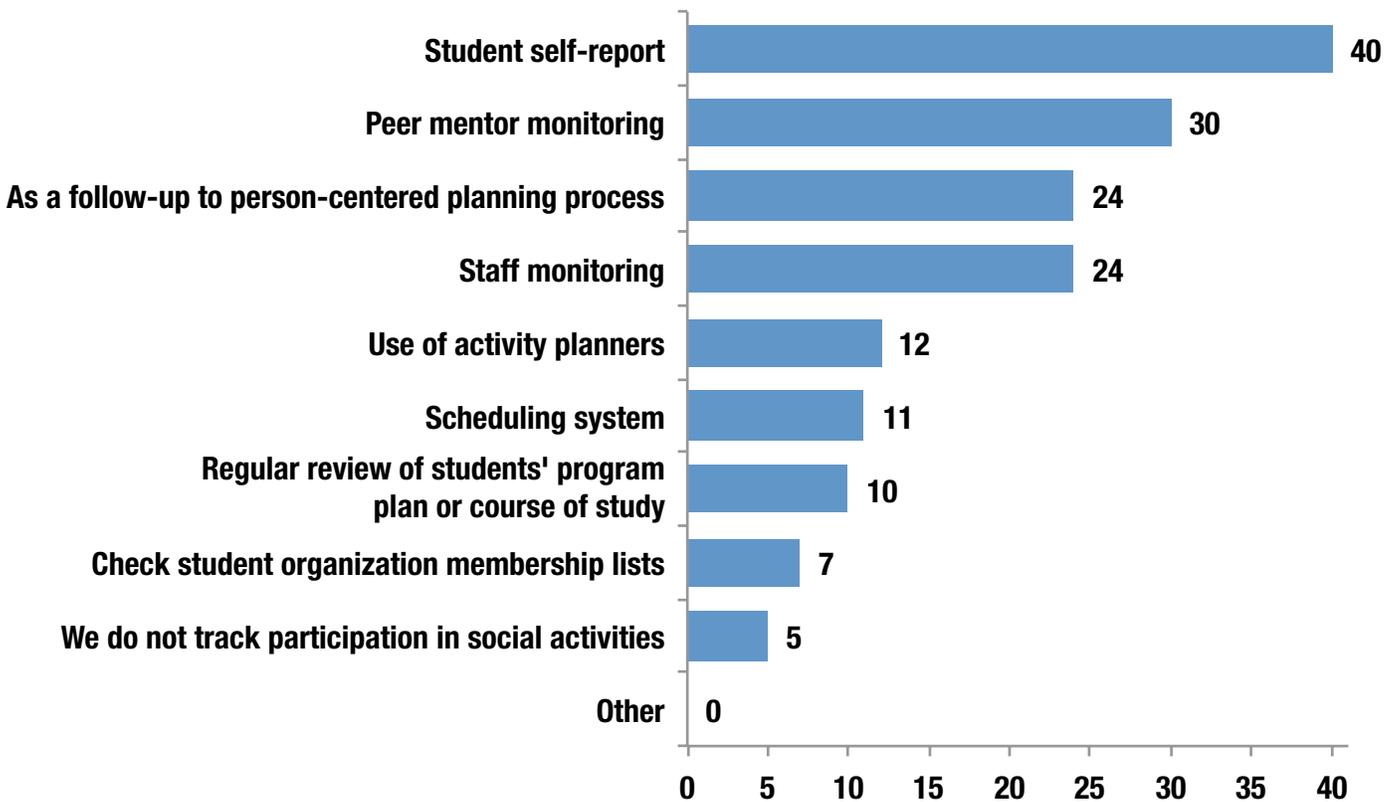


FIGURE 18: STRATEGIES USED TO TRACK PARTICIPATION IN SOCIAL ACTIVITIES, 2014–2015 (N=52 SITES)



RESIDENTIAL LIFE AND ACCESS

TPSIDs are encouraged to provide access to college campus resources for students such as inclusive courses, and when possible, access to housing options. On- and off-campus living contributes to a myriad of positive outcomes for college students, enhancing both their academic performance and their personal and social development (de Araujo & Murray, 2010). Creating residential experiences presents a challenge for many of the host IHEs. Some of these challenges relate to logistics, such as finding space on campus or locating off-campus apartments that have access to transportation. Other challenges relate to issues of supervision, safety, and liability.

For TPSID programs, providing campus living brings up several challenges. These include supporting students' self-determination, addressing parents' concerns about safety, and dealing with adult interpersonal issues that inevitably arise on a college campus that may be exacerbated by social development challenges of students with ID (Latham, Carson, & Hendrickson, 2013).

In their initial applications for TPSID funding, 11 of the 27 grantees (40%) indicated on-campus housing would be available for students. In 2014–2015, 44% of the TPSIDs were at IHEs that did not provide housing to any students. Of those that did offer housing, 14 provided students in the TPSID access to that housing, and 15 did not.

The majority (60%) of students lived with family. This is not atypical for young adults regardless of disability. A recent Pew research study found that 53% of young adults between the ages of 18 and 24 live with their parents. The remaining students were divided among residences provided by the IHE or TPSID (27%), and other residences not provided by the IHE or TPSID (13%).

Of the 224 students living in TPSID or IHE-provided housing, 60% are living in an on-campus or off-campus setting where the majority of the students are TPSID students (Figure 19). Nearly two thirds of those living off-campus, but not with their families (63%), lived independently, with another 14% in supervised or supported living settings (Figure 20).

FIGURE 19: TPSID OR IHE-PROVIDED LIVING SITUATIONS, 2014–2015

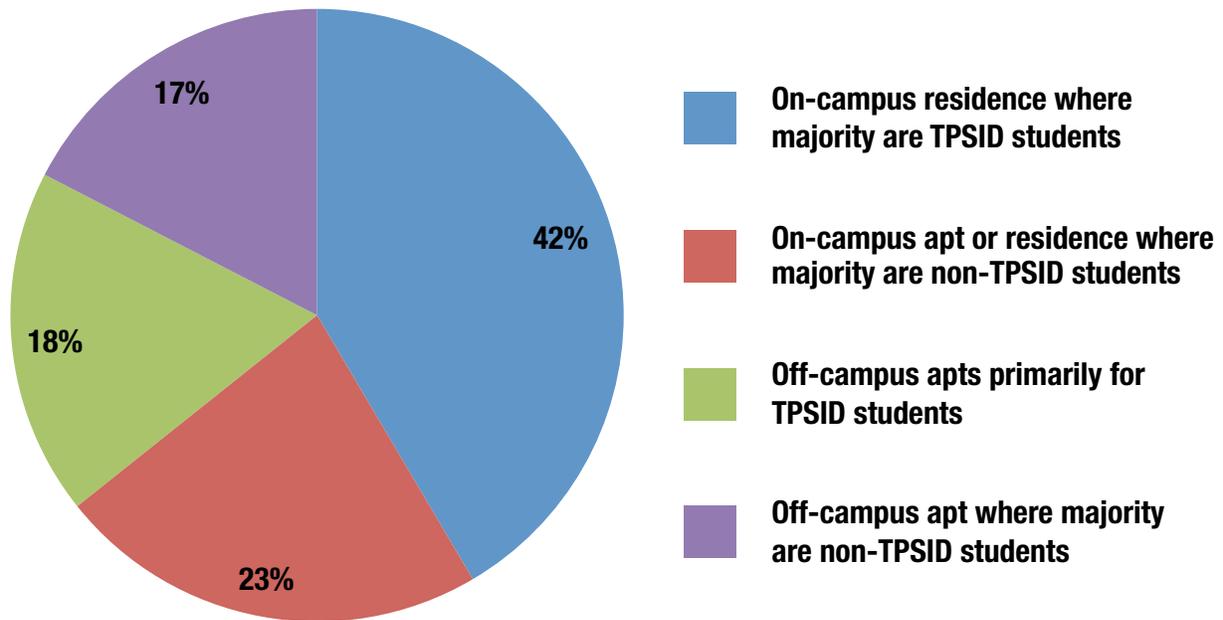
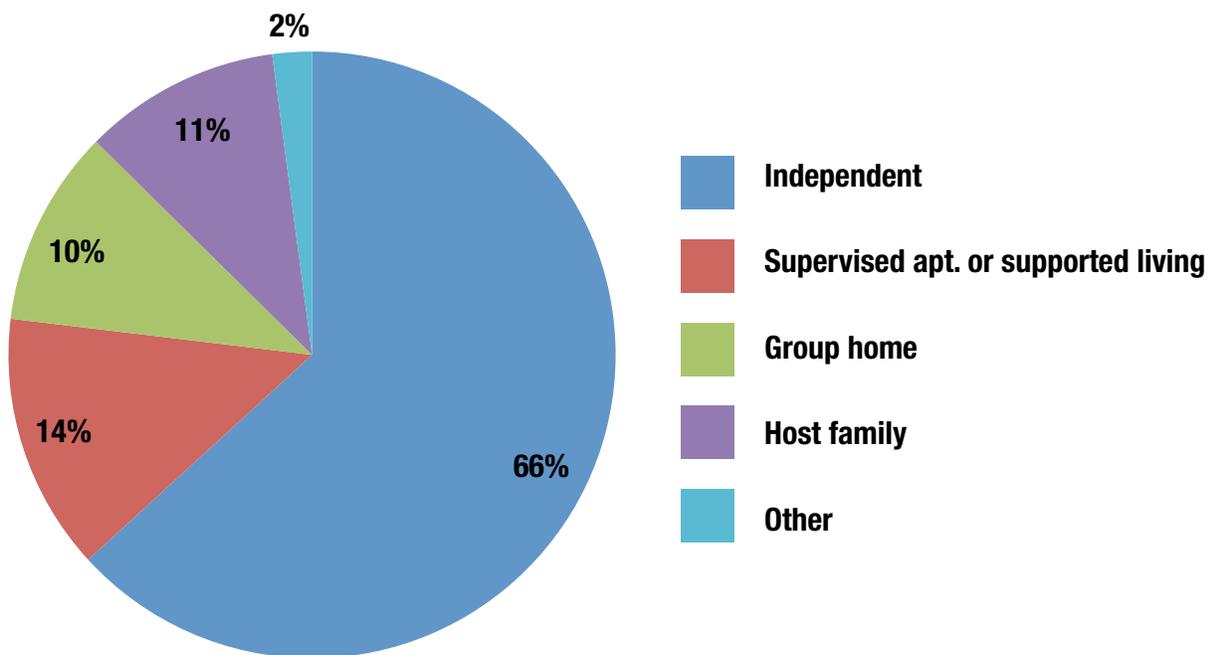


FIGURE 20: NON-IHE-AFFILIATED LIVING SITUATIONS, 2014–2015



Most students not living with family (82%) received some sort of residential supports, most typically from a residential assistant or advisor (51%), intermittent or on-call staff (49%), continuous staff support (20%), and/or an uncompensated roommate/suitemate (13%). The remaining 18% did not receive any residential supports.

TRANSPORTATION TO CLASS AND CAMPUS

Students who lived on campus got to class by walking, driving, bicycling, and/or by taking the campus bus. Students not living on campus most frequently relied on friends or family members for transportation. Public transportation, para-transit, and taxis were common transportation modes for both groups (Table 8). Few students relied on TPSID staff, IDD agency transportation, or local education agency transportation.

TABLE 8. TRANSPORTATION TYPE AND PERCENTAGE OF USE TO GET TO AND FROM CAMPUS, 2014–2015*

	STUDENTS LIVING IN IHE OR TPSID HOUSING (N=224)	STUDENTS LIVING ELSEWHERE (N=594)
NON PROGRAM-AFFILIATED TRANSPORTATION OPTIONS		
Drives self / walks / rides bike	100%	22%
Friend or family member	17%	61%
Public transportation or para-transit or taxi	63%	48%
IHE transportation (campus bus)	40%	11%
Transportation provided by IDD agency	12%	8%
PROGRAM-SPECIFIC TRANSPORTATION OPTIONS		
LEA-provided transport	0%	7%
TPSID staff	13%	7%
We do not know how this student gets to campus	0%	2%
This student does not go to campus	0%	<1%
Other	0%	4%

*Omits data reported at the aggregate level

CAMPUS MEMBERSHIP TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Students attending TPSID programs have shown themselves to be socially active each year data has been collected, with 90% of students reported to be participating in some type of social activity. Attending organized events on campus were the most frequently cited social activity for students. Previously, “going out with friends” had been the most frequently reported. This change may be reflective of students having greater engagement with the campus community and formalized social events at their respective institutions.

Since the program’s inception, TPSID staff has played a role in supporting social participation at most of the campuses. Many campuses have also consistently relied on peer mentors, other students, and students in the TPSID themselves to facilitate social participation.

There has been a significant increase since Year One in the percentage of TPSIDs at which students independently sought out and participated in social activities (62% in Year One to 92% in Year Five). This growth in independence was also evident in the higher percentage of TPSIDs that reported students organizing social events and inviting non-TPSID students from Year One (36%) to Year Five (54%).

