YEAR FOUR ANNUAL REPORT OF THE TPSID MODEL DEMONSTRATION PROJECTS (2018–2019)

Pete proudly accepts congratulations upon completion of his Professional Services, Continuing Education Credential from the University of Central Florida

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

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Year Four Annual Report of the TPSID Model Demonstration Projects (2018–2019)

BACKGROUND

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

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

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

This report provides an overview of descriptive program and student-level data provided by TPSIDs during the 2018–2019 academic year. Program data includes program characteristics, academic access, supports for students, and integration of the program within the IHE during the fourth year of the 2015–2020 funding. Student data includes student demographics, course enrollments, employment activities, and engagement in student life. This report also provides information on the strategic partnerships and financial sustainability of TPSID programs. Additionally, the report provides trends over time as well as descriptive data on the outcomes of students who exited TPSID programs in previous years.

FIGURE 1. MAP OF TPSID 2015-2020 GRANTEES

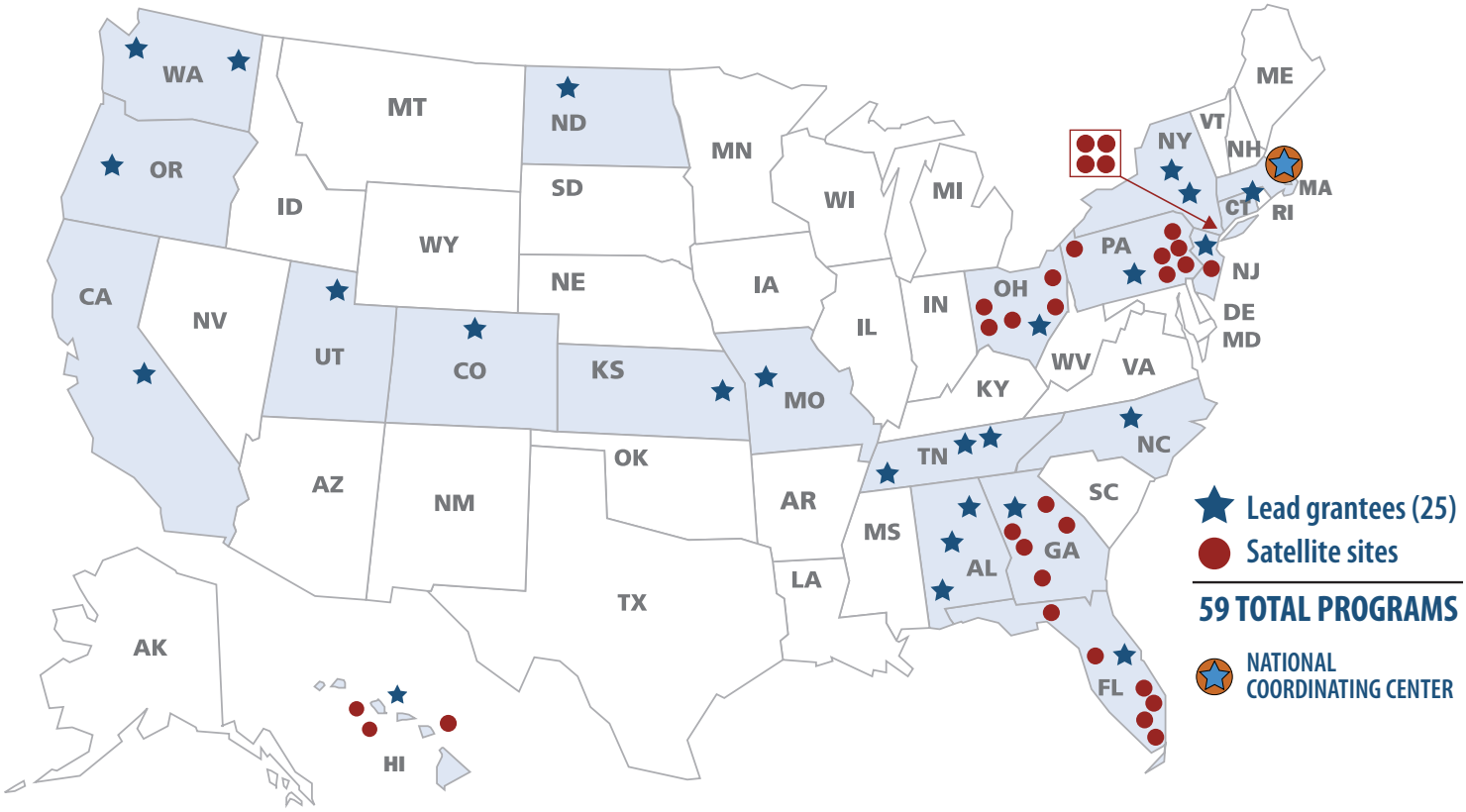


TABLE 1. SUMMARY OF TPSIDs 2018-2019

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED			Can offer financial aid as an approved CTP (by 9/30/19)	No. of students served in '18-19
			Commuter school	Residential options open to TPSID students	Residential options not open to TPSID students	Dually enrolled	Already exited high school	Both		
AL	Jacksonville State University	Jacksonville State University		X				X		8
AL	University of Alabama	University of Alabama (CrossingPoints Tier 1)			X	X				25
AL	University of South Alabama	University of South Alabama			X		X			10
CA	California State University Fresno	California State University Fresno*			X		X		Yes	39
CO	Colorado State University	Colorado State University (Opportunities for Postsecondary Success)*		X			X			33
FL	Univ. of Central Florida	Univ. of Central Florida		X				X	Yes	22
FL	Univ. of Central Florida	Atlantic Technical College	X				X			2
FL	Univ. of Central Florida	Florida International University (Panther LIFE)			X			X		25
FL	Univ. of Central Florida	Florida Intl. University (Panther PLUS)		X			X			13
FL	Univ. of Central Florida	Florida State College at Jacksonville	X					X		6
FL	Univ. of Central Florida	Indian River State College	X				X		Yes	15
FL	Univ. of Central Florida	McFatter Technical College	X				X		Yes	12
FL	Univ. of Central Florida	Tallahassee Comm. College	X				X		Yes	11
GA	Georgia State	Georgia State Univ.		X			X		Yes	11
GA	Georgia State	Albany Technical College	X					X	Yes	9
GA	Georgia State	Columbus State University		X			X			2
GA	Georgia State	East Georgia State College		X			X		Yes	18
GA	Georgia State	Georgia Southern Univ.		X			X		Yes	5
GA	Georgia State	University of Georgia		X			X		Yes	11
GA	Georgia State	University of West Georgia					X		Yes	0**
HI	Univ. of Hawaii at Manoa	Honolulu Comm. College*	X				X			9
HI	Univ. of Hawaii at Manoa	Kapiolani Comm. College	X					X		3
HI	Univ. of Hawaii at Manoa	Leeward Comm. College*	X				X			4
HI	Univ. of Hawaii at Manoa	Maui College	X				X			3
HI	Univ. of Hawaii at Manoa	Windward Comm. College*	X				X			1
KS	University of Kansas	University of Kansas		X			X		Yes	12
MO	University of Missouri Kansas City	University of Missouri-Kansas City (Propel)		X			X		Yes	35
NC	Appalachian State	Appalachian State University*		X			X		Yes	11
ND	Minot State University	Minot State University*		X				X		17
NJ	Bergen Comm. College	Bergen Community College*	X					X		25
NJ	Bergen Comm. College	College of New Jersey*		X				X	Yes	41

* Funded also in 2010-2015 TPSID Program

** Site was in a planning year

CTP = Comprehensive Transition and Postsecondary (CTP) Program

TABLE 1. SUMMARY OF TPSIDs 2018-2019 (continued)

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED			Can offer financial aid as an approved CTP (by 9/30/19)	No. of students served in '18-19
			Commuter school	Residential options open to TPSID students	Residential options not open to TPSID students	Dually enrolled	Already exited high school	Both		
NY	Syracuse University	Syracuse University (InclusiveU/Access)		X				X	Yes	58
NY	Syracuse University	Syracuse University (OnCampus)			X	X			Yes	7
NY	University of Rochester	City University of New York - Borough of Manhattan Community College	X				X			14
NY	University of Rochester	College of Staten Island			X		X			20
NY	University of Rochester	Hostos Community College	X				X			20
NY	University of Rochester	Kingsborough Community College	X				X			21
NY	University of Rochester	Queens College			X	X				16
OH	Ohio State University	Ohio State University*			X		X		Yes	25
OH	Ohio State University	Columbus State Community College	X					X	Yes	12
OH	Ohio State University	Edison State Community College	X				X		Yes	2
OH	Ohio State University	Marietta College*		X				X		12
OH	Ohio State University	University of Cincinnati*		X				X	Yes	27
OH	Ohio State University	Youngstown State University*			X			X		5
OR	Portland State University	Portland State University		X				X	Yes	17
PA	Millersville University	Millersville University		X				X	Yes	16
PA	Millersville University	Arcadia University			X		X		Yes	8
PA	Millersville University	Lehigh Carbon Community College	X				X		Yes	4
PA	Millersville University	Mercyhurst University		X				X	Yes	9
PA	Millersville University	Penn State Harrisburg			X		X		Yes	13
PA	Millersville University	Temple University			X		X		Yes	15
PA	Millersville University	Widener University			X		X			3
RI	Rhode Island College	Rhode Island College		X				X	Yes	10
TN	Lipscomb University	Lipscomb University		X			X		Yes	16
TN	University of Memphis	University of Memphis			X			X	Yes	60
TN	Vanderbilt University	Vanderbilt University			X			X	Yes	29
UT	Utah State University	Utah State University		X			X		Yes	12
WA	Highline College	Highline College*	X					X	Yes	68
WA	Spokane Community College	Spokane Community College	X					X	Yes	24
		TOTAL	**20**	**23**	**15**	**3**	**34**	**22**	**35**	**981**

* Funded also in 2010-2015 TPSID Program
** Site was in a planning year

CTP = Comprehensive Transition and Postsecondary (CTP) Program

System Approval and Development

The NCC was charged with developing and implementing a valid framework to evaluate the TPSID model demonstration projects. The Think College Data Network was developed for this purpose reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients are required to report on and aligned with the Think College Standards for Inclusive Higher Education (Grigal, Hart, & Weir, 2011). After extensive feedback and piloting, the tool was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501). After OMB approval was received, the evaluation protocol was programmed into a secure online database using software purchased from Quickbase (quickbase.com) and used by TPSIDs in the 2010–2015 funding cycle. Collections approved by OMB must be rereviewed every three years. The NCC reviewed and updated the evaluation protocol to reduce burden, enhance usability, and improve the clarity of data gathered from TPSID program and applied for reapproval from OMB in December of 2015 and again in January of 2018. The current collection tool was approved again in September of 2019.