From Years Two and Four, 50% or more of TPSID sites have been “commuter schools,” i.e., they operate on non-residential campuses that do not offer housing for any students. However, in Year Five that percentage dropped to 44%. From Year Four to Year Five, there was an increase from 18% to 29% in the number of TPSID sites whose residential offerings were not open to students attending the TPSID. Among those that did have campus housing, between Years

One and Four the majority allowed students to access that housing. The percentage of residential campuses allowing students to access housing has ranged from a low of 48% in Year Five to 67% in Year Two.

Student engagement research has made it clear that a residential postsecondary experience leads to positive outcomes. Results from a recent National Survey of Student Engagement affirm the value of residential living, as on-campus residents were more likely to bond with other students, engage in campus events, and experience greater gains in learning and development (NSSE, 2011). TPSID programs on residential campuses that do not provide students with access to campus housing should consider how they might create these experiences in the future.

While the majority of students attending TPSIDs have lived with family, the percentage of students who live in TPSID- or IHE-affiliated housing has increased each year, from 12% in Year One to 27% in Year Five. Sixty percent of students living in IHE housing in Year Five lived in housing that was primarily for students enrolled in the TPSID, compared to 4% in Year One. As the percentage of students living in inclusive housing dropped over the five-year period, there was an increase in the percentage of students living in IHE housing primarily for students in the TPSID program.

TPSID Project Directors and staff shared that establishing housing on some campuses took a great deal of effort. In some cases, housing initially had to be offered as a “pilot” and in others cases housing options were so limited that only off campus locations housing options were established (not operated by the college or university residence life). Other TPSIDs partnered with outside agencies to address staffing concerns. Access to housing was also impacted by student status; in some IHEs only full-time degree seeking students had access to housing and that housing was in short supply; therefore, TPSID students were not eligible. Programs that served only students who were dually enrolled in high school and college did not provide access to housing.

When asked about their program offering housing, one TPSID staff person shared that they “had too many other fights to win before I could fight for housing. Administrators needed to see that it was possible before committing to residential. We had to prove ourselves”. Other programs required students to attend a summer residential program prior to accessing dorm living. On some campuses where on and off campus housing was available, students were required to live in dorms for one or two years and then offered a chance to move off campus later in their program.

Establishing integrated living options on campus will undoubtedly continue to be a challenge for the TPSID programs, as initiating and maintaining residential access can take a great deal of time within the university setting. Some of the issues that must be addressed are concerns from administration, and sometimes from family members, about student safety and risk, as well as management of staff and level of supervision during non-academic hours. However, these issues are ones that colleges and universities address regularly for their existing student body. The role of the TPSID personnel is to help IHE administration, faculty and staff see that many of the concerns about perceived safety and risk issues can be addressed by applying the existing policies and solutions, and establishing consistent communication mechanisms between TPSID staff and the residence life office.

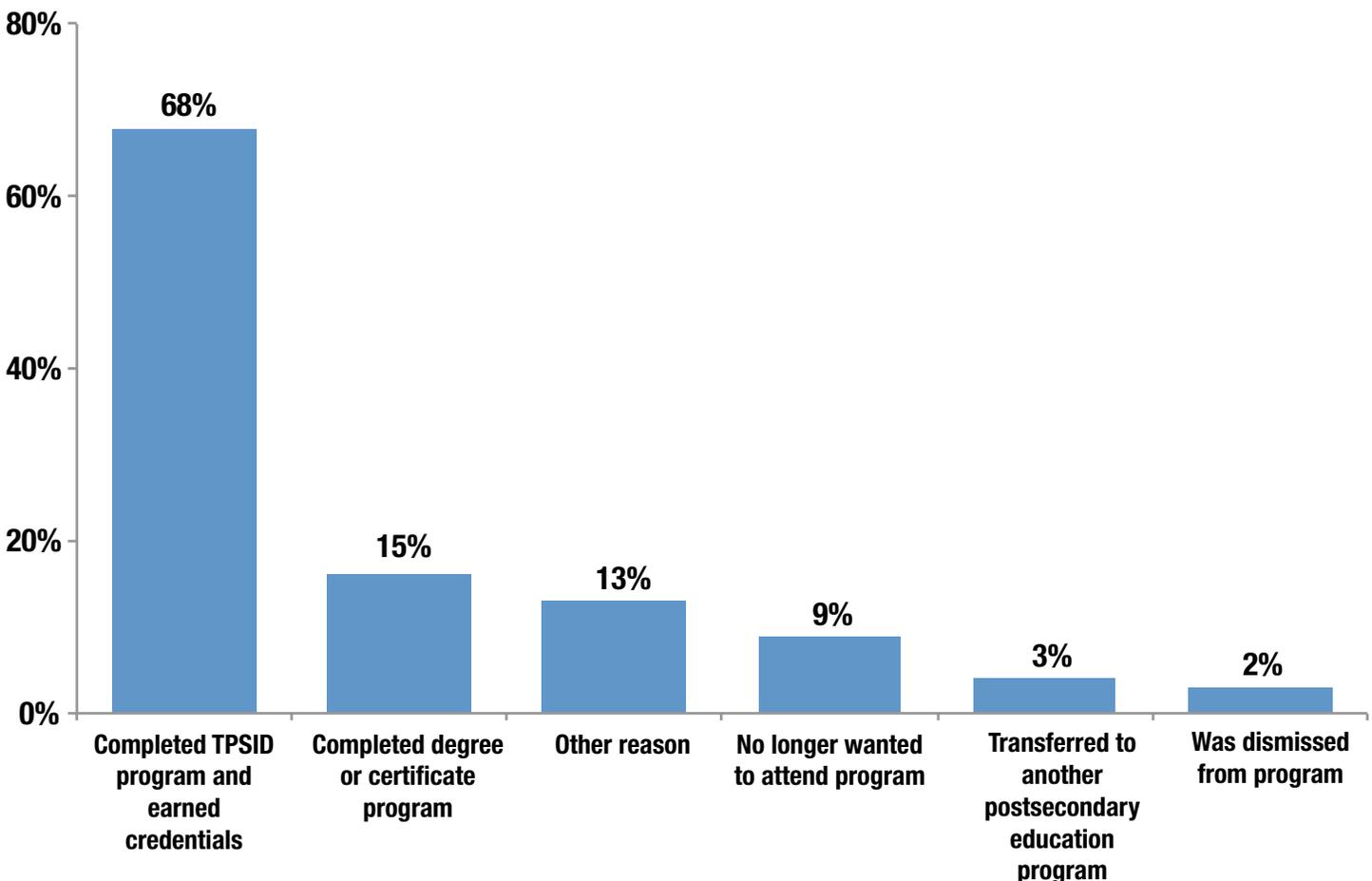
STUDENT EXIT OUTCOMES

A total of 324 students exited their TPSID program in Year Five. Figure 21 summarizes student reasons for exit, having completed the program and earned a credential being the most prevalent reasons. Of these 324 students, 47 exited with a degree or certificate. Twenty-eight students exited because they no longer wanted to attend the program. Eight students left the TPSID and transferred to another postsecondary program. Five of these eight students transferred to a program at a two-year IHE, one transferred to a program at a four-year IHE and two transferred to a program at a vocational or technical school.

These findings also point to a need for the credentials that students receive when exiting these programs to be recognized by other IHEs when students move on to further higher education or transfer between institutions. According to the Community College Research Center, up to 40% of community college students enroll in multiple institutions within a six-year period. As the credentialing process continues to evolve, programs will need to work collectively on developing credentials that have meaning outside of the institution that awarded them (Shanley, Weir, & Grigal, 2014). In that way, students will be empowered and encouraged to continue their higher education beyond the TPSID program.

For 13% of exiting students, “Other” was indicated as their reason for program exit. Other reasons included students reaching the age of 22 (and no longer qualifying for services under the Individuals with Disabilities Education Act), moving on to an employment program after completing the academic portion of a TPSID program, completing a program that does not offer a credential, and financial hardship.

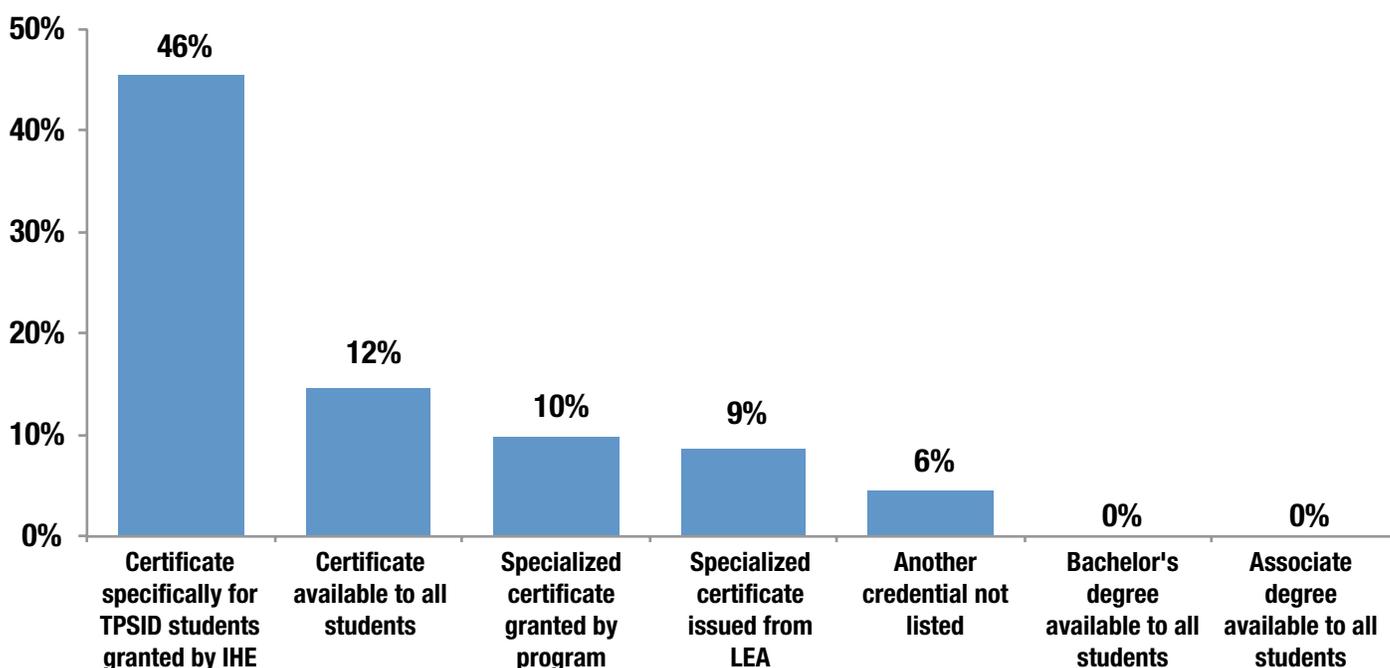
FIGURE 21: REASONS FOR STUDENT EXIT FROM TPSID PROGRAMS, 2014–2015 (N=324 EXITING STUDENTS)



CREDENTIALS EARNED BY STUDENTS

National averages for credential attainment for typical students who begin a postsecondary program are just over 40% (Lumina Foundation, 2014). Overall, 80% of the students who exited a TPSID program earned one or more credentials before exiting. This is the highest percentage of credential earners thus far in the TPSID funding period. In Year Five, a certificate granted by the IHE that is only available to students attending the TPSID program was the most common credential earned, followed by a certificate available to all students, and a certificate or exit document for TPSID students awarded by the TPSID (not the IHE).

FIGURE 22: CREDENTIALS EARNED, 2014–2015 (N=324 EXITING STUDENTS)



Credentials earned by students exiting programs at two-year and four-year institutions

Students who exited programs at four-year IHEs were more likely to have earned a credential than students who exited programs at two-year IHEs (91% versus 66%). A certificate specifically for students in the TPSID program granted by the IHE was the most common credential at both two-year (45%) and four-year (44%) IHEs.

Certificates available to all students were more common among students exiting two-year IHEs (24%), compared to students exiting four-year IHEs (5%). Certificates or other exit documents granted by the TPSID, not the IHE, were earned by 19% of students exiting four-year IHEs. No students exiting two-year IHEs earned this credential.

There is currently no standard credential awarded by TPSIDs, and it is doubtful that there ever will be. However, those programs that provide students with a path to attain credentials or certificates already recognized by the IHE may have advantages. Credentials that are only recognized by the TPSID program and are not officially granted by the IHE may have limited meaning to both employers and to future IHEs, similar to the limitations seen by students who exit high school with certificates of attendance. Clarifying the expected courses of study, connecting these to recognized skills or labor market standards, and ensuring credential options are recognized both within and outside of the IHE should be the focus of future efforts around credentialing.

Credentials earned by students who enrolled primarily in inclusive courses in their final year of attendance

In Year Five, more than half of the students who exited (60%) enrolled primarily in inclusive courses in their final year, yet this did not seem to have an impact on overall credential attainment. However, students enrolled primarily in inclusive courses in their final year were more likely to have earned a credential available to all students at the IHE, as opposed to a credential that was limited to students attending the TPSID. Twenty-two percent earned a certificate available to all students.

Students who enrolled in no more than 50% inclusive courses in their final year were more likely to earn a certificate only given to students in the TPSID. Sixty-six percent of these students earned a certificate available only to students in the TPSID (whether granted by the program or the IHE), compared with 30% of students enrolled primarily in inclusive courses in their final year. This underscores the importance of providing access to inclusive courses, since they appear to give exiting students an opportunity to earn a typical IHE credential that may have more value in the labor market than a specialized credential.

Credentials earned by students who had a majority of enrollments in standard IHE credit-bearing courses in their final year of attendance

Twenty-six percent of students who exited in Year Five had a majority of their course enrollments in courses that awarded standard IHE credit. The remaining 74% were enrolled either not for credit or for credits that could not be used towards a standard IHE credential.

These two groups earned different types of credentials. Forty-seven percent of students who primarily took IHE credit-bearing courses earned a certificate available to both students enrolled in the TPSID and those not enrolled in the TPSID, compared to just 1% of students who primarily enrolled in courses that did not award standard IHE credit. Conversely, 55% of students who primarily enrolled in courses that did not award standard IHE credit in their final year earned a certificate only available to students enrolled in the TPSID, compared to 16% of students who primarily took IHE credit-bearing courses.

Credentials earned by students who were dually enrolled in high school and a TPSID during their final year of TPSID enrollment

Twenty-four percent of the students who exited in Year Five were dually enrolled in high school in their final year of TPSID attendance. Eighty-four percent of dually enrolled students earned a credential when exiting, compared to 79% of students who were not dually enrolled in their final year (i.e., no longer enrolled in high school). Adult students were more likely to earn a certificate available to all students than students who were dually enrolled in their final year (16% versus 6%).

EMPLOYMENT AND CAREER OUTCOMES FOR STUDENTS WHO EXITED TPSID PROGRAMS IN YEAR FIVE

Three quarters of students who exited in Year Five (75%) were reported as having a paid job, participating in unpaid career development activities, or doing both at the time they exited (Figure 23). Overall, 129 of the 324 exiting students (40%) were working in paid jobs within 90 days of exiting their program. Among students exiting from campuses that report data at the individual level, 110 students were working in a paid job, and 193 participated in some sort of unpaid career development activities. Seventy-two students were both working for pay and participating in unpaid career development activities when they exited their program.

These data reflect each student's employment status within 90 days of exiting the program, and do not account for students who gained jobs soon after this time. As is the case for their college peers, engaging in the job search can take time. It will be important to examine the follow-up data collected by the TPSIDs to ascertain the level of employment

outcomes three to six months after students leave the TPSID program.

Another issue that impacts employment at exit is that many of the students attending the TPSIDs are out-of-state or out-of-region students. Therefore, they are likely to be seeking jobs closer to home after exiting their program, which the college may or may not be able to help facilitate depending on its structure and resources.

Matthew's Story

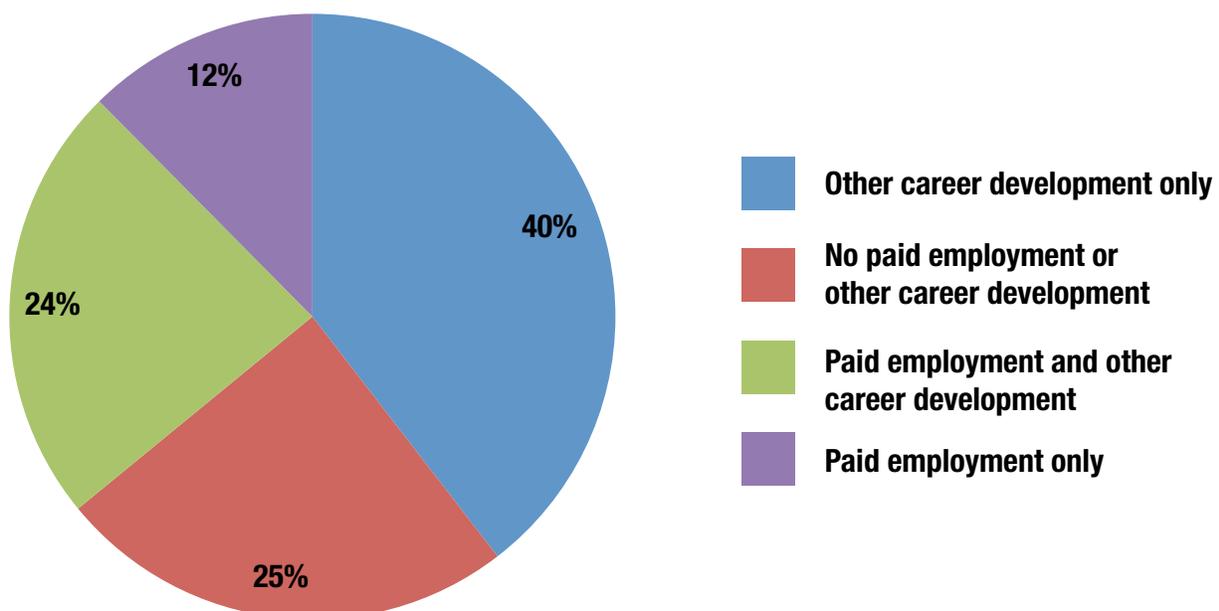
I graduated from the College of Charleston on May 15, 2015. Three days later I started my dream job: working at Disney World as an intern. Going to college opened up opportunities for me that I never would have had, like the Disney internship. At the College of Charleston, I participated in all aspects of campus life. I loved going to class, joining clubs, and working at my internships. While in college, I did things I had never done before and gained new skills. For example, after a successful internship, I was hired at the college library as a paid student worker and even earned a raise and a promotion.

One semester I saw a flyer for three-day trip to Disney World. I thought it would be fun, so I signed up to go. That was one of the best decisions that I've ever made. While I was there, I met someone who was working as an intern in the Disney College Program, and when I got back I looked into it. I knew immediately that I was going to apply. I've loved visiting Disney World, and I knew that it would be the perfect place to work. I'm taking a leadership class at Disney on how inclusion benefits employers. Walt Disney had a disability too, and he knew that segregation and excluding people would limit the amount of talent and skills that his company had.

College gave me the opportunity and skills to succeed in life. Inclusiveness is definitely the way to go. Inclusiveness saved my life and gave me a future!



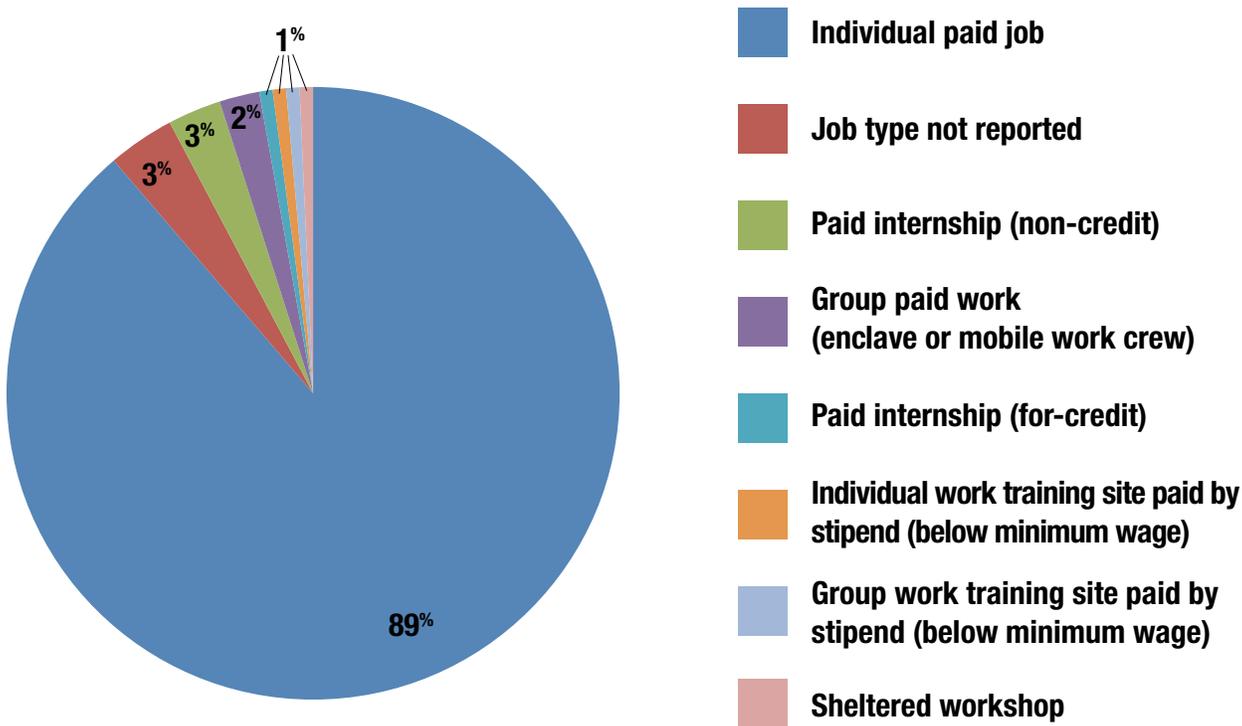
FIGURE 23: EMPLOYMENT AND CAREER DEVELOPMENT STATUS OF STUDENTS WHO EXITED IN YEAR FIVE (N=306 EXITING STUDENTS)*



*Omits data reported at the aggregate level

Most students employed at exit (89%) were in individual paid jobs, i.e., jobs that were integrated and in the competitive labor market (Figure 24), and 66% of working exited students were working between 5 and 20 hours per week. Eighty-two percent of jobs held by students at exit paid above minimum wage. Five percent of jobs paid below minimum wage. The federal Workforce Innovation and Opportunity Act makes it clear that “competitive integrated employment” is the optimal outcome for people with disabilities. Programs using federal funds to support transition-age youth and young adults with ID should ensure that these resources do not lead to segregated outcomes.

FIGURE 24: PAID JOBS HELD BY STUDENTS WHO EXITED A TPSID PROGRAM, 2014–2015 (N=142 JOBS)*



*Excludes jobs where job type was not reported. Categories sum to more than 100% due to rounding error.

Employment and career outcomes for students exiting programs at two-year and four-year IHEs

In Year Five, exiting students from four-year IHEs had higher employment rates than exiting students from two-year IHEs (44% and 25% respectively). However, exiting students from two-year IHEs were much less likely to be participating in other career development activities at exit (41% vs. 79% of students exiting programs at four-year IHEs).

STUDENT EXIT TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Looking at five years of student exit data, positive trends emerge related to students’ reasons for exiting the TPSID program and status at exit. The percentage of students who exited because they completed their program and earned a credential grew from 39% in Year One to 68% in Year Five. The percent exiting because they completed a degree or certificate also grew, from 2% to 15%. The percentage of students employed at exit has increased each year, from 14% in Year One to 40% in Year Five. The percent participating in unpaid or volunteer experiences has also increased each year, from 19% in Year One to 63% in Year Five. Additionally, Year Five brought the highest percentage of students that earned a credential at exit in any of the four years: 80%.

There has also been a consistent year-to-year decrease in students reported as exiting for “other reasons,” meaning

reasons that did not fit into one of the categories provided. Only 13% of students had this indicated as their reason for exit in Year Five, an almost 30% decrease since Year One and the lowest percentage observed in all five years.

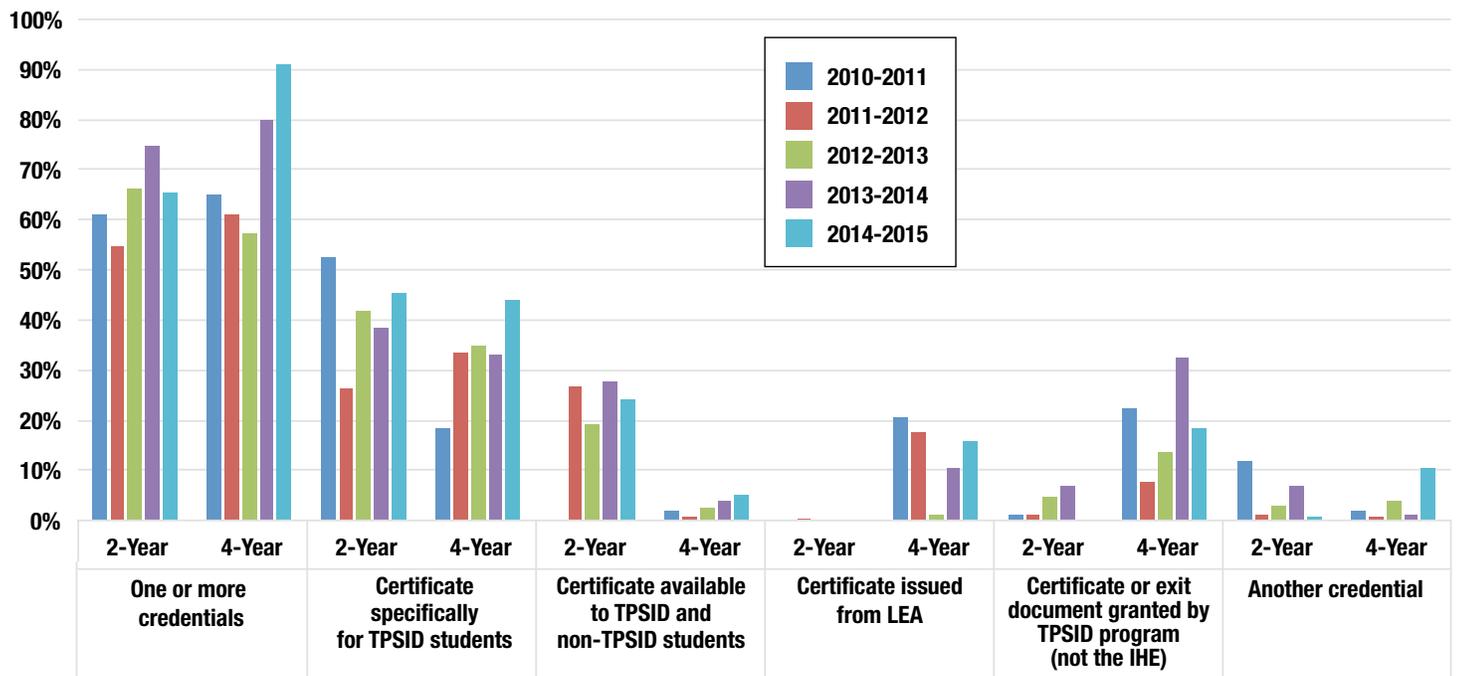
This is positive for two reasons. First, it indicates that TPSIDs are able to gather enough information from students at the point of exit to be able to select one of the categories offered to them, rather than choosing the catch-all “other” category. Second, the other reasons for exiting often have to do with students exiting programs that do not offer a credential, or students not having the financial resources to continue in the program. Our hope is that these two reasons are becoming less common.