METHODS

Data were reported for the 2018-2019 academic year by TPSID program staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) between October 1, 2018 and September 30, 2019. Training on data entry was provided via webcast demonstration and on-demand video formats. NCC staff also met individually with staff from each TPSID site to review their respective data and to provide individual technical assistance prior to the data entry deadline.

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

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

Data were analyzed in SPSS to obtain frequencies and other descriptive statistics. In cases where data were missing and a response could not be obtained, the number of programs or students for which data were entered is provided.

Lashanna and Nicole chatting during a break at Arcadia University.

TPSID PROGRAM OVERVIEW

The fourth year of the Cohort 2 (2015–2020) Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) commenced on October 1, 2018. The 25 TPSID grantees planned or implemented services via 59 programs at 57 colleges and university campuses in 19 states. Forty-two of these programs (71%) had served students before receiving the TPSID grant. Fourteen programs (24%) were recipients of the 2010–2015 TPSID funding. There were 981 students attending 58 programs. One program, University of West Georgia, was in a planning year and did not serve students. (See Table 1 Summary of TPSIDs 2018–2019.)

Types of IHEs

In 2018-2019, 18 of the 25 TPSID grants were implemented at a single IHE, and 7 operated as consortia with various satellite IHE's. Two universities (Florida International University and Syracuse University) each operated more than one distinct TPSID program on their campus. Of the 59 programs, 18 were located at two-year IHEs, and 41 were located at four-year IHEs.

Thirty-five TPSID programs (59%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, meaning that they could offer eligible students access to certain forms of federal student aid.

35 **TPSID programs (59%) were approved as Comprehensive Transition and Postsecondary (CTP) programs.**

Student Enrollment in TPSIDs

Student enrollment at TPSID programs ranged from 1 to 68 students. The 58 TPSID programs serving students had an average of 17 students per site (N = 981 total students). Programs served adult students who were no longer attending high school, as well as transition-age youth who were receiving college-based transition services as part of their final years in high school. Of the 58 programs serving students, 19 (33%) served students who were enrolled in high school. Three campuses served only high school students and 16 campuses served both high school students and adult students. Thirty-nine programs served only adult students (67%). The percentage of students who receive college-based transition services was 15% (n = 145; see Figure 2). The majority of students were white (60%), 25% were black or African American, 12% were Hispanic

FIGURE 2: STUDENT PROFILE (N = 981 STUDENTS)

AGE

89% Between 18–25 years old

DISABILITY

64% Intellectual disability (ID)

32% ID and autism or only autism

4% Other disabilities

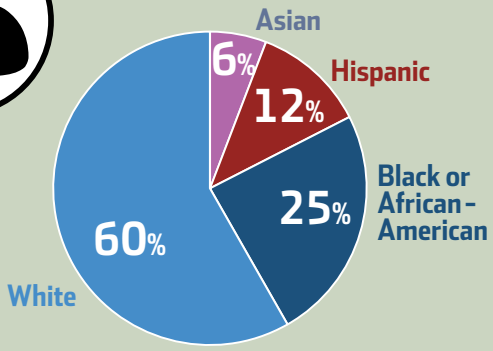
GENDER

39% Female

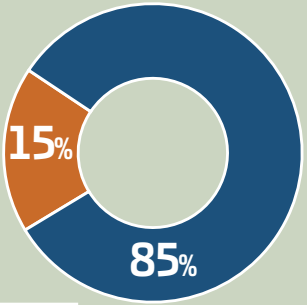
61% Male

<.1% Other[1]

RACE / ETHNICITY



ENROLLMENT STATUS



High school students

Adult students

[1] 2018-2019 provided an "other" option for gender.

or Latino, 6% were Asian, 1.5% were American Indian or Alaska Native, and 1% were Native Hawaiian or other Pacific Islander. The majority of students enrolled were male (61%).

Most students (89.4%) were between the ages of 18 and 25, with ages ranging from 17 to 45. Almost all students (96%) had an intellectual disability and/or autism. Sixty-four percent had an intellectual disability but not autism, 28% had both intellectual disability and autism, 4% had autism but not an intellectual disability, and 4% had other disabilities (see Figure 2).

Retention

To calculate first-year retention rate for students who attended TPSIDs, we first identified the students who enrolled at a TPSID in 2017-2018 and, of those, the students who were still enrolled at the school in the following academic year (2018-2019). We then removed those students who entered and completed a TPSID in a single academic year. The first-year retention rate for the 2018-2019 academic year was 79%.

ACADEMICS

Course Enrollments

Course enrollments are reported in two categories: academically inclusive and specialized. Academically inclusive courses are defined as typical college courses attended by students with intellectual disability and other college students without intellectual disability. Specialized courses are courses designed for and offered only to students with intellectual disability, often focusing on topics such as life or social skills or career development.

Course enrollments were reported for 969 of the 981 students who attended TPSID programs[2]. These 969 students enrolled in a total of 6,762 college or university courses (both inclusive and specialized), with an average of 6 courses taken by students during the year at two-year IHEs and 7 courses for students at four-year IHEs.

969 students enrolled in 6,762 courses for an average of 7 courses (inclusive or specialized) per student per year.

Across all programs, 58% of enrollments were in academically inclusive courses. On average, students took 4 inclusive and 3 specialized courses this year. Data on frequency of enrollment in inclusive courses across programs is presented in Figure 3 and ranged from 76%-100% of enrollments in inclusive courses (n = 28 programs) to 0-25% of enrollments being in inclusive courses (n = 5). Most students (95%) took at least one inclusive course during the year, and 88% of students took more than one inclusive course. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs (63% of enrollments in inclusive courses at two-year IHEs vs. 57% of enrollments in inclusive courses at four-year IHEs).

58% of enrollments were in academically inclusive courses.

A Faculty Perspective

"I absolutely love it. The IES [Inclusive Education Services] students bring a nice layer to the class. At the beginning of the semester, depending upon the student... you don't know what to expect. But I have found that as the semester goes on, I become more comfortable. It is a learning experience for everyone. I've tried to be more transparent for the IES students by modifying their course requirements. This semester, the [IES] student is the top student in the class. He is exceptional... the first to finish his assignments, the first to raise his hand... You never know."

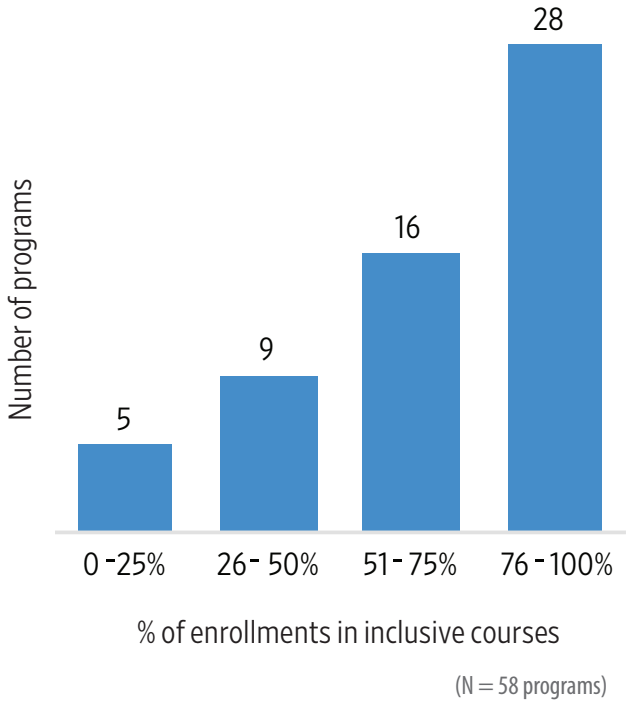
—Professor, University of Central Florida

[2] Of the 12 students with no reported course enrollments, one completed the program and exited at the end of the fall term, one participated in paid work-based learning and had an individual paid job, five did unpaid work-based learning, one participated in career awareness and exploration activities, and one was applying for jobs. No course enrollments, career awareness and exploration activities, job-seeking activities, work-based learning, or paid jobs were reported for three students.

"When I was asked about including a student with an intellectual disability in my class, I was eager for the learning experience it would provide my students. I did not anticipate the opportunity it has given me to grow as an instructor. Full inclusion in a college classroom can be tough, but I have been finding creative ways to cater my assignments to meet all students' needs. Watching the improvement in the student's writing has been one of the most rewarding experiences in my teaching career thus far."