Another positive outcome is that the percentage of students who exited because they “no longer wanted to attend their program” decreased from 17% in Year Two to 9% in Year Five.

Trends for credentials earned by students exiting programs at two-year and four-year IHEs

With the exception of Year Three (2012-13), a higher percentage of students exiting programs at four-year IHEs earned a credential than did students exiting programs at two-year IHEs. Since Year Two (2011-12), students at two-year schools have been more likely to earn a certificate available to all students than students at four-year schools. Trends in credentials earned by institution type is summarized in Figure 25.

FIGURE 25: TRENDS IN CREDENTIALS EARNED BY STUDENTS EXITING TWO- AND FOUR-YEAR CAMPUSES, 2010-11 TO 2014-2015



Students at two-year IHEs have consistently earned certificates available to all students in greater proportions than students at four-year IHEs. In Year Five, one quarter of students who exited two-year IHEs earned this type of credential (24%), compared to just 5% of exiting students at four-year IHEs.

Students at four-year IHEs have consistently earned certificate granted by the TPSID, not the IHE, in greater proportions than students at two-year IHEs. In Year Five, 19% of students who exited four-year IHEs earned this type of credential. None of the students exiting programs at two-year schools exited in Year Five.

Trends for credentials earned by dually enrolled and adult students

Both dually enrolled and adult students who exited in Year Five had their highest rates of earning a credential out of each of the five years of the TPSID program. The percentage of dually enrolled students who earned a credential at exit increased from 69% in Year One to 84% in Year Five. The percentage of adult students who earned a credential at exit increased from 62% in Year One to 79% in Year Five.

Trends for credentials earned by students who primarily enrolled in inclusive courses in their final year of attendance

In the first three years of data collection, students who primarily enrolled in inclusive courses in their final year were more likely to earn a credential when exiting their TPSID than students who primarily enrolled in specialized courses in their final year. In Years Four and Five, there was no statistical difference in the percentage of students who earned a credential based on the percentage of inclusive or specialized courses they took during their final year in the program.

While similar percentages of students from these groups exiting in Year Five earned a credential, the types of credentials they earned differed. Students who primarily enrolled in inclusive courses in their final year were more likely to earn a certificate available to all students at the IHE than students who primarily enrolled in specialized courses. This is true for all five years of data collection. Such general IHE credentials available to all students were very rarely earned by students who finished their program taking mostly specialized courses. Rather, these students were more likely to earn a credential specifically for students attending a TPSID program.

Trends in employment and career outcomes for exiting students

The percentage of exiting students who were employed within 90 days of exit or engaged in career development at the point of exit peaked in Year Five at 76%. This is a notable improvement since Year One, when only 30% of exiting students were employed within 90 days of exit or engaged in career development at the point of exit.

The percentage of students with a paid job within 90 days of exit has increased each year for which data has been reported, and has doubled since Year One (20% with a job in Year One, compared to 40% with a job in Year Five). While the increase in both paid employment and unpaid career development over the course of the five years is promising, we would like to see even greater percentages of students in paid employment at or soon after exit. Given the current national employment outcomes for youth with ID who are receiving services from VR or state ID/DD organizations, it is imperative that the TPSID programs ensure that students have paid employment prior to exiting their program.

Trends in employment and career outcomes for students exiting programs at two-year and four-year IHEs

In Year Five, four-year campuses demonstrated the highest rates of paid employment within 90 days of exit: 44%. Twenty-five percent of students exiting two-year IHEs had a paid job within 90 days of exit in Year Five, a decrease of 11% from Year Four, when this figure peaked at 36%. Despite this decrease, the employment rate for students exiting two-year IHEs more than doubled between Years One and Five, from 10% to 25%.

Four-year campuses also saw their best rates of participation in other career development activities at exit in Year Five: 79%. Participation in career development activities by students exiting two-year schools decreased slightly, from 45% in Year Four to 41% in Year Five. Four-year IHEs have consistently had higher rates of student participation in unpaid career development activities at exit than two-year IHEs.

Trends in employment and career outcomes for students who were dually enrolled in high school and a TPSID during their final year of TPSID enrollment

In the first three years of the TPSID program as well as in Year Five, students who were dually enrolled in their final year of TPSID enrollment were more likely to have a paid job within 90 days of exit than students who were enrolled as an adult student in their final year. Year Four was the only year when adult students had a higher rate of employment within 90 days of exit. In Year Five, 41% of dually enrolled students had a job within 90 days of exit, compared to 34% of adult students.

Max's Story

Max started the program with many areas he might want pursue as a college student. After his first semester, he became interested in pursuing a job in a health-related field. He started taking classes in the Allied Health Department under the healthcare pathway at Delgado Community College.

Through his time at Delgado, Max adjusted well to campus life. He worked closely with the post-secondary staff as well as the adult education program staff on campus in order to get the skills to perform well in his classes. Max excelled in fitness classes, became a registered voter, learned the public transit system, and gained academic and social supports through his peers and instructors. He also met weekly with a success coach who assisted him with social skills and time management.

Max completed his pathway program within three semesters. Upon completion, Max earned his First Aid/CPR certification and a certificate as an Emergency Medical Responder. Max also became registered with the Louisiana Rehabilitation Services, which assisted him in finding a job as well as on-the-job training.

Today, Max is employed at a local hospital on the disinfection team. He works 40 hours a week, earns \$10 an hour, and is eligible to receive benefits. When asked about his current position at the hospital, Max states, "I'm in the medical field and that's where I want to be...My job is cool and I get to work in a lot of different places with people I like."

.....
In Year Five, four-year campuses demonstrated the highest rates of paid employment within 90 days of exit: 44%.
.....

TPSID EVALUATION ACTIVITIES

In addition to participating in the evaluation activities conducted by the National Coordinating Center (NCC), each TPSID has its own internal mechanism for evaluating its program. The NCC has captured information about these evaluation strategies via our monthly cohort meetings and through the TPSID Program Evaluation Special Interest Group.

The evaluation tools being used by TPSIDs include:

- Assessment of students' academic progress
- Assessment of students' career interests and progress
- Goal Attainment Scaling to track students' progress on goals
- Assessments of students' self-determination levels
- Feedback forms for students, faculty, peer mentors, family members, TPSID staff, and employers of TPSID students
- Interviews and meetings with students, peer mentors, and staff

Of the 52 TPSID sites that were serving students in 2014–2015, 32 were collecting follow-up data on students who exited the program, 15 responded that they were not yet collecting this data, and five indicated that they were not planning on collecting follow-up data.

Of the 32 sites that were collecting follow-up data, ten were collecting data for one year after students exited the program, ten were collecting data for two years, and eleven were collecting data for five or more years after exit. Employment outcomes such as type of job, hours worked and earnings, living situation, and volunteer or community service activities were the most common areas of data collection (Table 9). The collection of follow-up data is critical in determining not only the outcomes experienced by students, but also which programmatic elements have the greatest impact and which may be in need of refinement.

TABLE 9. TYPES OF FOLLOW-UP DATA COLLECTED BY TPSID PROGRAMS, 2014–2015 (N=32 TPSIDS)

TYPE OF DATA	NUMBER OF TPSIDS COLLECTING
Type of job	32
Hours worked per week	27
Earnings	27
Length of employment	26
Living situation	23
Volunteer or community service activities	22
Transfer to two- or four-year colleges and universities	14
Social or community involvement measures	12
Postsecondary graduation rate	11
Quality of life measures	10
Self-determination measures	10
Independent living measures	7
High school graduation rate	5

EVALUATION DATA COLLECTION TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Follow-up data collection increased almost twofold between Years Three and Five. During Years One and Two, only 23% of programs were collecting follow-up data on former students. This increased to 54% in Year 4 and 62% in Year Five. This increase may be attributed to timing, as many of the programs during the first three years might have had very few, if any, exiting students to conduct follow-up on.

Among TPSIDs collecting follow-up data, there have also been increases each year in the percentage of campuses that collect information on post-exit employment outcomes, such as type of job, earnings, and number of hours worked.

Participation in paid employment has increased from 30% in Year One to 39% in Year Five, while participation in other career development activities increased from 52% to 60% over the same period.

ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES

INTEGRATION WITH THE IHE

Aligning TPSID services with the systems and practices used at the IHE ensures that students have access to everything that other students at the IHE receive, and also that the program is not duplicating or supplanting services and supports that already exist on campus. Alignment with the existing IHE infrastructure also lends itself to sustainability of the program as those structures will continue to be available after TPSID funding ends.

Programs that create special policies and practices for students with ID for typical college interactions like admissions, registration, and advising may perpetuate a feeling of separateness for both the staff and the students involved in the TPSID. Programs that use the existing college systems, including academic advising, registration, tutoring, and disabilities services, as well as offering access to typical courses, foster ownership for student success among IHE staff and departments that are not directly involved in the TPSID program.

In Year Five, TPSID programs followed the academic calendar used by the IHE at 94% of the reporting TPSIDs (N=52). The majority (89%) indicated that they held students to the IHE's code of conduct, and 98% issued students college or university ID cards. Eighty-one percent issued students a transcript. Well over half of the programs issued regular transcripts (58%).

USE OF CAMPUS RESOURCES

Forty percent of TPSIDs stated that students accessed all campus resources that were listed as options in the evaluation system. The most commonly accessed resources were the student center, dining hall, computer lab or IT services, bookstore, and library. The percentage of campuses at which students use career and tutoring services grew consistently from Years One through Three. The use of tutoring services stabilized at around 60% in Year Four and remained at 60% in Year Five. Use of career services peaked at 65% in Year Four and dipped to 56% in Year Five (see Figure 26).

TRENDS IN ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES ACROSS FIVE YEARS OF THE TPSID PROGRAM

In the five years TPSID programs have been operating, over 90% of TPSIDs followed the academic calendar used by the IHE and issued campus ID cards to students. From Year One to Year Four, over 97% of TPSIDs held students to the institutional code of student conduct; however, in Year Five that declined to 89%. In these respects, students attending TPSIDs have been provided with a college experience similar to that of other students.

The majority of students received a transcript for their academic work, either a typical university transcript or a separate transcript specifically for students attending the TPSID. However, there are still some programs (between 16% and 20% in each year) that did not offer any kind of transcript to students. Without any official documentation regarding the courses attended, it will be difficult for these students to demonstrate their previous learning to employers, or to build on this learning in future higher education experiences.