–Marie Taylor,
Adjunct Professor of English,
Arcadia University

FIGURE 3. PERCENTAGE OF ENROLLMENTS IN INCLUSIVE COURSES ACROSS PROGRAMS



(N = 58 programs)

Students spent

56% **of all course contact hours in academically inclusive courses.**

Contact Hours

A contact hour is a measure of the amount of time students spend in classes (see Figure 4). Understanding the amount of time students spend in inclusive and specialized classes provides another method to determine the degree of academic inclusion in TPSID programs.

FIGURE 4: DESCRIPTION OF CONTACT HOURS*

Higher education units in the United States are often measured and reported in terms of credit hours. In this report, we choose to focus on instructional contact hours, i.e., the amount of scheduled class/seminar time, or scheduled supervision or study in settings like internships and independent study. We collect and report on contact hours rather than credit hours because they more accurately account for the diverse learning modalities provided by TPSID programs. Typically, one credit hour of lecture or seminar typically represents one instructional contact hour of scheduled class time and an expected two hours of out-of-class student preparation time.

At an IHE that uses a semester calendar, a typical three-credit-hour course represents 45 instructional contact hours and an expected 90 hours of student preparation over the course of a semester.

To reduce burden on TPSID staff, NCC staff gathered inclusive course credit hour and term length information for each course using course catalogs from the host IHEs. The credit hours were then multiplied by the length of the term in weeks, which was typically 15 weeks for a semester and 10–11 weeks for a quarter, to arrive at the total number of instructional contact hours for the course (e.g., 4-credit course taken for a 15-week semester = 60 contact hours). Specialized course contact hours were provided directly by TPSID staff as specialized courses were not consistently listed in the course catalog and may have had irregular schedules (i.e., not weekly).

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

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

The contact hour data aligned closely with the course access data with 56% of all contact hours in inclusive courses. Thirty-eight of the TPSIDs serving students (66%) had at least 50% of the contact hours in typical college courses attended by students with intellectual disability and other college students. Forty-four percent of the TPSIDs had less than 50% of the contact hours in inclusive courses. The percentage of contact hours in inclusive courses was higher at two-year IHEs than at four-year IHEs (68% of contact hours in inclusive courses at two-year IHEs vs. 54% of contact hours in inclusive courses at four-year IHEs).

Types of course enrollments

Twenty-nine percent of courses students enrolled in were for standard IHE credit, 28% were for non-credit or audit, 9% were courses in which students unofficially attended/sat in, and 34% were courses that were for credit used only towards a TPSID credential. TPSID credential attainment was a reported motivator for 65% of course enrollments. Other motivating factors for course enrollments were that the course was related to a personal interest (56%), was related to the student's career goals (52%), or it was required for a degree or certificate (44%). See Figure 5 for examples of courses taken by students.

FIGURE 5: EXAMPLES OF INCLUSIVE COURSES TAKEN BY STUDENTS

- Multimedia Production
- Foundation Digital Design
- Introduction to Human Services
- Computer Office Applications
- Basic Journalism
- Introduction to Culinary Arts
- Introduction to Marketing
- The Event Industry
- A/C Refrigeration Theory
- Customer Service Operations
- Foundations and Careers in Recreation, Parks, & Tourism
- Guest Services Management I
- Principles of Marketing
- Introduction to Food Systems Management
- Introduction to Front-End Web Development
- Introduction to Library Services
- Introduction to Sports Events Management
- Marketing and Branch Sales in Music Industries
- Principles of Network Security (DCB)
- Print, Web, and Social Media Graphics

Academic Supports

Sixty-six percent of students received supports or accommodations from the disability services office (DSO) on their campus. Among the students who received supports or accommodations from the DSO, only 5% received all of their supports and accommodations from the DSO. The remaining 95% also received supports or accommodations from TPSID program staff, faculty, peer mentors, and others. No TPSID students were reported to have been denied services from the DSO on their campus in 2018-2019.

Credentials

Students were able to earn a credential at all 58 programs serving students. At 52 TPSID programs (90%), one or more credentials that were developed by the TPSID were available to students in 2018-2019 (n = 80 TPSID-created credentials available at 52 programs). The six remaining programs had not created a TPSID-specific credential, but students enrolled in those programs were eligible to earn a credential or credentials available to all students at the IHE.

Most programs (n = 39) created a single TPSID-specific credential. Eight programs offered two TPSID-specific credentials, two programs offered three TPSID-specific credentials, and two programs offered four TPSID-specific credentials. Thirty-one programs (53%) offered a TPSID-specific credential that was approved by the IHE. Five programs offered a credential that aligned with an existing labor market credential. See Figure 6 for examples of TPSID-developed credentials.

FIGURE 6: EXAMPLES OF CREDENTIALS DEVELOPED BY TPSIDS

- Business Office Assistant Certificate
- Certificate of Career Exploration Studies
- Certificate of Undergraduate Study in College and Career Attainment
- Child Development Associate
- Collegiate Achievement Award
- Workforce Development Certificate

The expected length of time needed to earn a TPSID-specific credential ranged from one term (semester or trimester) to four academic years. The most common lengths of time it took to earn a credential were two academic years/four semesters (n = 29 programs), four academic years (n = 13), and one academic year/two semesters (n = 13). Three programs had students who earned multiple TPSID-created credentials during the year.

Student Planning, Advising, and Support

In 2018-2019, person-centered planning was used by 57 out of 58 TPSID programs serving students (98%). Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff. In 17% of the 58 TPSID programs serving students, students received advising only from existing academic advising offices. Twenty-six of the programs (45%) did not offer access to typical advising services and instead provided separate advising specially designed for students who attend the TPSID. Twenty-two programs (38%) offered access to both the typical advising services and specialized advising by TPSID program staff.

Seventy-two percent of programs offered access to supports from the DSO on their campus and 66% of students accessed accommodations and supports through this office. Peer mentors provided support to students in 86% of programs. Types of support provided by peer mentors included social (100% of programs used peer mentors), academic (94%), employment (64%), independent living (54%), and transportation (32%).

Employment services, or work-related direct supports, were provided by all 58 TPSID programs serving students. The most frequently reported source of support was TPSID program staff (91%). Employment supports were also provided by supervisors at the worksite (72%), peer mentors (69%), career services staff at the IHE (59%), coworkers at the worksite (55%), state vocational rehabilitation (VR) staff (52%), a separate/contracted employment service provider (36%), state intellectual and developmental disability agency staff (21%), LEA staff for dually enrolled students (12%), and other (3%).

RESIDENTIAL

Residential Options

In 2018-2019, 20 (35%) TPSID programs serving students were located at commuter IHEs that did not provide housing for any student. Of the 38 TPSID programs serving students that were located at residential schools, 23 (61%) offered housing to students in the TPSID program, and 15 did not. Insufficient housing availability was cited as the reason for restricting access at 3 of these IHEs. Additional reasons given for not offering housing to students in the TPSID program included that students were not matriculated (one program), and that housing access was being planned but not yet available (four programs).

Residential Supports

The most common residential supports provided were from a residential assistant or advisor (provided by 15 of the 23 programs that offered housing) and intermittent or on-call support staff (10 of 23 campuses). An uncompensated roommate/suitemate was provided at four campuses. A roommate/ suitemate who received compensation was provided at three campuses. Continuous support staff was provided at one campus, and other forms of support such as life coaches or peer mentors were provided at seven campuses.

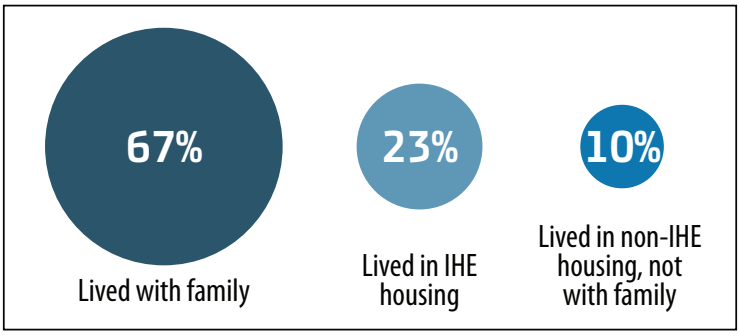
"Living in the dorms was a big deal for me 'cause for the first time ever I had true independence. So, I could choose what I wanted to eat, how much I could drink, what time to go to bed."

–Tanner, student at Transition to Postsecondary Education at University of Kansas (KU TPE)

Student Housing

Two-thirds of students enrolled in TPSID programs (67%) lived with their family. Two hundred twenty-one students (23%) lived in IHE housing, and one hundred students (10%) lived in non-IHE housing, not with family. (See Figure 7.)

FIGURE 7. STUDENT PLACE OF RESIDENCE



Most of the students accessing IHE housing (n = 221) lived in residence halls (77%) or in on-campus apartments (20%). Eight students lived in off-campus apartments. All of these students lived in housing available to all IHE students (i.e. inclusive as opposed to specialized housing).

Among students not living with family or in IHE housing (n = 100), 50 students lived in supervised apartments or in supported living, 32 students lived independently, 12 students lived in group homes, and 6 students had other living arrangements such as an apartment with friends or off campus student housing run by an entity other than the IHE.

EMPLOYMENT SERVICES

The TPSIDs provide a wide array of employment services to students enrolled in their programs. To provide greater clarity regarding the timing, frequency, and variety of employment services offered to students by the TPSIDs, the format of data collected on employment and career-related activities was restructured this year. Therefore, direct comparison to previous reports will not be possible using these data. Data were collected by the NCC and categorized into the following types of activity:

- **Paid employment:** Paid employment was defined as work with a primary purpose of earning income as opposed to performing work as part of a learning or career preparation activity. Students in these positions earn wages at or above minimum wage. These positions do not need to be related to students' long-term career intentions.
- **Job seeking:** Job seeking was defined as activities in which students apply for and gain paid employment, including completing and submitting job applications and participating in job interviews.
- **Work-based learning:** Work-based learning was defined as paid or unpaid work activities that help students develop and practice workplace-specific skills as well as general employment or soft skills. The primary purpose of work-based learning is to prepare for a particular job or improve general employment skills, and can be related or unrelated to coursework.
- **Career awareness and exploration:** Career awareness was defined as workforce preparation activities that build awareness of careers as well as awareness of specific types of jobs within certain careers. Activities involved introducing students to workplaces for the purpose of gaining information about an industry or job. Other activities included building general skills required for participating in job search activities.