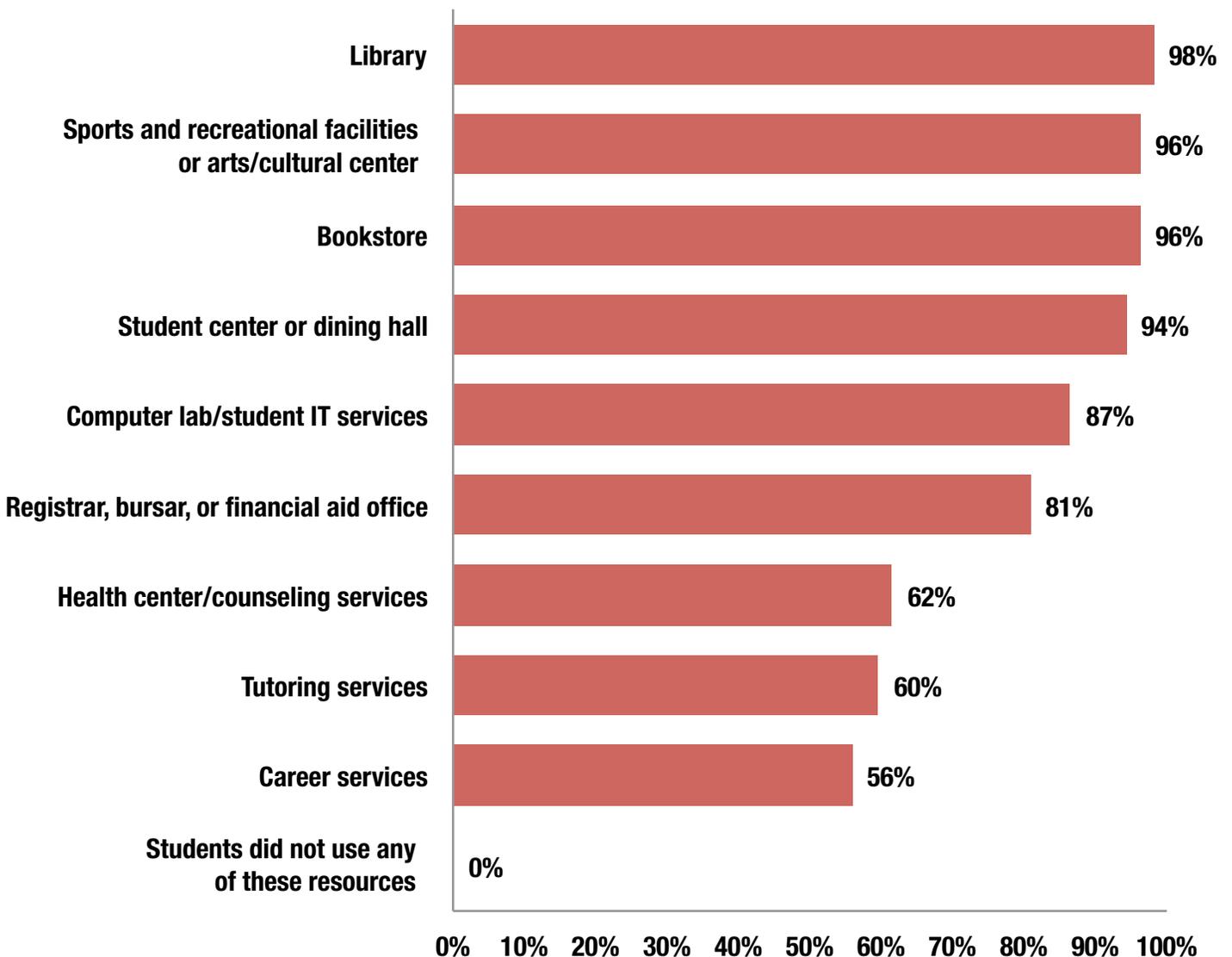
With regard to use of campus resources, a promising finding is the growth from year to year in the percentage of campuses at which students use career and tutoring services, although there was a slight decline from Year Four to Year Five in the use of both resources. Students used career services at 56% of campuses in Year Five, compared to just 24% in Year One.

Similarly, students used tutoring services at 60% of campuses in Year Five, compared to just 26% in Year One.

Consistent increases were seen in the percentage of campuses at which students accessed the registrar, bursar, or financial aid office (38% in Year One to 81% in Year Five). Use of the library almost doubled from Year One to Year Five (55% to 98%).

Gaining access to these IHE resources will assist in the long-term sustainability of programs for students with ID. Through using these campus services, students will be better integrated into the IHE, and will have less of a need for these services to be provided by TPSID program staff. Additionally, engagement of existing resources and supports on campus increases the awareness and understanding of faculty and staff in these departments regarding TPSID students' needs and attributes.

FIGURE 26: USE OF CAMPUS RESOURCES BY STUDENTS, 2014–2015



COORDINATION AND COLLABORATION

EXTERNAL PARTNERSHIPS

Partnerships with external organizations (outside of the IHE) and collaboration with other entities and offices within the IHE are instrumental in helping sustain TPSID programs. External organizations often have expertise and connections on specific areas (residential, employment) that are needed to assist student to access services and supports during and after college. Partnerships with these organizations strengthen TPSID programs and strengthen a program’s potential to support students to attain successful outcomes (Lindstrom, Flannery, Benz, Olszewski, & Slovic, 2009; GAO, 2012).

In Year Five, the 52 participating program sites partnered with a total of 237 external organizations. As we can see in Figure 27, the most common external partnerships in Year Five were with vocational rehabilitation (VR) agencies, local education agencies (LEAs), employers, University Centers for Excellence in Developmental Disabilities (UCEDDs), and employers, with 40% or more of the TPSID sites partnering with these organizations. Just over half of these partners (53%) interacted with the TPSIDs at least monthly.

FIGURE 27: TPSID PARTNERSHIPS WITH EXTERNAL ORGANIZATIONS, 2014–2015 (N=52 SITES)



The five most common roles that external partners played in TPSID programs were providing direct service to students (41%), serving as a consultant (35%), participating on a project advisory committee (34%), acting as a state or regional team/consortia member (30%), and providing career development/employment opportunities for students (30%). The least common partnership roles were providing transportation for students (9%), not serving any particular function (5%), and other roles not listed (4%).

As VR is the agency most frequently partnered with, the roles that it plays in these programs is worthy of note. The most common partner roles played by VR agencies were the following: provides direct service to students (67.5%), provides career development/employment opportunities for students (45%), and participates in project advisory committee (42.5%). The percentage of VR partnerships where VR provided direct services to students increased from 46% of partnerships in Year Four to 68% in Year Five.

LEAs conducted outreach and recruitment (61%), provided direct services to students (58%), participated in person-centered planning (58%), participated in project advisory committees (39%), and acted as a team/consortia member (36%).

Partnership with external agencies is not only valuable in terms of the specific activities conducted, but also allows for vital information sharing. We hypothesize that the more knowledge external agencies have about TPSID programs' goals, student academic and employment activities, and the resulting outcomes, the more likely they will build access to higher education into their organization's mission, budget, and activities.

COORDINATION AND COLLABORATION TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Partnership with VR agencies fluctuated over the five years of the TPSID program, decreasing between Years Two and Three and increasing in Years Four and Five. The percentage of programs that partnered with VR agencies peaked at 77% in Year Five. Partnerships with IDD agencies decreased slightly between Years Four (39%) and Five (33%). Partnerships with LEAs also fluctuated over the five-year period. Over 80% of TPSIDs partnered with LEAs in Year Three, while only 69% did so in Year Five. Partnerships with employers increased each year from Years One through Four, and then decreased slightly in Year 5 from 45% to 40%. Partnerships with agencies and employers can have a strong impact on employment outcomes, and continued and consistent communication with existing partners is critical, as is proactive outreach to cultivate new partners.

There are some organizations that TPSID programs rarely partner with. These include organizations that could have a positive impact on student outcomes, particularly in employment, such as business leadership networks, One-Stop Career Centers (American Job Centers), and state departments of labor. Given the focus on Employment First initiatives in many states, it would behoove IHEs serving students with ID to engage in conversations with their state departments of labor and related service organizations to educate these stakeholders about the employment-related activities and outcomes of the TPSID programs.

STAFF TRAINING

TPSID staff coordinated and collaborated with offices internal and external to their IHE for purposes of professional development. In Year Five, staff from 41 of 52 TPSID sites (79%) participated in professional development offered by their IHE. Staff at more than half of the TPSIDs attended diversity training, professional development on universal design for learning, and software/IT training offered through their IHE. The percentage of TPSIDs whose staff attended career services training nearly doubled between Years Four and Five (22% to 42%).

Forty-three TPSID sites (83%) had staff that participated in professional development provided by an entity external to the IHE, and more than half (54%) provided or facilitated professional development to other staff at their IHE in Year Five.

Professional development provided to TPSID staff (N=52 sites)

- » Diversity training (N=23)
- » Universal Design for Learning (N=25)
- » Software/information technology training (N=26)
- » Leadership training (N=18)
- » Academic advising (N=15)
- » Staff supervision training (N=13)
- » Career services (N=17)
- » Project management (N=7)
- » Other topics (N=4)



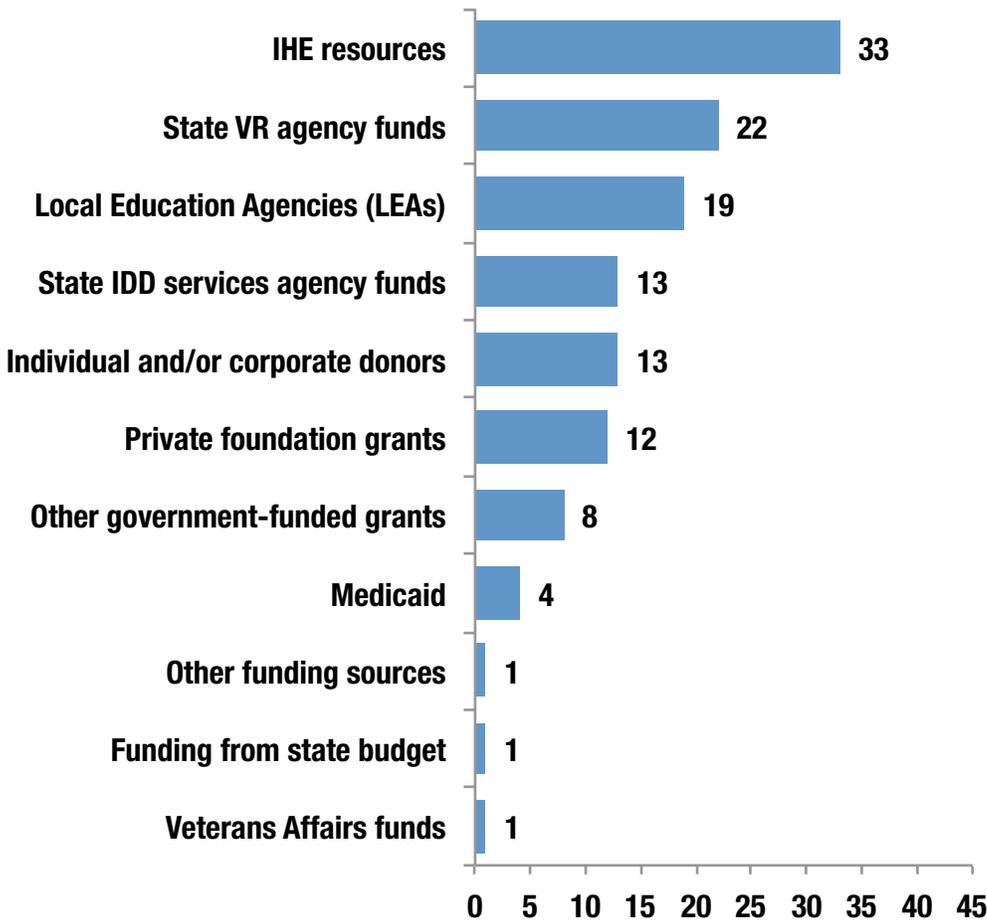
SUSTAINABILITY

The purpose of the TPSID model demonstration program was not only to create or expand high-quality, inclusive transition and postsecondary programs for students with intellectual disabilities, but also to ensure that these programs are sustained after the grant funding ends. Therefore, each grantee was expected to create plans to address sustainability of their model program. In most cases, plans for sustainability included exploring and engaging in funding mechanisms that were external to the grant funds.

FUNDING FROM NON-OPE SOURCES

In Year Five, 47 TPSID sites (90%) received financial support from other sources in addition to their Office of Postsecondary Education (OPE) grant funds. IHE resources were the most common non-OPE source of funds, used at 33 of the 52 sites. Twenty-two programs received funds from state VR agencies. Nineteen TPSID sites received funds from local school districts, and 13 received financial support from state IDD agencies. About one quarter of the TPSID sites also received funds from individual and corporate donors and from private foundations (Figure 28).

FIGURE 28: NON-OPE SOURCES OF PROGRAM FUNDING, 2014–2015 (N=52 SITES)



PARTNER CONTRIBUTIONS TO TPSID FUNDING

The involvement of partner organizations often went beyond funding. Many contributed to program development and provided services directly to students, in addition to supporting the program fiscally. In Year Five, 16% of organizations that partnered with TPSIDs provided funds for student tuition, and 28% provided funds that could be used for other expenses. In 18 of the 40 instances where VR agencies partnered with TPSID programs, the agency provided funds for student tuition.

Many partners provided funds for expenses other than tuition. The most frequent instances of this were VR agencies (23/40 partnerships), LEAs (11/36 partnerships), and private foundations (8/11 partnerships).

SOURCES OF FUNDS FOR STUDENT TUITION AND FEES

Students used a variety of funding sources to pay for their attendance during Year Five, as reflected in Figures 28 and 29. For tuition and non-tuition expenses, private pay (i.e., personal funds) was the option most commonly used. Forty-nine percent of students enrolled during Year Five used private pay for tuition, and 71% used this source for non-tuition expenses.

It is noteworthy that 15% of students had their tuition waived in Year Five. TPSIDs were not allowed to use grant funds to pay for student tuition. However, non-tuition expenses could be paid for with grant funds. Therefore, the federal/state grants referenced in Figure 30 are not TPSID grant funds, but are other state or federal grants that the TPSID used to support tuition.