Almost all students (93%) participated in at least one of the above employment or career development activities (employment, work-based learning, career awareness and exploration, or job seeking). The majority of students (79%) were engaged either through paid employment, paid or unpaid work-based learning (WBL) experiences (such as paid internships, volunteering, or service learning), or both.

In the following sections, we provide data on student participation in each kind of employment service activity.

"I've volunteered, had internships, and a paid job at Hilltop Child Development Center on campus. Just watching teachers teach and just being around them makes me everyday want to be a preschool teacher. I just like working with kids. When I become a teacher, I want to teach the kids what they are interested in, so they can learn what they like."

–Julia, student at Transition to Postsecondary Education at University of Kansas (KU TPE)

Paid Employment

Types of paid employment included individual paid jobs, as well as other types of employment such as federal work study, individual and group work training sites, and self-employment. An individual paid job was defined as work in the competitive labor market that was paid for by an employer at or above minimum wage. Federal work study positions were those part time positions paid for by the federal work study program to assist students in financing the costs of postsecondary education. Hourly wages must not be less than the federal minimum wage. Self-employment was defined as work conducted for profit or fees including operating one's own business, shop, or office and could include the sale of goods made by the student. Students engaged in paid positions for the purposes of training such as internships or work training are not included here but will be addressed in the section entitled work-based learning.

In 2018-2019, 362 students (37%) were engaged in paid employment while enrolled. Three hundred forty-five students (35%) held individual paid jobs and were earning at least minimum wage (see Figure 8). Seventy-one students had multiple individual paid jobs, 10 students were employed via work study positions, 10 students participated in group paid work, and 3 students were self-employed.

454 paid employment positions were held by students.

Students attending TPSID programs held a total of 454 jobs. Seventy-five students (21% of students with a paid job) had more than one job, with some students having three, four, or even five jobs. Fifty-seven percent of the students who were employed had never held a paid job prior to entering the TPSID.

FIGURE 8: EXAMPLES OF INDIVIDUAL PAID JOBS HELD BY STUDENTS ATTENDING TPSIDS

- New Parent Outreach Assistance at a nonprofit advocacy organization
- Central Sterile Processing (CSP) Technician at a hospital
- Veterinary Assistant at an animal clinic
- Caregiver at a nursing home
- Educational Aide at an elementary school
- Physical Therapy Aide at a hospital
- Host at a restaurant

Jessica Baker, 4th year student in the Transition and Access Program (TAP) at the University of Cincinnati (UC) who is graduating in 2020, knows what her plans are. "[I want to be] a teacher and work my way up from being an assistant," said Jessica. Currently working at the Early Learning Center for her internship, Jessica explains her favorite parts are being able to work with and supervise the kids. Jessica likes the independence, energy and atmosphere that TAP and UC bring.

Wages and hours

Wage information was reported for 363 jobs. All 363 jobs paid at or above the federal minimum wage of $7.25 per hour. Wage information was missing for 91 employment records.

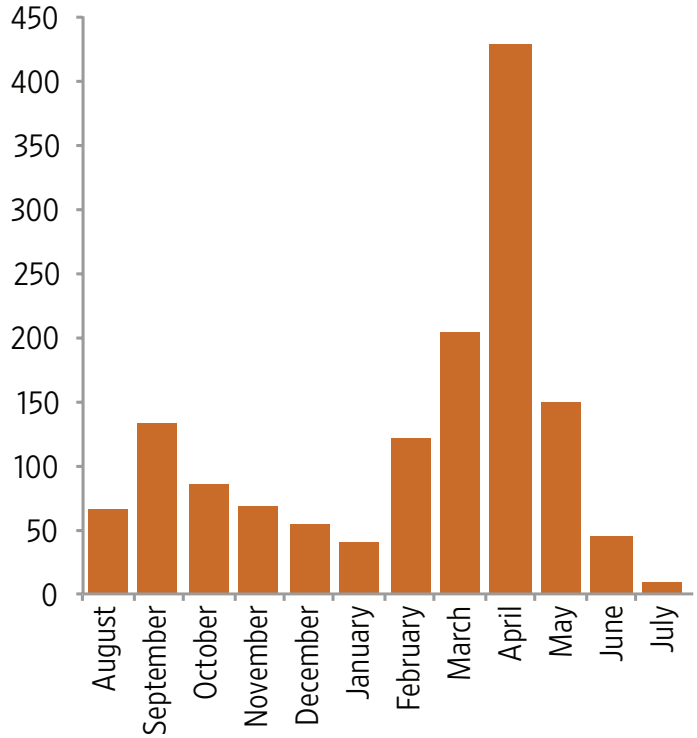
Students worked between five and 20 hours per week at 61% of jobs for which hours were reported (n = 226). Students worked fewer than five hours at 18% of jobs and more than 20 hours at 21% of jobs. The employer paid the student directly at all individual paid jobs. The entity that paid students was missing for 51 job records. Hours and wages were not reported for the 3 students who were self-employed.

Job-seeking

The job-seeking activity data collected reflected students' submission of employment and internship applications, participation in interviews and receipt of offers of paid positions. Nearly half of the students enrolled in 2018-19 participated in job seeking activities (n = 435, 44%)[3]. Four hundred twenty-two students (43%) applied for paid positions in 2018-19, 337 students (34%) interviewed for paid positions, and 260 students (27%) reported receiving one or more offers for paid positions. Students attending TPSID programs were reported to have applied to 1,431 positions, interviewed for 531 positions, and received 350 offers. More than half of the applications submitted by students were submitted during March, April, and May (n = 781, 55% of applications). Spring is the time period students exiting their programs typically focus on job acquisition, according to TPSIDs. It is also when students who will return to the program in subsequent years apply for summer jobs and internships. Looking at Figure 9, many applications are also submitted in September and October when students are seeking to secure paid internships and on-campus jobs.

September was the month when students had the most interviews (n = 89 interviews) followed by May (n = 74 interviews). As mentioned previously, based on conversations with TPSIDs, many positions students apply for at the

FIGURE 9. STUDENT JOBS APPLICATIONS BY MONTH



[3] Job seeking data were not reported for three students. These students are omitted from the calculations in this section.

beginning of the year are paid internships and on-campus jobs. It is not surprising to see many interviews in September since TPSIDs often have existing relationships with on-campus employers and internship sites which makes it easier for students to get an interview after submitting an application. The summer and year-round positions that students apply for during the spring months are likely with employers the TPSID programs do not have existing relationships and, thus, it is possible that students may need to submit more applications in order to gain interviews during this time of year.

Work-Based Learning

The primary purpose of work-based learning (WBL) experiences is for students to develop and practice workplace-specific as well as general employment soft skills. These experiences can be paid or unpaid and may be related to college coursework. Types of work-based learning include internships, student enterprise, work training, unpaid work experience, and service learning. Internships were defined as temporary positions to develop specific job-related skills. Internships emphasize on-the-job training and could be paid or unpaid. Paid internships provided students with a supervised work or service experience where the individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. In some instances, but not all, the student receives academic credit. Student enterprises were defined as school-based enterprises that produced goods or services for sale or to be used by people other than the participating students. Work training was defined as individual or group work experience for the purpose of training that is not compensated under wage and hour regulations and does not resemble an employment relationship. Unpaid work experiences were defined as exploratory and time-limited placements that offered students first-hand exposure to the workplace and the opportunity to explore different careers. Service learning was defined as activities that integrate meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Paid work-based learning.

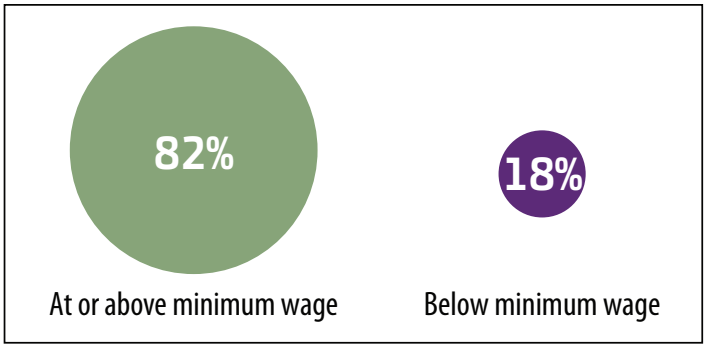
Paid WBL experiences included internships, student enterprises, and work training experiences. Two hundred eighteen students (22%) had at least one paid WBL experience.

The majority of paid WBL experiences were paid internships (92% of all reported WBL experiences). Eighty-six students had multiple paid internships during the year. Other types of paid WBL which included student enterprises, individual and group work training sites, service learning, and student enterprises accounted for less than 10% of all paid WBL experiences (n = 25).

Wages and hours.

The majority of paid WBL experiences for which wage information was reported (82%, n = 245) paid at or above the federal minimum wage of $7.25 per hour, whereas 53 paid WBL experiences (18%) paid below minimum wage; see Figure 10. Nearly all of the WBL experiences that paid below minimum wage were paid internships (n = 52; the remaining job was at an individual work training site). Wage information was missing for 22 paid WBL records.

FIGURE 10: PAID WORK-BASED LEARNING (WBL) EXPERIENCES BY WAGES EARNED



Note: Federal minimum wage = $7.25/hour. n = 298 paid WBL experiences. Wages were not reported for 22 WBL experiences.

Students worked between five and 20 hours per week at 91% of paid WBL experiences for which hours were reported. The entity that paid students differed by WBL experience. In paid internships, students were paid by the TPSID program (n = 197, 68% of internships), the employer (n = 55, 19%), the host IHE (n = 1, <1%), or another entity (n = 38, 13%). Other entities included the AmeriCorps VISTA program (n = 17, 6%), a VR program (n = 7, 2%), and entities such as a community support provider or other AmeriCorps program. Data on who paid the student were missing for four paid internships.

Unpaid work-based learning.

This year, we began collecting data on individual unpaid work-based learning (WBL) experiences. Previously, TPSIDs were asked to indicate whether or not students participated in different unpaid WBL settings at any point in a given year.

This new approach allows us to know how many unpaid WBL experiences students had, where these occurred, and how long each experience lasted. Unpaid WBL activities included unpaid internships, unpaid work experiences, and service learning. Nearly half of the students (n = 458, 47%) participated in 800 unpaid WBL in 2018-19. The most common types of unpaid WBL included unpaid internships (n = 555, 69% of all reported unpaid WBL experiences), unpaid work experience (n = 113, 14%), and service learning (n = 104, 13%). All other types of unpaid WBL accounted for less than 5% of all unpaid WBL experiences.

Unpaid internships were more common than paid internships (555 unpaid vs. 295 paid internships). Three hundred twenty-five students participated in unpaid internships. One quarter of students (n = 249) participated in multiple unpaid WBL experiences in 2018-19. One hundred fifty-nine students had two or more unpaid internships during the year. Figure 11 provides examples of unpaid internship sites.

FIGURE 11: EXAMPLES OF UNPAID INTERNSHIP SITES IN 2018-19

- Museum of Labor and Industry
- Orlando Science Center
- Realty Office
- Veteran's Hospital
- United Senior Center of Sunset Park
- New York City Human Resources Administration
- Campaign office for a sitting US Congressperson

"It gave other student employees mentorship opportunities, and our employee from TPE [Transition to Postsecondary Education] ended up mentoring my other college students as well. So, it was a win-win."

– Katie Sadler, Manager, Instructional Greenhouse, Department of Ecology & Evolutionary Biology Research at University of Kansas

Summary of Paid Positions

To assist in comparisons with previous annual reports, below we offer a composite of paid employment and paid work-based learning activity data for the 2018-2019 academic year.

In Year 4, 53% of students (n = 519) had at least one paid position while enrolled. Students attending TPSID programs held a total of 774 paid positions. One hundred eighty-nine students (36% of students with a paid position) had more than one position, with some students having three, four, or even five paid positions. The most common type of paid position was an individual paid job held by students (n = 430, 56%) followed by paid internships (n = 295, 38%). All other types of paid positions including federal work study, individual and group work training sites, student enterprises, and self-employment accounted for less than 10% of all paid jobs (n = 49).

53% of students had a paid job or paid work-based learning experience.

Career Awareness and Exploration Activities

Career awareness and exploration activities build student awareness of different careers, as well as awareness of specific types of jobs within certain careers. Activities involve introducing students to workplaces for the purpose of gaining information about an industry or job, and building general skills required for participating in job search activities. TPSIDs report information on career awareness and exploration (CAE) activities for each student in each term (i.e., semester, trimester, or quarter) of the academic year. A list of specific CAE activities reported by TPSIDs is displayed in Table 2.

CAE Participation during the year

Table 3 shows participation in each CAE activity during the 2018-2019 academic year. Most students (88%) participated in at least one CAE activity. The most common CAE activity was creating or revising a resume (80% of students). At least half of the students completed an interest inventory, participated in a mock interview, gathered references, conducted labor market research, or attended a career fair during the academic year.

Examples of other CAE activities students participated in this year include practicing asking for accommodations, discussing disclosing their disability, and writing thank you notes after interviews.

Information was also collected on the number of times students participated in four types of CAE activities (company tour, career fair, job shadow, and informational interview). The most frequent of these activities was a company tour. On average, students participated in 5.8 company tours per year. Information on the frequency of other CAE activities can be seen in Table 4.

TABLE 2. CAREER AWARENESS AND EXPLORATION ACTIVITIES AND DEFINITIONS

Activity	Definition	Data Collected
Company tour	A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress.	Number of times students participated during term
Career fair	A career fair is an event that provides students and employers a chance to meet one another, establish professional relationships, and discuss potential job and/or internship opportunities.	
Job shadow	An on-the-job learning, career development, and leadership development opportunity. Involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies.	
Informational interview	An informal conversation with someone working in a career area/job that interests the student, who will give information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, and the objective is not to find job openings.	
Labor market research	Gathering information on particular careers, such as earnings, opportunities, and required education. The O*NET database is one example of a tool that might be used.	Whether student did or did not participate in activity during term
Interest inventory	An exercise used to help the student identify interests and how these relate to the world of work. It is used as a tool to identify what kinds of careers you might want to explore.	
Mock interview	A simulation of an actual job interview. It provides students with an opportunity to practice for an interview and receive feedback.	
Created or revised resume	Students write a resume that can be used when applying for a job.	
Gathered references	Students gather names and contact information of people who can give a reference when they apply for a job.	
Created, revised LinkedIn profile	Students create a profile on the LinkedIn website that can be used when they apply for a job.	
Other activity specified by TPSID	Any other career awareness or exploration activity not listed above.	

TABLE 3. PARTICIPATION IN CAE ACTIVITIES IN 2018-2019

	Number of students who participated in activity (N=976*)	Percentage of students who participated in activity (N=976*)
Create or revise resume	784	80%
Interest inventory	678	70%
Mock interview	637	65%
Gathered references	585	60%
Labor market research	521	53%
Career fair	492	50%
Informational interview	473	49%
Job shadow	349	36%
Company tour	325	33%
Create LinkedIn profile	203	21%
Other activity	111	11%

*CAE data were not collected from five students

TABLE 4. FREQUENCY OF CAE ACTIVITY PARTICIPATION

	Number of participating students	Median number of times activities completed	Mean number of times activities completed
Company tour	325	2	5.8
Career fair	492	2	2.9
Job shadow	349	2	3.1
Informational interview	473	2	2.7

VR services

Three hundred eighty-five students (39%) were enrolled in their state VR program in 2018-2019, and 332 (34%) received services provided or purchased by VR during the year. Twenty-one students were denied services by VR[4].The most common services provided by VR to students enrolled in a VR program were workplace skills instruction (26% of students who received VR services), work-based learning experiences (25%), benefits counseling (18%), and job coaching (17%). Students also received self-advocacy instruction (16%) and social skills training (10%) from VR.

34% of students received services from a VR program.

INTEGRATION WITH HOST INSTITUTION OF HIGHER EDUCATION

Students attending all TPSID programs were able to join registered student organizations and 81% of programs had students who joined these organizations. In 98% of programs, students attending the TPSID were able to attend social events on campus that are only available to students at the IHE, and 93% of programs reported that the students attended social events on campus.

Almost all (95%) of the TPSIDs followed the IHE academic calendar, and 100% held students to the IHE code of conduct and issued official student IDs from the IHE. Official transcripts from the IHE were issued in 60% of programs, and program transcripts not officially from the IHE were issued in 19% of programs. Fourteen percent issued both an official transcript from the IHE and a transcript from the TPSID program. Four programs (7%) reported that students did not receive any transcript.

The most common types of resources accessed by students were the bookstore (100% of programs), library (97%), student center or dining hall (90%), registrar/bursar/financial aid (86%), computer lab/student IT services (85%), health center/counseling services (81%), sports and recreation facilities or arts/cultural center (81%), career services (78%), and the DSO (72%). Resources that were accessed at fewer campuses were tutoring services (57%), residential life (35%), and off-campus housing services (21%). All programs stated that students accessed at least one of these campus resources.

At 41 (71%) of TPSID programs students attended the regular orientation for new students at the IHE, and family members of students attended the regular parent orientation at 47% of TPSIDs. The majority of programs provided a special orientation for students (85%) and for family members (81%).

STRATEGIC PARTNERSHIPS

TPSIDs were asked to report each instance of a partnership with an external organization. For example, if a TPSID partnered with five LEAs, they entered a record for each LEA. TPSID programs partnered with 490 external organizations in 2018-2019: an average of 8 partners per program. Three quarters of the TPSID programs partnered with state VR agencies, 64% of programs partnered with LEAs, and 54% of programs partnered with state or county intellectual/developmental disabilities (IDD) agencies.

Programs had the highest number of partnerships with LEAs (n = 141 partnerships), advocacy groups (n = 56), VR agencies (n = 54), community rehabilitation providers (CRPs) (n = 47), state or county IDD agencies (n = 37), employers (n = 34), developmental disabilities (DD) councils (n = 29), and University Centers for Excellence in Developmental Disabilities (UCEDDs, n = 15). Other TPSID partners (n = 77) included business advisory councils, private foundations, and placements for student practica.

The three most common partner roles included serving on an advisory board or as a consultant (50% of all partnerships), providing services directly to students (45%), and providing career development opportunities for students (23%). TPSIDs reported that 17% of partners played additional roles including referring students to the program and helping with student recruitment, connecting students to employers in the community, connecting students with services and supports, and assisting students with finding housing.

Fifty-five percent of the TPSIDs serving students (n = 32 programs, or 38 of 54 partnerships with VR) reported that they partnered with VR to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014). VR agencies provided direct services to students at 43 of the 54 VR agencies that partnered with TPSID programs..

[4] Reasons for ineligibility included the family income being over the limit for services, VR determining that a student could not work independently and therefore could not benefit from the program and being put on the order of selection waitlist. Some programs did not know why the student was denied VR services.