The high percentage of students who pay privately for tuition and expenses reveals an equity issue that should be watched closely by the colleges and universities hosting these programs, as well as the Department of Education. The NCC was not approved to capture socioeconomic status information for students in the TPSID programs, making it difficult to know the impact of financial status on attendance. We know from other research (Madaus, Grigal, & Hughes, 2014) that students from lower-income families are less likely to attend college than their peers from higher-income families. TPSID programs should explore strategies that will provide access to youth with intellectual disabilities who may not have the financial resources to pay for their attendance.

Access to financial aid is one mechanism that can assist low-income youth with ID to pay for higher education. Eligible students with ID can access grants and work study funds if they are enrolled in an approved Comprehensive Transition Program, meaning a program that can offer its students access to certain forms of federal student aid.

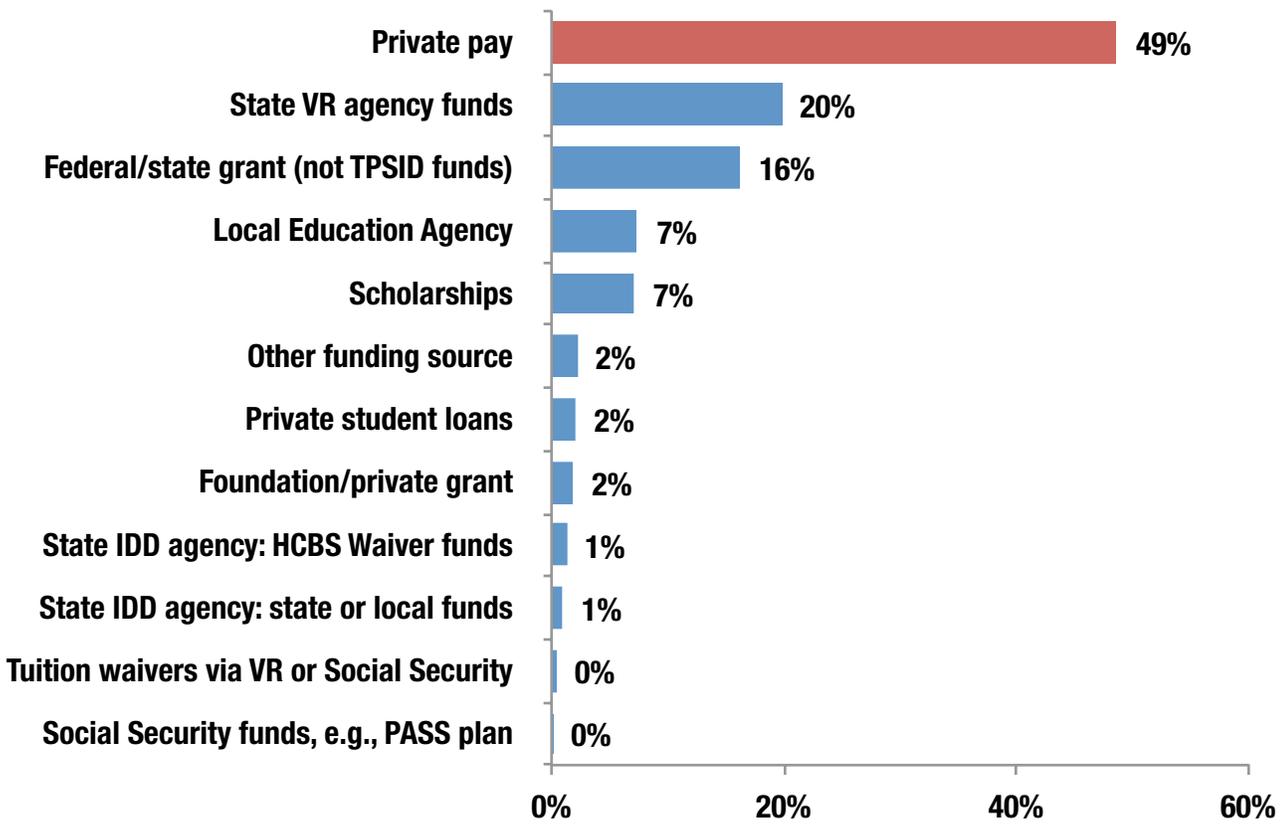
Between October 1, 2014 and September 30, 2015, five colleges and universities were approved as CTPs (the University of Delaware, Western Piedmont, Ohio State University, Virginia Commonwealth University, and Highline College). The Office of Postsecondary Education funding did not require grantees to apply to become CTP-approved as part of their funding agreement. During the five years, only 18 out of 52 IHEs that hosted TPSID programs were approved as CTPs.

Reasons that TPSID sites have shared for not applying to become an approved CTP include operating a program that does not charge students tuition, and concerns from IHE administration. Other TPSIDs serve dually enrolled students who are not eligible to access federal student aid.

TPSID partners funding student tuition in Year Five

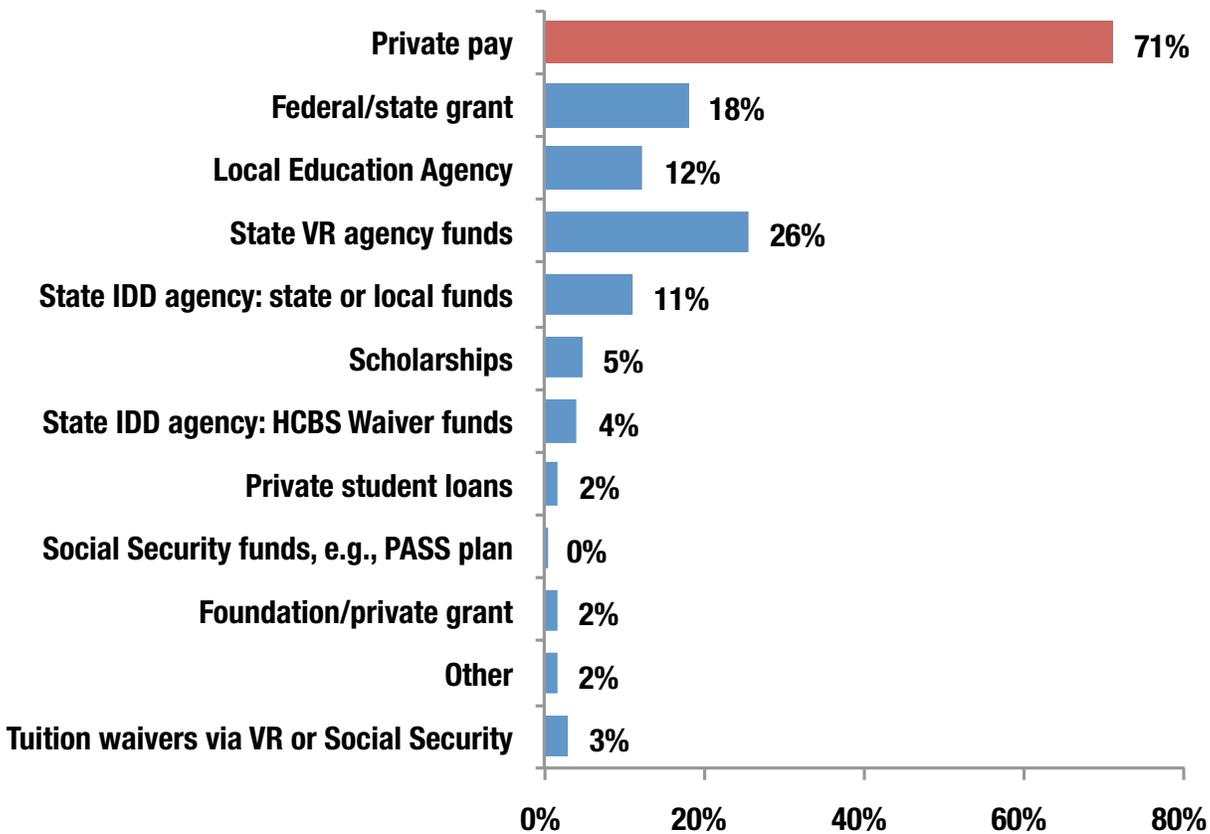
- » VR agencies (N=18)
- » LEAs (N=6)
- » Private foundations (N=4)
- » State IDD services agencies (N=2)
- » Community Rehabilitation Programs (CRPs), business leadership networks, state department of labor, DD councils, state or local ARC, and other (N=1 each)

FIGURE 29: FUNDING SOURCES USED BY STUDENTS TO PAY TUITION, 2014–2015 (N=829 STUDENTS)*



*Omits data reported at the aggregate level

FIGURE 30: FUNDING SOURCES USED BY STUDENTS TO PAY NON-TUITION EXPENSES, 2014–2015 (N=829 STUDENTS)*



*Omits data reported at the aggregate level

Funding sources used to pay for TPSID attendance by students at two-year and four-year IHEs

Students attending programs at two- and four-year IHEs were very similar in terms of sources of funding used to pay for tuition and non-tuition expenses, with a few exceptions. Students at two-year IHEs were slightly less likely to use private pay for tuition expenses than students at four-year IHEs (46% versus 50%). Students at two-year IHEs were more likely to use state VR agency funds (27% versus 15% of students at four-year IHEs) and federal/state grant funds (22% versus 12% of students at four-year schools) to pay for tuition.

Students at four-year IHEs were more likely to use scholarship money to pay for tuition. Nine percent of those students received scholarships to help pay for tuition, compared to just 5% of students at two-year IHEs. Students at four-year IHEs were more likely to get their tuition waived (26% versus 0.3% of students at two-year schools).

COST OF ATTENDANCE FOR STUDENTS

TPSIDs were asked to provide information on the amount students pay to attend their programs, how these charges are structured, and if charges vary due to students' residency status. Some schools have multiple tuition and fee structures that are often based on residency status, e.g., in-state, out-of-state, etc. Overall, 48 TPSID sites reported 54 different fee structures.

Table 10 shows the average cost of attendance for students who attend TPSIDs at two- and four-year IHEs. These programs are differentiated by those that charge the same rate for all students, and those that charge different rates for students based on students' residency status.

While the small sample size makes it difficult to compare different settings, there are clear cost implications for out-of-state students. Also, the annual cost of attendance for a program at a two-year IHE was less on average than the annual cost of attendance at a four-year IHE. This follows general trends for all undergraduates in the U.S. Programs that charge the same rate to all students regardless of residential status tend to be the more expensive programs at two-year IHEs.

TABLE 10. OVERALL ANNUAL COST OF ATTENDANCE, 2014–2015 (# OF SITES PROVIDING DATA IN PARENTHESES)

	AVERAGE ANNUAL COST AT TWO-YEAR SCHOOLS	AVERAGE ANNUAL COST AT FOUR-YEAR SCHOOLS
Charge same rate to all students regardless of residence	\$4,600 (2)	\$5,967 (11)*
In-state students	\$3,527 (10)	\$7,438 (24)**
Out-of-state students	--	\$24,027 (5)
In-county students	\$3,000 (1)	--
Other	--	\$4,400 (1)

--No data reported in this category

*3/11 programs at four-year IHEs that charged the same rate for all students reported that students paid \$0 to attend their program. When these sites are omitted, the mean annual cost for students attending one of the remaining eight programs was \$8,205 per year.

**6/24 programs at four-year IHEs that charged an in-state student rate reported that students paid \$0 to attend their program. When these sites are omitted, the mean annual cost for students attending one of the remaining 18 programs was \$9,505 per year.

TPSID sites were asked whether they charge a comprehensive program fee or break charges out into more specific categories. In Year Five, five sites charged a comprehensive fee that was all-inclusive. Tuition charges were more common than required fees among schools that broke out charges into specific component categories.

Room and board charges were less common than tuition and fees, but this is because only 14 of 52 sites serving students in Year Five (27%) offered residential options to their students.

TABLE 11. CHARGES TO STUDENTS ATTENDING TPSID PROGRAMS, 2014–2015 (# OF SITES PROVIDING DATA IN PARENTHESES)*

CHARGE STRUCTURE	AVG. COST TO ATTEND PROGRAM THAT CHARGES COMPREHENSIVE (ALL INCLUSIVE) FEE	AVERAGE COST TO ATTEND PROGRAMS THAT BREAK UP CHARGES INTO COMPONENTS				
		AVG. TOTAL COST TO ATTEND PROGRAMS THAT CHARGE BY COMPONENT	AVG. TUITION	AVG. REQUIRED FEES	AVG. ROOM	AVG. BOARD
Charge same rate to all students regardless of residence	\$750 (1)	\$8,233 (9)	\$4,625 (6)	\$969 (5)	\$7,167 (3)	\$4,400 (3)
In-state students	\$11,863 (3)	\$6,831 (25)	\$3,659 (22)	\$1,202 (20)	\$4,154 (6)	\$2,450 (6)
Out-of-state students	--	\$24,027 (5)	\$14,822 (5)	\$4,161 (5)	\$5,636 (3)	\$2,433 (3)
In-county students	\$3,000 (1)	--	--	--	--	--
Other type of student	--	\$4,400 (1)	\$1,900 (1)	\$2,500 (1)	--	--

--No data reported in this category

SUSTAINABILITY TRENDS ACROSS FIVE YEARS OF THE TPSID PROGRAM

Trends in non-OPE program funding

Reliance on non-OPE funding was nearly universal, with between 88% and 95% of TPSIDs using non-OPE funding to help operate their programs. Sites reported using on average 2.9 types of non-OPE sources of funding to help pay for the cost of operating their program, slightly fewer than in previous years.