FINANCE

Sustainability

In 2018-2019, 92% of TPSIDs received financial support from external sources, such as state VR agencies and state IDD agencies. In 22 of the 44 programs that partnered with VR (50%), VR provided funds for student tuition, and in 17 of the 44 programs (39%) VR provided funds for other student expenses.

Annual costs of the TPSID programs varied widely, ranging from $0 to $66,275 per year. Mean annual total cost of attendance was:

- $11,841 for programs that charge the same rate for all students attending the TPSID (n = 15)
- $10,260 to attend a program as an in-state student at a program that had an in-state rate (n = 32)
- $18,414 to attend a program as an out-of-state student at a program that had an out-of-state rate (n = 6)

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

Thirty-eight percent of TPSID programs had external partners who provided funds for student tuition (22 of 58 programs serving students). Additionally, 17 programs partnered with organizations that provided funding for other student expenses, such as fees and room and board. Among the partners who provide support for these student expenses were LEAs (n = 18), VR (n = 17), and state IDD agencies (n= 6). Thirty-four programs partnered with organizations that paid for program expenses such as operating costs.

TPSID projects are required to provide a match of at least 25% of the funds they receive from the U.S. Department of Education. To meet these match requirements, 80% of programs used in-kind contributions such as faculty/staff time (73%), physical space (48%), other monetary contributions such as foundation funds or funds from external partners (36%), or materials (31%).

Student Financing

Information on tuition expenses and non-tuition expenses (e.g. fees, room and board, books) was collected for each student. For tuition expenses, private pay was the most commonly cited source (38%), followed by state VR agency funds (23%). Tuition was waived for eleven students. Students also paid for tuition using scholarships (18%), IDD agency funding (14%), and money from an LEA (10%). Private pay was the most commonly used source of funds to pay non-tuition expenses (51%). The Home and Community-Based Services (HCBS) waiver funds from state IDD agencies was used by 15% of students to pay for non-tuition expenses.

One hundred fifty-seven students (16%) were reported to have received federal financial aid in the form of a Pell Grant.

STUDENT STATUS AT EXIT

A total of 386 students exited their IHE program during the reporting period. Of the students who exited, 78% (n = 300) completed a program earning at least one credential. Among the 86 students who did not complete a program, the most common reasons given for exit were no longer wanting to attend the program (n = 35), being dismissed from the program (n = 17), and transferring to another postsecondary program (n = 12). Students who did not complete programs also exited for various other reasons such as health issues, financial issues, or the student moved away from the area where the program was located. One student earned a SafeStaff© credential but exited before completing the TPSID program.

Tanner with Rick Ginsberg, Dean of KU School of Education, at the 2019 KU School of Education Convocation ceremony.

Credentials earned

The most frequent type of credential earned by program completers were credentials developed by the TPSID. Two hundred sixty-four students earned a total of 288 credentials developed by their TPSID program. Two hundred forty-eight students earned a single TPSID-created credential, eight students earned two TPSID-created credentials, and eight students earned three TPSID-created credentials. Of the credentials earned, 167 (58% of TPSID-created credentials earned) were approved by the IHE governance structure. Credentials earned were awarded by the TPSID program (n = 132), the IHE (n = 108), the IHE continuing education division (n = 37), or another entity. Forty-one credentials awarded were reported to be industry-recognized (e.g., by the National Restaurant Association, American Heart Association, and the National Retail Foundation).

Thirty-seven students at 12 programs earned an existing credential and not one developed by the TPSID. Examples of existing credentials were Certificate of Exercise Science,

Office Assistant Certificate, and University Certificate of Sports Management. Ten students completed the coursework required to earn a credential but were not awarded the credential. All 10 of these students did earn another credential from their TPSID program upon exit. A common reason for not earning the credential after completing the work was not being able to pass a certification exam.

Activities at exit

More than half of students (52%; n = 202) were working in a paid job at exit or within the first 90 days after exiting. A smaller proportion of students, one-hundred seven (28%) were participating in unpaid career development experience in combination with a paid job. Seventy-nine students (21%) were participating only in unpaid career development experience. Twelve students (3%) continued on to further postsecondary education. (See Figure 12).

FIGURE 12: NUMBER OF STUDENTS ENGAGED IN EACH ACTIVITY AT OR WITHIN 90 DAYS OF EXIT

Note: No paid job, career development, or postsecondary education activities were reported for 96 students. Students could have been engaged in more than one of these activities.

52% of students had a paid job at or within 90 days of exit.

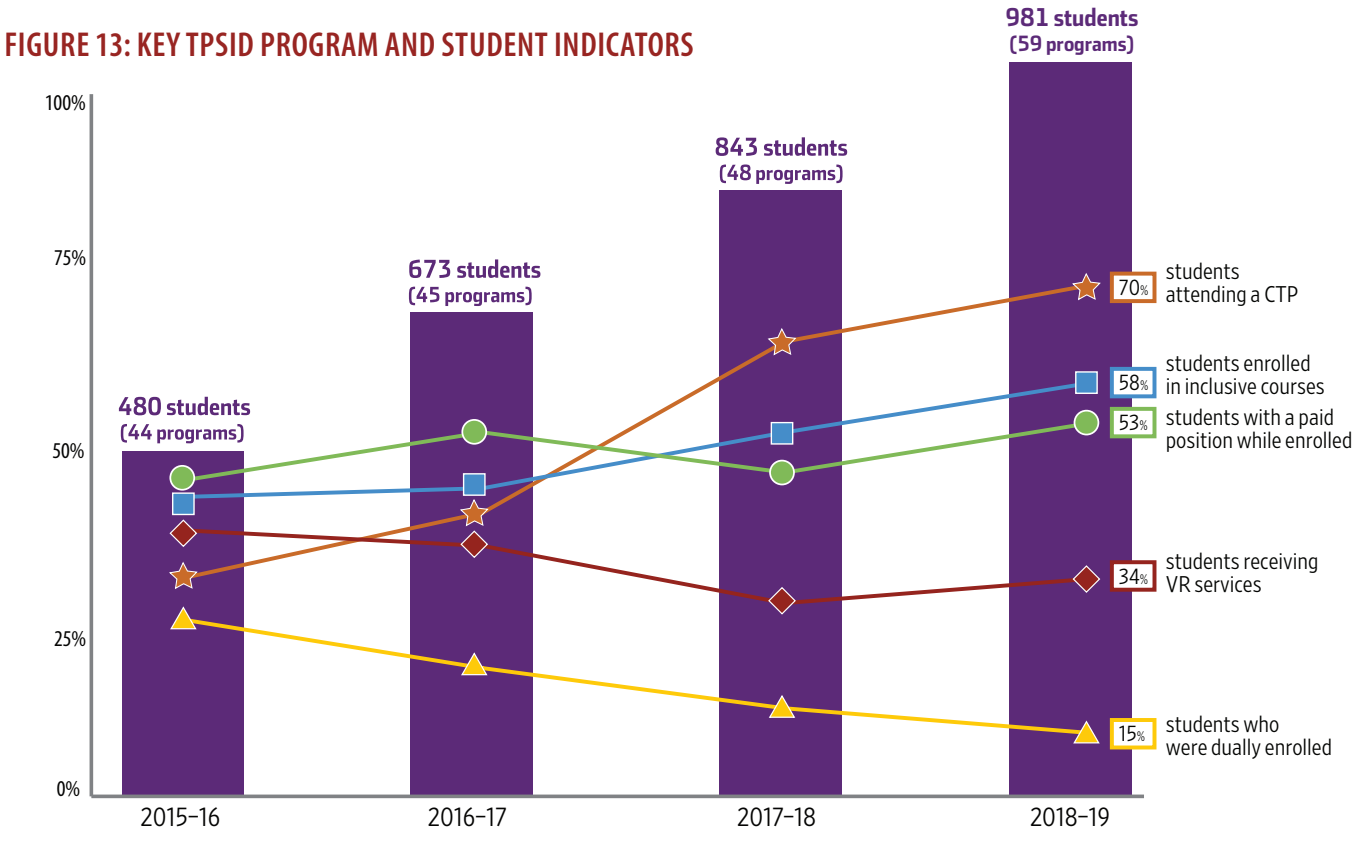
Most students who exited (n = 290; 75%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit. Ninety-six students (25%) were not engaged in any of these activities at exit (or within 90 days in the case of employment).

TRENDS

By comparing the Year 4 TPSID data with previous years we can identify initial areas of growth and changes experienced by the Cohort 2 TPSIDs. Changes may be attributed to factors such as the increased number of students served as programs increased in size or gained experience in serving students. Additional shifts may reflect targeted areas of growth, such as emphasizing credential attainment, employment, or inclusive course access.

Comparisons in program and student data across the first four years of TPSID Cohort 2 are shown in Figure 13.

FIGURE 13: KEY TPSID PROGRAM AND STUDENT INDICATORS



Between Years 1 and 4, the number of TPSID programs increased 34% from 44 to 59, and the number of students served increased over 200% from 480 to 981. Over the last 4 years, programs served a lower percentage of dually enrolled students each year (decrease from 29% of students in Year 1 to 23% in Year 2, to 18% in Year 3, and then 15% in Year 4). However, the number of dually enrolled students decreased by only a handful in Year 4 (153 in Year 3 to 145 in Year 4), suggesting that, as in previous years, there was a proportionally greater increase in the number of adult students served in the overall sample.

The percentage of students attending approved CTP programs increased again in Year 4, with the number of approved CTP programs increasing substantially from 12 in Year 1 to 35 in Year 4. The increase in number of CTP programs meant that a high percentage of students were attending programs at which they could apply for federal financial aid (70% of students in Year 4). A greater number of students received Pell grants in Year 4 than in previous years (157 students in Year 4,150 students in Year 3, 70 students in Year 2, and 12 students in Year 1).

The percentage of enrollments in inclusive courses continued to grow this year, from a starting point of 44% in Year 1 to 58% in Year 4. The average number of courses taken by students has been stable at around seven courses per student per year. Year 4 is the second year during this round of funding in which more than half of courses taken by students were inclusive.

The percentage of students receiving services from VR had decreased from 40% in Year 1 to 31% in Year 3 but increased slightly this year to 34%. TPSIDs have indicated that they are not always able to obtain this information from students, so the percentage may be higher.

An increase was seen in the percentage of students with a paid position, from 47% in Year 3 to 53% in Year 4, the highest percentage of students with a paid position thus far in the Cohort 2 TPSID program. Given that data collection on career-related activities was revised this year, comparisons to previous years data are not as straightforward. However, we can note 87% of students in Year 3 participated in either paid employment or unpaid career development experience, whereas 93% of students in Year 4 were reported to have participated in either paid employment or one of the career-related activities that were captured by the updated data collection structure. This indicates, as in previous years, the vast majority of students attending TPSID programs are engaged in some kind of activity related to employment.

It is likely the updated collection structure is capturing engagement in additional career-related activities.

Comparisons of student activities at exit are shown in Figure 14. The number of students who exited TPSID programs has increased steadily from 138 in Year 1 to 386 in Year 4. A higher percentage of students exited because they completed a program than for other reasons in Year 4 than in previous years (78%). The percentage of students who had a paid job at exit or within 90 days increased substantially from 44% in Year 3 to 52% in Year 4, indicating that students who attended TPSIDs are having greater success in finding paid employment in the time period immediately following their program.

POST-EXIT OUTCOME DATA

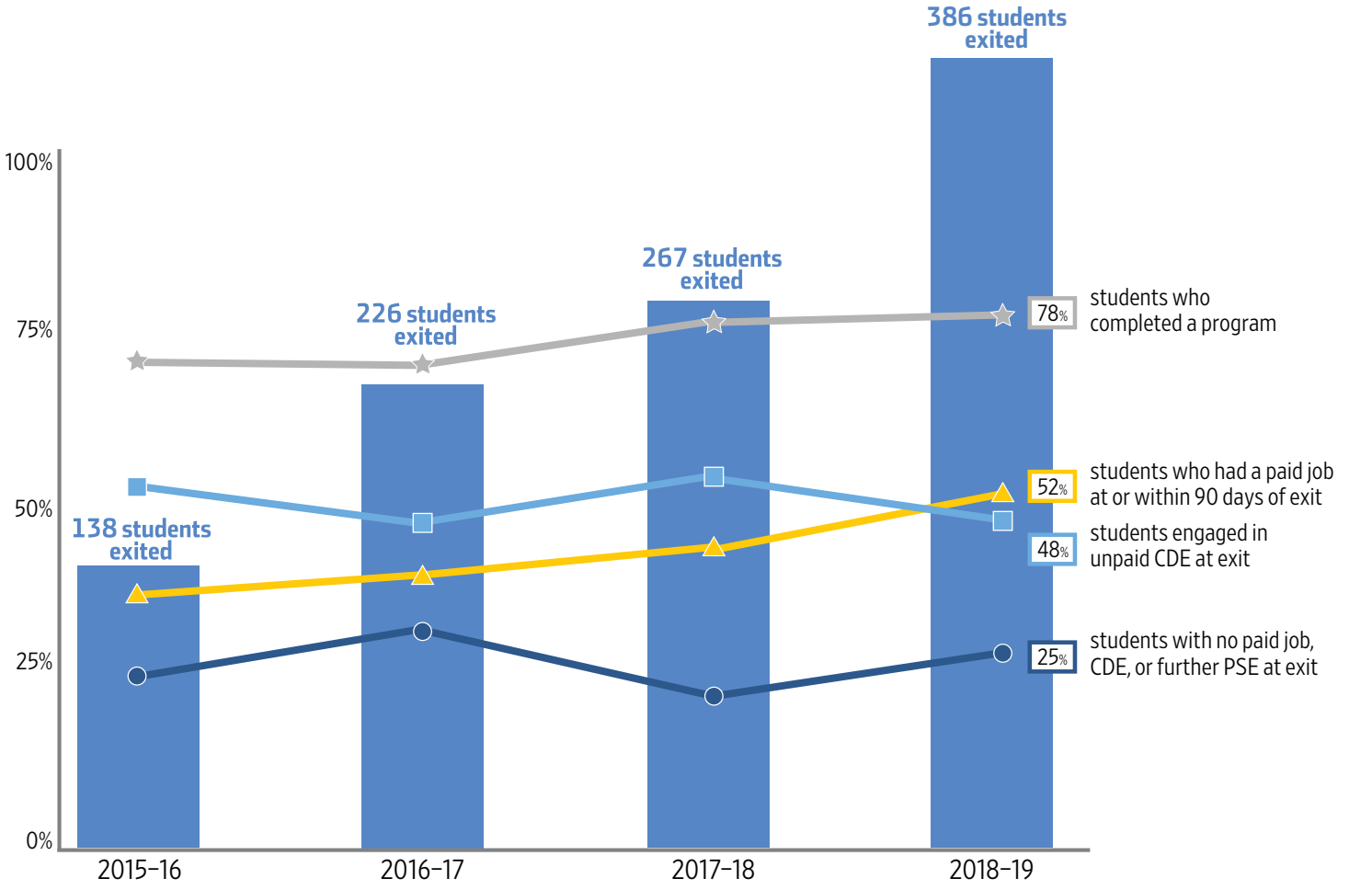
One year after program completion, TPSIDs reported outcomes for 272 students who completed their Cohort 2 TPSID program in 2015–2016 through 2017-2018.. This reflects a 56% response rate for all students who completed a program in these years. Sixty-four percent (n = 175) of respondents to the one-year outcome survey had a paid job one year after exit. By comparison, 18% of adults with developmental disabilities in the general population had a paid job in the community in 2017–2018, the most recent year for which data are available (National Core Indicators, 2019).

Twenty-eight percent of respondents (n = 75) were not working one year after exit. These 75 students reported they were doing other things, such as looking for work (n = 46), attending postsecondary education (n = 28), or doing unpaid career development activities (n = 41). Twenty-two of the 272 respondents (8%) did not report their employment status.

64% of students who completed a program in 2015-2016 through 2017-2018 had a paid job 1-year after exit.

Twenty-seven percent of respondents reported they were pursuing further education in the year after completing their TPSID program. One third (33%) were not living with family while the remaining two-thirds (67%) lived with family. Ninety-three percent of respondents

FIGURE 14: KEY STUDENT EXIT INDICATORS AT TPSIDS



Note: CDE = career development experience. PSE = postsecondary education.

reported they were satisfied or very satisfied with their social life (this excludes 25 students who did not answer this question).

Data on outcomes two years after program completion were reported for 116 students who completed their Cohort 2 TPSID program in 2015–2016 or 2016-2017 (50% response rate). Seventy-two percent (n = 84) of respondents to the two-year outcome survey had a paid job two years after exit. Sixty percent (n = 70) of respondents to the two-year outcome survey lived with family.

72% of respondents to a 2-year outcome survey had a paid job two years after completing a TPSID program.

LIMITATIONS

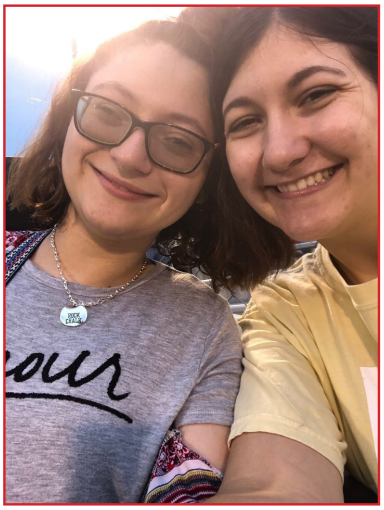
Data from TPSIDs are self-reported, which may impact their accuracy. The NCC made every attempt to verify any discrepancies but was not able to check the validity of all data entered into the Data Network. Despite the NCC's best efforts to develop questions and response choices to fit the needs of TPSID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

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

CONCLUSION

The fourth year of the Cohort 2 TPSID model demonstration program offered access to higher education to 981 students with intellectual and developmental disabilities at 59 programs located at 57 college and university campuses in the United States. Most of these programs were implemented at four-year colleges and universities, with just less than one-third of programs being implemented at two-year institutions. The most frequent length of programs was two years, including those programs offered at four-year institutions. In terms of the profile of the students served, a reduction in the percentage of students receiving college-based transition services was evident in the TPSID programs, with only 15% of enrolled students receiving this form of special education. These data demonstrate the TPSIDs are focusing greater efforts on the development of programs serving adult students; though it is not clear what has precipitated this change. While recent guidance offered by the Office of Special Education and Rehabilitative Services (OSERS) sought to clarify the extent to which the Department of Education supports use of local education agency (LEA) funds toward accessing college-based transition experiences (Department of Education, 2019), mixed interpretations about how this should be implemented remain. While the guidance made it clear LEA funds could be used in that manner if certain conditions were met; they fell short of requiring such action. And the conditions needing to be met are as yet difficult to operationalize in practice. Anecdotally, the TPSIDs have reported that partnering with local education agencies can make it more challenging to support students to access inclusive coursework and paid integrated employment.