The host IHE, LEAs, and state VR agencies were the most common sources of non-OPE program funds across all five years. IHE resources were the most commonly cited source of non-OPE funds. VR agencies and LEAs were consistently the 2nd or 3rd most common sources of non-OPE funds, vacillating positions from year to year. As TPSIDs plan for long-term sustainability, they should seek out stable funding sources and whenever possible blend and braid private and public funds. They must also work with their host IHE to ensure that the program is a recognized and valued part of the institution's academic community and is included annually in the institution's budget.

Trends in student sources of funding used for tuition and non-tuition expenses

In each of the five years of the TPSID program, private pay was the most common source of funds used for tuition and non-tuition expenses. Respondents indicated the majority of students only used one sources of funds.

A noteworthy trend is that the percentage of students for whom tuition is waived has tripled from 5% in Year One to 15% in Year Five. This finding merits further exploration into how programs that waive tuition are supporting student attendance, and what impact this has on overall program funding and sustainability.

The reliance on private funds as a primary means to pay for tuition and non-tuition expenses may not be sustainable. While many students are able to generate their own funds to pay for attendance, many more potential students do not have those resources. Students who cannot generate funds from personal and private networks will be prevented from pursuing higher education. The IHEs that implement TPSID programs were not required to apply to become approved CTPs; therefore, many of these programs cannot offer financially eligible students access to federal student aid.

Other potential sources of student funds are rarely used to pay for tuition and non-tuition expenses, such as Medicaid waiver funds, state funds, and scholarships. These sources of funds should be further explored, as they may allow more students to attend and complete postsecondary education programs.

Every state waiver defines the services and supports that can be funded, and this varies from state to state. For example, Medicaid funds cannot often be used for tuition and fees, but can be used to pay for student support services, such as educational coaches, mentors, physical or occupational therapy, transportation, and supported employment. Certain states, such as California, New York, and North Carolina, are currently using Medicaid waiver funds for these types of expenses. The first step in assessing possible use of waiver funds to support inclusive higher education would be to review a state's waiver language to identify the services and supports that are allowable waiver costs.

Another potential source comes from state budgets. A growing number of states have funded initiatives related to postsecondary education for students with ID. Examples include a line item in state budgets to fund start-up costs for new programs (South Carolina, Georgia, Massachusetts), establishment of a lottery-funded scholarship for students with ID (Tennessee), state VR funding for pilot programs in colleges (California, Pennsylvania), and access to state-funded scholarships for students attending an approved CTP (Kentucky).

Types of funds used by fewer than 10% of students each year to pay for tuition and non-tuition expenses

Funds for tuition expenses

- » **Local Education Agency**
- » **State IDD agency: state or local funds**
- » **Private student loans**
- » **Foundation/private grant**
- » **State IDD agency: HCBS Waiver funds**
- » **Tuition Waivers via VR or Social Security**
- » **Social Security funds, e.g., PASS plan**
- » **National service grants**

Funds for non-tuition expenses

- » **Scholarships**
- » **State IDD agency: HCBS Waiver funds**
- » **Tuition waivers via VR or Social Security**
- » **Private student loans**
- » **Foundation/private grant**
- » **Other funding source**
- » **National service grants**
- » **Social Security funds, e.g., PASS plan**

During spring of 2015, the NCC contacted each of the 27 TPSID grantees to identify strategies and mechanisms that they intended to use to sustain their programs beyond the federal funding period. Twenty-two grantees responded, each indicating that they would be sustaining operation in some manner with the exception of one program. The program that stated that it would not continue to offer services indicated that this was because they lacked funding for personnel.

A majority (73%) of the programs indicated that there would not be significant changes to the program after federal funding ended. Of those that indicated that they would be making some changes, the most frequently anticipated changes were staff reduction, streamlining the program, and broadening the range of student disability that they supported.

The top five anticipated funding mechanisms were vocational rehabilitation (80%), private pay (57%), IHE funding of staff (50%), program fees above and beyond tuition (47%), and school district funding for dual enrollment programs (40%). The majority of the TPSIDs (90%) indicated that their host IHE provided in-kind supports such as office space, Internet access, and overall operations support that would aid in sustaining the program. Overall, TPSIDs that are more integrated into the infrastructure of the host IHE (e.g., registration, orientation, inclusive course of study) will have greater likelihood of continuing to support students with ID in higher education in the future.

.....

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LIMITATIONS

The data collected by the NCC is suitable for evaluating TPSID programs in the aggregate, but does not allow for an impact assessment of program activities as they relate to program characteristics and student outcomes. The data presented here are a population file appropriate for describing characteristics of and practices employed by TPSID model demonstration programs, as well as student employment outcomes during and upon exiting the program, use of institutional resources and campus activities, and access to inclusive college courses.

Overall, the TPSID data set do not provide a representative sample of all U.S. higher education programs serving students with intellectual disability. Therefore its generalizability is limited. As with any large evaluation initiative, the TPSID evaluation has several additional limitations that are important to keep in mind when reviewing the Annual Performance Report. These key limitations include the following:

1. Despite the NCC's best efforts to develop questions and response choices to fit the needs of all TPSIDs, 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. While in many instances the NCC provided a text response field to allow respondents to report additional information, some TPSID respondents may have neglected to report information that would allow for better program evaluation.
2. The NCC was not permitted to collect follow-up data on students who had exited or completed the TPSID program. Therefore, the NCC was not able to analyze the longitudinal impact on student outcomes.
3. The data reported by TPSIDs are self-reported; therefore, some TPSID programs may have inaccurately reported certain data points. While our team went to great lengths to verify any discrepancies or noted outliers, it is possible that some data were not reported or were entered inaccurately.
4. Some of the TPSID programs chose to provide only aggregate, rather than individual, student data, thus limiting some of the analyses the NCC was able to conduct.
5. As mentioned previously, the degree to which non-TPSID students enroll in courses categorized as inclusive cannot be confirmed. We only know that the classes deemed inclusive are available to non-TPSID students but cannot, in fact, determine if any non-TPSID students have enrolled in these classes. For this reason, the NCC cannot be certain of the extent to which student course enrollments reported as inclusive actually provided an inclusive academic experience.

CONCLUSION

Over the past five years, the TPSID program established unprecedented infrastructure at 57 colleges and universities, built capacity in their policies and staffing, and established access to higher learning experiences for thousands of youth with intellectual disability (ID). The fifth and final year of the 2010–2015 funded TPSID programs reflected growth in many critical areas.

Employment rates, both while students were enrolled in the program (39%) and 90 days after they exited (40%), reflected increases from the previous year, and demonstrated that students with ID can attend college and engage in paid employment simultaneously. Students with ID were active members of the student community, with 71% of enrolled students participating in formal campus-wide social events (e.g., sporting events, clubs or student organizations, fraternities/sororities). TPSID students also engaged in informal social activities, such as hanging out with personal friends or going to listen to music on and off campus (65%). Most often, peer mentors supported students' participation in social events.

Year Five also brought the highest percentage of students who earned a credential at exit (80%). These credentials varied in their format and structure and the extent to which they reflected standard IHE practices. However, in many cases they represented the first credential available at these IHEs to this traditionally marginalized group of learners.

Continued work is needed in the realm of inclusive academic access, as even in the final year of funding the majority of coursework taken by students with ID in the TPSIDs was specialized—that is, designed for and attended only by students with disabilities. This finding is likely impacted by a variety of issues.

First, many of the grantees indicated that they intended to provide access to specialized instruction in their grant applications. When awarded the model demonstration grant, these grantees implemented access to courses exactly as they had indicated they would in their proposal. Enhancing inclusive course access in future model demonstration projects will require very clear, unequivocal guidance regarding the expected level of inclusion of students with ID into the academic coursework that is the crux of a higher education experience.

Second, some grantees believed that they had to adhere to the requirements regarding inclusive course access in the Higher Education Opportunities Act that stipulated that students with ID had to be in inclusive college courses **at least** 50% of the time. Some interpreted this requirement to mean that they could not include students in inclusive college courses **more than** 50% of the time. In other words, TPSIDs interpreted this requirement as the maximum amount of time that students could be included in inclusive courses rather than the minimum amount of time. This requirement needs to be significantly clarified in future regulations and subsequent Department priorities so that future grantees have a clear understanding of the expected outcomes related to inclusive course access.

Third, 59% of the colleges and universities that hosted TPSID programs had preexisting programs that served students with ID, and most of these programs were not providing students access to typical college courses. Shifting from specialized to inclusive courses proved challenging and, in too many cases, this shift failed to occur.

Finally, some grantees simply believe that students with ID are not capable of accessing inclusive courses, and due to the nature of their disability require specialized curricula and instruction to learn. Therefore, expanded access to inclusive courses was not a priority for these grantees.

Progressive and inclusive policies like those put forth in the HEOA require change in the attitudes and behavior of those leading the initiative and the institution hosting the initiative. Booksh et al. (2013) offer a simple formula: Capacity + Will = Change. Booksh and colleagues assert that when there is capacity and will, change will begin and continue. When one of these falters, change will stop. The “will” toward inclusive course access was not consistently evident in the goals, activities, and outcomes of the TPSID grantees.

Academic inclusion was influenced not only by the goals and expectations of each program, but also by the IHE's pursuit of access to federal financial aid for their students with ID. Federal guidelines for IHEs to become approved comprehensive transition programs (CTPs) indicate that programs must provide at least 50% of the program time in inclusive settings (college courses for credit or for audit, or internships) with other students without ID.

However, only 18 TPSIDs sought and received CTP approval via federal student aid. The programs that did apply had to provide a detailed program description, demonstrating how their program met each HEOA requirement. They also had to provide their program's satisfactory academic progress policy, share the credit/clock hours required by the program, and describe the credential the program offered.

The CTP application process requires IHEs to demonstrate a commitment, not only to meeting the minimal inclusion guidance, but also to formally addressing the other requirements. TPSIDs were not required as part of their funding agreement to become approved CTPs, nor were they required to meet the same threshold of inclusion required in CTPs.

The TPSID application materials offered this point of clarification:

If an applicant is awarded a TPSID grant, this does not necessarily indicate that the applicant's program will be deemed eligible to participate in federal student aid programs. All institutions that offer a comprehensive transition and postsecondary program, if they are interested in participating in federal student financial aid programs, and regardless of whether they are a TPSID grantee, must apply to FSA to determine whether this additional program is an eligible program. Similarly, if a comprehensive transition and postsecondary program has already applied to FSA, and their program was determined to be eligible to participate in federal student aid programs, this does not necessarily indicate that the applicant will be successful in procuring a TPSID grant.

Therefore, while the purpose of the TPSID program was to support model demonstration programs that enable IHEs or consortia to create or expand *inclusive* transition and postsecondary programs for students with ID, there was no clear requirement about the level of inclusive access students should be offered as part of a TPSID program. The use of funds requirements in the TPSID application package provide broad latitude, stating that applicants should provide "individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program." Therefore, grantees could (and did) provide access to nonacademic offerings on campus and remain within the guidelines for use of funds.

Additional information in the use of funds guidance that addressed student activities stated that TPSIDs should "provide a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment." This requirement was interpreted by some grantees as stipulating that they needed to create specialized courses to address socialization skills, independent living skills, and career skills, outside of the IHE's typical course offerings. This dynamic further contributed to a mixed message about the expectations of grantees to establish or expand inclusive course access.

Despite these limitations, significant progress was achieved, and inclusive course access was established or broadened in most of the colleges and universities hosting a TPSID program. Over 10,000 inclusive courses were attended by students enrolled in TPSID programs over the five years of the project, and 76% of these courses were taken for some type of credit. This finding demonstrates that students with ID, when given the expectation, opportunity, and needed supports and accommodations, CAN access college-level coursework, and, if desired, CAN earn college credits.

The breadth of course subjects also reflects significant progress. Many college programs serving students with ID in the past, limited students' course offerings to non-academic subjects such as the arts or physical fitness courses (Moon, Grigal, & Neubert, 2001). However, the students attending the TPSID programs in Year Five enrolled in a diverse array of coursework addressing many academic domains including history (e.g. 19th Century History, Games in Medieval Europe), science (e.g. Anatomy and Physiology, Animal Biology, Dairy Evaluation) technology (Media in the Digital Age, Fundamentals of Business Communication) and literature (Gender in Children's Literature, Literature and the Bible). The diversity of the

academic topics as well as the range of instructional levels reflects that students attending TPSID programs were offered the opportunity to access coursework that fell well outside of what historically has been seen as curriculum “needed” by students with ID.

As reflected in this and previous annual reports, students attending TPSID programs also engaged in a wide array of career development and employment activities, and the employment and career development data over time shows some promising trends. Both the percentage of students working in at least one paid job and the percentage of students participating in other career development activities have increased since the TPSID program began. Participation in paid employment has increased from 30% in Year One to 39% in Year Five, while participation in other career development activities increased from 52% to 60% over the same period. The extent to which students engaged in and maintained integrated paid employment was largely determined by the manner in which the TPSID grant approached the domain of employment.

The charge from the Office of Postsecondary Education was for TPSIDs to “provide a focus on . . . integrated work experiences and career development skills that lead to gainful employment.” The data reflects that the majority of the TPSID grantees incorporated work experiences and career development activities into students’ programs of study. However, it is concerning that 27% of the students attending these programs during Year 5 were not participating in any career development activities. Additionally, there appeared to be a greater focus on unpaid career development activities, rather than competitive integrated employment.

In some ways this mirrors a similar dynamic evident in the K–12 transition education system, in which the focus is on getting students “ready” to work and not on supporting direct and continuing access to paid employment. There is a balance of needs that must be met as many of the students entering the TPSIDs had never worked prior to accessing these college experiences. Therefore, putting some effort into establishing their career interests via situational assessment, job shadowing, and time-limited job tryouts makes sense. However, in some instances, TPSID students were not expected to work until their 3rd or 4th year of their program. Delaying access to competitive integrated employment perpetuates the dynamic seen in K–12, and pushing the critical issues of job development and effective employment supports to the final year, and in some cases, to the final semester.

As these data emerge, we are beginning to see a connection between the level of academic inclusion and student career development and employment experiences. Students enrolled in more academically inclusive programs were more likely to participate in both paid employment and other career development activities than students who attended programs that were less academically inclusive. Fifty-two percent of students at more inclusive programs had a paid job in Year Five, compared to just 20% of students at less inclusive programs.

The TPSID model demonstration program has created access and services in higher education for students with ID, who have been previously excluded from these learning environments. It has also created the opportunity to gather the first, and perhaps only, longitudinal dataset around higher education access for this population of students. These data serve as a proof of concept that students with ID can engage in and benefit from higher learning, and that colleges and universities can be responsive to the diverse learning needs of people with ID and successfully integrate them into these learning communities.

It is affirming that as grant funding fades, the majority of the IHEs that received these funds plan to continue to serve students with ID in the future. In many states, the existence of the TPSID projects has also led to increased awareness and support for expansion of access to other colleges and universities not involved with the TPSID program. In some cases, this momentum has resulted in expanded state policies or the allocation of new state funding for inclusive higher education for students with ID, as has occurred in Colorado, Florida, North Carolina, South Carolina, Massachusetts, Tennessee, and Texas. This positive snowball effect will result in greater development and expansion of higher education options, and increased numbers of students with ID who have the chance to determine how a path to and through higher education can lead to a better life.

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APPENDICES

APPENDIX A

The Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) 2014-15 Grantees

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APPENDIX A

The Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) 2014-15 Grantees

State	City	College or University
AK	Anchorage	University of Alaska-Anchorage
AZ	Tucson	University of Arizona
CA	Fresno	California State University-Fresno
CA	Los Angeles	University of California at Los Angeles (UCLA)
CA	Taft	West Kern Community College District
CO	Fort Collins	Colorado State University
DE	Newark	University of Delaware
FL	St. Petersburg	University of South Florida-St. Petersburg
HI	Honolulu	University of Hawaii
IN	Bloomington	Indiana University
IA	Iowa City	University of Iowa
KY	Lexington	University of Kentucky
LA	Baton Rouge	Louisiana State University
MN	Brainerd	Central Lakes College
NY	Rochester	University of Rochester
NJ	Paramus	Bergen Community College
NJ	Trenton	College of New Jersey
NC	Cullowhee	Western Carolina University
ND	Minot	Minot State University
OH	Columbus	Ohio State University
OH	Kent	Kent State University
SC	Charleston	College of Charleston
TN	Knoxville	University of Tennessee
TX	Houston	Houston Community College
VT	Burlington	University of Vermont and State Agricultural College
VA	Richmond	Virginia Commonwealth University
WA	Des Moines	Highline Community College



APPENDIX B

Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) Government Performance and Results Act (GPRA) Measures

A grant recipient must use grant funds to

Establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

Serves students with intellectual disabilities;

Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;

Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;

Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;

Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;

Plans for the sustainability of the model program after the end of the grant period;

Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

Priority to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

Priority to applicants that demonstrate that their institution of higher education provides institutionally owned or operated housing for students attending the institution that integrate students with intellectual disabilities into the housing offered to all students.

Priority to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

This priority is: Applicants that demonstrate that the institution will use TPSID funds to extend or enhance an existing program, rather than supplant other non-federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, how well integrated students with intellectual disabilities are in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.



APPENDIX C

Glossary of Terms

504 Plan

Spells out the modifications and accommodations that will be needed for students with disabilities to perform at the same level as their peers. Might include such things as wheelchair ramps, un-timed tests, electronically formatted textbooks, preferential seating, or a digital recorder or laptop for taking notes.

Academically inclusive courses

Academically inclusive courses are college or university classes that are a part of the typical college course catalog and are available to all students in the college.

Academically specialized courses

Academically specialized courses are college or university classes that have been designed for, and are only attended by, students with intellectual or developmental disabilities in the TPSIDs.

Accommodations

Changes in an environment to meet the access needs of an individual in accordance with the Americans with Disabilities Act.

Americans with Disabilities Act (ADA)

Federal legislation that guarantees civil rights protections for people with disabilities and protects them from discrimination on the basis of disability.

The Arc

A national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families.

Assistive technology

Technology that helps individuals with disabilities to participate in activities as independently as possible. This can include “low technology” (e.g., timers, Velcro, calculators) as well as more advanced technology (e.g., wheelchairs, computers, talkers).

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Community Rehabilitation Providers (CRPs)

Local community organizations that provide services to adults with disabilities. Typically, CRPs provide three main types of day services: (a) employment services leading to integrated employment in the general labor market, (b) work opportunities in a sheltered workshop with other workers with disabilities, or (c) non-work day activities in either a program facility or in the community.

Comprehensive Transition Program (CTP)

CTPs are higher education programs that are able to provide certain forms of Title IV federal student aid to eligible students with intellectual disabilities that attending an approved program.

Credential

Documents that prove a person’s achievements at an institute of higher education (e.g., transcripts or diplomas) or competence/skills in a particular field (e.g., certificates).

Developmental disabilities (DD) councils

Developmental disabilities councils are federally funded, self-governing organizations charged with identifying the most pressing needs of people with developmental disabilities in their state or territory.

Developmental delay

For children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term “developmental delay,” as defined by each state, means a delay in one or more of the following areas: physical development, cognitive development, communication, social or emotional development, or adaptive (behavioral) development.

Dual enrollment

Enrolling in postsecondary education and secondary education simultaneously.

Enrollment accommodations

Examples include modified course loads, courses substituted for “required” courses, and priority or early registration.

Federal Work Study (FWS)

Program that provides funds that are earned through part-time employment to assist students in financing the costs of postsecondary education. Hourly wages must not be less than the federal minimum wage.

Family Educational Rights and Privacy Act (FERPA)

A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Group paid work

A group of individuals with disabilities working in a particular setting doing the same type of work (e.g., cleaning crew), often making less than minimum wage. Also known as enclaves or mobile work crews.

Group work training site

A work experience for a small group of people with disabilities to receive training but do not receive compensation.

Home and Community-Based Services (HCBS) waiver

Home and Community-Based Services waivers (1915[c] waivers) provide long-term supports to individuals who would receive institutional care without a waiver. HCBS waivers are a way for states to provide long-term care in the community rather than in institutions, and provide states with the flexibility to design a menu of supports that lead to community inclusion and participation.

Individuals with Disabilities Education Act (IDEA)

Federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services.

Individualized Education Program (IEP)

Written document that is developed for each public school child who is determined eligible to receive special education services. The IEP is created through a team effort and reviewed at least once a year.

Individual paid job

A person works in the competitive labor market and receives at least minimum wage paid by the employer directly related to the work performed.

Individual work training site

A work experience designed for a single person (as opposed to a group of individuals) to receive job training where the individual is not compensated.

Institute of Higher Education (IHE)

An institution that provides education beyond the secondary level, e.g., an accredited college or university.

Intellectual disability (ID)

A disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.

Job coaching

Use of structured intervention techniques to help the employee learn and perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site.

Local Education Agency (LEA)

A public elementary school or secondary school in a city, county, township, school district, or other political subdivision of a state that is recognized as an administrative agency for its public elementary schools or secondary schools.

Medicaid

A government insurance program for people of all ages whose income and resources are insufficient to pay for health care. Medicaid is state-administered and financed by both the states and the Federal Government.

Natural supports

Relationships that are fostered and developed among individuals with disabilities and non-disabled co-workers, classmates, activity participants, neighbors, etc.

Office of Postsecondary Education (OPE)

Federal office that formulates federal postsecondary education policy and administers programs that address critical national needs to increase access to quality postsecondary education.

One-Stop Career Centers (American Job Centers)

Federally sponsored community centers created to serve individuals seeking employment.

Paid internship

A paid supervised work or service experience where the individual has specific goals and reflects on what he or she is learning throughout the experience.

Paratransit

Transportation service for people with disabilities that supplements larger public transit systems by providing individualized rides without fixed routes or timetables.

Planning Alternative Tomorrows with Hope (PATH)

PATH is a planning tool used in a team context, with the focus being on a person with disability who is supported by a planning team to create a vision for their future and plans to achieve that vision.

Person-centered planning (PCP)

Planning that focuses on the individual and his/her interests, strengths, and needs. There are numerous models of this type of planning available (e.g., Whole Life Planning, MAPS, Essential Lifestyles Planning, COACH).

Personal Futures Planning (PFP)

PFP is a planning process to guide futures planning for people with disabilities. It supports activities to identify personal preferences, goals, and helps planning teams create plans to assist in achieving those goals.

Plans for Achieving Self Support (PASS)

A Social Security Administration work incentive policy that allows a person with a disability to set aside otherwise countable income and/or resources for a specific period of time in order to achieve a work goal.

Self-advocacy

The ability of people with disabilities to speak up and ask for what they want and need, on behalf of themselves and others.

Self-determination

The skills needed to understand and address one's wants and needs through decision-making, problem-solving, and goal-setting.

Service learning

Service learning is a method of practical education that links academic learning with student service that provides a benefit to the community.

Sheltered workshop

A facility offering employment to people with disabilities in a largely segregated context. Some individuals may earn a sub-minimum wage and receive continuous job-related supports and supervision.

Specific learning disability

A specific learning disability is a condition giving rise to difficulties in acquiring knowledge and skills to the level expected of those of the same age, especially when not associated with a physical disability.

State Education Agencies (SEAs)

The government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.

State intellectual and developmental (IDD) services agencies

The state agency or department that funds and manages services for individuals with intellectual and developmental disabilities.

Transition-age youth

According to IDEA 2004, the legal definition of transition-age youth is:

(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and

(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).

Universal Design for Learning (UDL)

A scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. The intent is to provide instruction that is usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.

University Centers for Excellence in Developmental Disabilities (UCEDDs)

Originally created to serve people with developmental disabilities, UCEDDs are a resource for Americans with a wide range of disabilities. Each UCEDD is affiliated with a major research university and serves as a resource for all people in the areas of education, research, and service relative to the needs of people with developmental disabilities.

Vocational rehabilitation (VR) agencies

Federally funded agencies that support a wide range of services to help individuals with disabilities prepare for and engage in gainful employment. Priority must be given to individuals with the most significant disabilities if a state is unable to serve all eligible individuals.

APPENDIX D

Statutory Language and Definitions Pertaining to the TPSID Programs from the Higher Education Act of 1965 as amended by the Higher Education Opportunities Act of 2008

(Sections 766-769, 20 USC 1140f-1140i)

Institution of Higher Education. For purposes of this Act, other than title IV, the term `institution of higher education' means an educational institution in any State that--

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) ADDITIONAL INSTITUTIONS INCLUDED.—For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school.

(Sec 101. General Definition of an Institution of Higher Education (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?bname=110_cong_public_laws&docid=f:publ315.110)).

Person Centered Planning (PCP). Person Centered Planning is a way of helping people to think about what they want now and in the future. It is about supporting people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan with a person - not for them. Planning should build the person's circle of support and involve all the people who are important in that person's life.

Person Centered Planning is built on the values of inclusion and looks at what support a person needs to be included and involved in their community. Person centered approaches offer an alternative to traditional types of planning which are based upon the medical model of disability and which are set up to assess need, allocate services and make decisions for

people www.inclusive-solutions.com/pcplanning.asp).

Student with an Intellectual Disability. The term ‘student with an intellectual disability’ means a student—

(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—

(i) intellectual and cognitive functioning; and

(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2) http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf).

Comprehensive transition and postsecondary program for students with intellectual disabilities (section 760(1) of the HEA).

The term “comprehensive transition and postsecondary program for students with intellectual disabilities” means a degree, certificate, or nondegree program that meets each of the following:

(A) Is offered by an institution of higher education.

(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.

(C) Includes an advising and curriculum structure.

(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:

(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.

(iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.

(iv) Participation in internships or work-based training in settings with nondisabled individuals.

(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

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