Course enrollment data in Year 4 reflected continued growth in access to academically inclusive courses, with 58% of student enrollments being in inclusive classes. Additionally, for the first time, the percentage of courses taken for credit was higher than the percentage of courses taken for audit. Access to inclusive courses is important for a variety of reasons. First and foremost, inclusive course access is one of the hallmark outcomes of the TPSID program. The charge to the TPSIDs was to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities, meaning students would be able to access existing college courses as well as participate in campus organizations and activities, and, when available, housing. Access to typical college courses provides students with access to a great array of course content and exposure to college peers without or with other disabilities, and provides students with the potential, in some cases, to earn college credits. Inclusive course enrollment may also impact student access to credentials awarded by the institution of higher education. Papay, Grigal, Hart, Kwan, and Smith, (2018) found students who primarily enrolled in inclusive courses in their final year of attending a TPSID program were more likely to earn a certificate available to all students at the IHE than students who primarily enrolled in specialized courses. Why does this matter? Earning a credential that was awarded by the IHE almost doubled the odds of students having a paid job at exit (Grigal, Papay, Smith, Hart, & Verbeck, 2019).



Carleigh and Madisen at Traditions Night during Hawk Week, one of many student engagement activities for all KU students when classes start in August.

The number of TPSID programs approved as CTPs increased by 10 programs this year, resulting in 35 TPSID programs able to offer eligible students access to certain forms of federal student aid. Thus, 70% of students enrolled in TPSIDs were attending colleges or universities where they could apply for federal financial aid. Receipt of federal student aid also rose, with 157 students receiving a Pell grant. We hope to see the remaining 23 TPSIDs attain CTP status in their final year of funding, as this may lead to continued growth in inclusive college course access and increased equity for students who come from lower income families.

The increase in approved CTPs in the TPSID programs has also been evident in other higher education programs not part of this model demonstration project. Nationally, in the 2018-2019 academic year, there were 114 approved CTP programs. Of these, FSA was awarded by 98 colleges and universities to 459 students with ID. A total of $2,064,362 was awarded in Pell grants, $73,627 in Supplemental Education Opportunity Grants, and $48,528 in federal Work-Study (personal communication, Lindsay Wertenberger, November 7, 2019). Using these figures, the student aid recipients attending TPSID programs represent approximately one-third of the students with ID receiving federal student aid nationally.

TPSID use of existing college systems, including academic advising and disability services, helps to engage faculty and staff, cultivating ownership for student success with personnel

from outside of the TPSID program (Papay et al., 2018). The percentage of students who receive academic supports from the disability support office is slowly but steadily rising this year with 72% of programs offering access and 66% of students receiving supports.

A slight decline was evident in programs offering access to both typical and specialized advising services, from 40% in 2017-2018 to 38% in 2018-2019. Those that offered advising solely via the typical advising remained below 20%. Given that use of existing college advising is a predictor of access to inclusive course enrollment (Papay et al., 2018), TPSID program staff should continue to assess the extent to which they are or should be replacing existing advising with TPSID staff supports.

One additional program offered housing to students attending the TPSIDs in Year 4, bringing the number of programs providing residential options to 23. It is worth noting, none of the current TPSIDs have established or offered specialized housing, demonstrating a commitment by grantees to establish inclusive residential experiences for enrolled students. However, creating access to housing continues to be a challenge for many TPSIDs due to issues such as space limitations and student status restrictions.

Our new approach to categorizing career awareness and exploration activities provided additional information on the level of student engagement in various kinds of employment preparation activities. The activities most frequently engaged in were the creation of resumes, completion of interest inventories, and mock interviews, with at least 65% of students having engaged in these activities. The TPSIDs supported students to participate in a number of other preparation or exploration activities with students on average taking more than five company tours, attending three career fairs, and experiencing three job shadow experiences. As these data become more robust, we hope to identify links between the type, timing, and frequency of these activities, and positive student employment outcomes.

Unpaid work-based learning activities continue to comprise a significant portion of the employment preparation activities, with nearly half of all students (n = 459, 47%) participating in 800 unpaid work-based learning activities in 2018-19. Unpaid internships were the most frequent form of unpaid learning with 325 students participating in 555 unpaid internships. The balance between paid and unpaid work continues to weigh more heavily on the unpaid, which could limit students' potential future employment prospects. Grigal et al, (2018), found paid employment while enrolled was a predictor of paid employment at exit from the TPSID programs. This aligns with a body of other research which identified early paid work experiences predict future paid work experiences (Gold, Fabian, & Luecking, 2013; Wehman, Sima, Ketchum, West, Chan, & Luecking, 2015). However, 57% of the employed students had never held a paid job prior to attending the TPSID, therefore TPSID staff must also contend with the realities of incoming students who have not been offered quality transition services that address their career awareness, job exploration, and soft skill development needs.

By creating the infrastructure required to support access to, enrollment in, and exit from higher education, the TPSID model demonstration project has resulted in better lives for thousands of young Americans with intellectual disability.

As the employment services offered by TPSIDs continue to evolve, the focus of evaluation must begin to address the various aspects of the program that impact long-term employment success. One aspect is the extent to which programs prioritize unpaid vs. paid work experiences as this will impact student access to the staff, supports, and opportunities necessary to obtain and sustain paid employment. Additionally, we have seen that the credentials awarded by the TPSIDs may have direct or indirect connection to employment supports; in particular those supports offered by Vocational Rehabilitation. In a number of states VR services are not offered to students attending TPSID programs unless those students are receiving a "recognized postsecondary credential" as defined in WIOA (Lee, Rozell, & Will, 2018). New guidance issued by the Office of Special Education and Rehabilitative Services in 2019 sought to clarify that VR funds could be used to support students with intellectual disabilty attending postsecondary education programs. This guidance stated on page 14:

> *"The Department supports States in their work to increase postsecondary education options and opportunities for individuals with disabilities, including students and youth with intellectual disabilities, through participation in comprehensive transition programs at IHEs, regardless of whether the completion credential is a degree, certificate, or other recognized credential. Nothing in the Rehabilitation Act prohibits or precludes VR agencies from supporting individuals with disabilities (including those with intellectual disabilities), who have been determined eligible for and are receiving*

VR services under an IPE, at comprehensive transition and postsecondary education programs in order to achieve their employment goal.

In sum, individuals with disabilities may be supported by VR agencies using VR funds to support "students with intellectual disabilities" as defined in Section 760(2)(B) of the HEA and by LEAs with funds under IDEA Part B, when the students have IEPs under IDEA and are dually enrolled in secondary and postsecondary education programs, including comprehensive transition and postsecondary programs. The extent of the use of VR funds for these students will depend on whether they have been determined eligible for the VR program and have an approved IPE, or whether they need only pre-employment transition services. As noted above, pre- employment transition services may be provided to students with disabilities regardless of whether they have applied and been determined eligible for the VR program" (Department of Education, Office of Special Education and Rehabilitative Services, 2019).

We hope this guidance is heeded by the state VR agencies, and students attending the TPSID programs will be offered equal access to the VR services for which they are eligible.

The credentials offered by TPSIDs also reflect the focus of the programs issuing them. The majority of TPSID programs (90%) developed the credentials offered to students, and some programs have developed multiple credentials. A slight majority of these credentials (53%) are approved by the host IHE; meaning the credential likely has been approved through the IHE's governance structure and is officially recognized as a credential offered by that educational institution. Six TPSIDs offer students access to credentials that are available to other students at the IHE and five offer credentials that align with the labor market.

The quality of the services provided to students while enrolled in IHEs implementing TPSID programs continues to improve; as do the outcomes of these students.

The processes of developing a new credential or creating access to an existing credential for a nontraditional student differ across IHEs, and documenting these processes across 59 IHEs is not possible via our available quantitative data. The NCC has worked with various TPSIDs to help them disseminate information about their processes via webinars and presentations at the annual TPSID project director's meetings.

New guidance has been developed by the National Skills Coalition that defines quality for non-degree credentials and offers recommendations to states for developing quality assurance systems for those credentials (Duke-Benfield, Wilson, Kaleba, & Leventoff, 2019). The guidance defines a quality non-degree credential as one that "provides individuals with the means to equitably achieve their informed employment and educational goals." Non-degree credentials – such as certificates awarded by an education institution, apprenticeship certificates earned through work-based learning, industry certifications awarded by a certification body (not a school or government agency), and occupational licenses awarded by a government licensing agency – help workers get better jobs while also reconnecting them to further postsecondary education and training opportunities. Duke-Benfield et al. (2019) highlight four criteria that should be considered for a non-degree credential to be identified as *quality*:

1. There must be evidence of **substantial job opportunities** associated with the credential, and the evidence must include quantitative data and direct communication with employers.
2. There must be **transparent evidence of the competencies mastered by credential holders**; competencies that align with expected job opportunities.
3. There must be **evidence of the employment and earnings outcomes** of individuals after obtaining the credential.
4. The credential would **ideally stack to additional education or training**.

As the work of the TPSIDs continues, additional focus on the nature and substance of the credentials offered to students would help to identify if these aspects of quality credentials are present, and if they would be deemed sufficient in meeting the expressed purpose of a quality non-degree credential. If additional funding is directed toward future model programs, the criteria established by the National Skills Coalition could inform future credential development and evaluation approaches.

The quality of the services provided to students while enrolled in IHEs implementing TPSID programs continues to improve; as do the outcomes of these students. The majority of students (64%) who have attended a TPSID program are engaged in paid employment one year after exit. Data on students two years after program completion, while drawn from a smaller sample, also reflect positive outcomes with 72% employed two years after exit. More than a quarter of completers are continuing to pursue postsecondary education and one-third of students are not living with their family. These outcomes demonstrate the capacity of students with

ID to learn, work, and live with their peers without disability both during and after college. By creating the infrastructure required to support access to, enrollment in, and exit from higher education, the TPSID model demonstration project has resulted in better lives for thousands of young Americans with intellectual disability.

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