Think College REPORTS

Year One Program Data Summary (2015–2016) from the TPSID Model Demonstration Projects

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SNAPSHOT OF 2015-2016 TPSIDS

- **44 Institutes of Higher Education**
  - » **25 grantees**
  - » **19 affiliated campuses**
- **10 2-year campuses**
- **34 4-year campuses**
- **12 approved as a Comprehensive Transition Program**
- **Serving 449 students**

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THINK COLLEGE REPORTS

Year One Program Data Summary (2015–2016) from the TPSID Model Demonstration Projects

This summary report offers an overview of the descriptive data on programs for students with intellectual disability collected by the Think College National Coordinating Center from the institutions of higher education implementing model demonstration projects under the Transition Postsecondary Programs for Students with Intellectual Disability (TPSID) program funded in 2015 by the Office of Postsecondary Education, US Department of Education.

BACKGROUND

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

The Transition Postsecondary Education Program 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). Grants were awarded again in 2015 to a second cohort of 25 IHEs to implement TPSID programs between 2015 and 2020. 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 the Institute for Community Inclusion at the University of Massachusetts Boston. The mission of the NCC is to provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with intellectual disability. The NCC also evaluates the overall TPSID program, creates recommended standards for programs, and builds a valid knowledge base around program components.

TPSID 2015-2020 GRANTEES

25 grantees ★
19 satellite sites ●
44 total sites

National Coordinating Center ★

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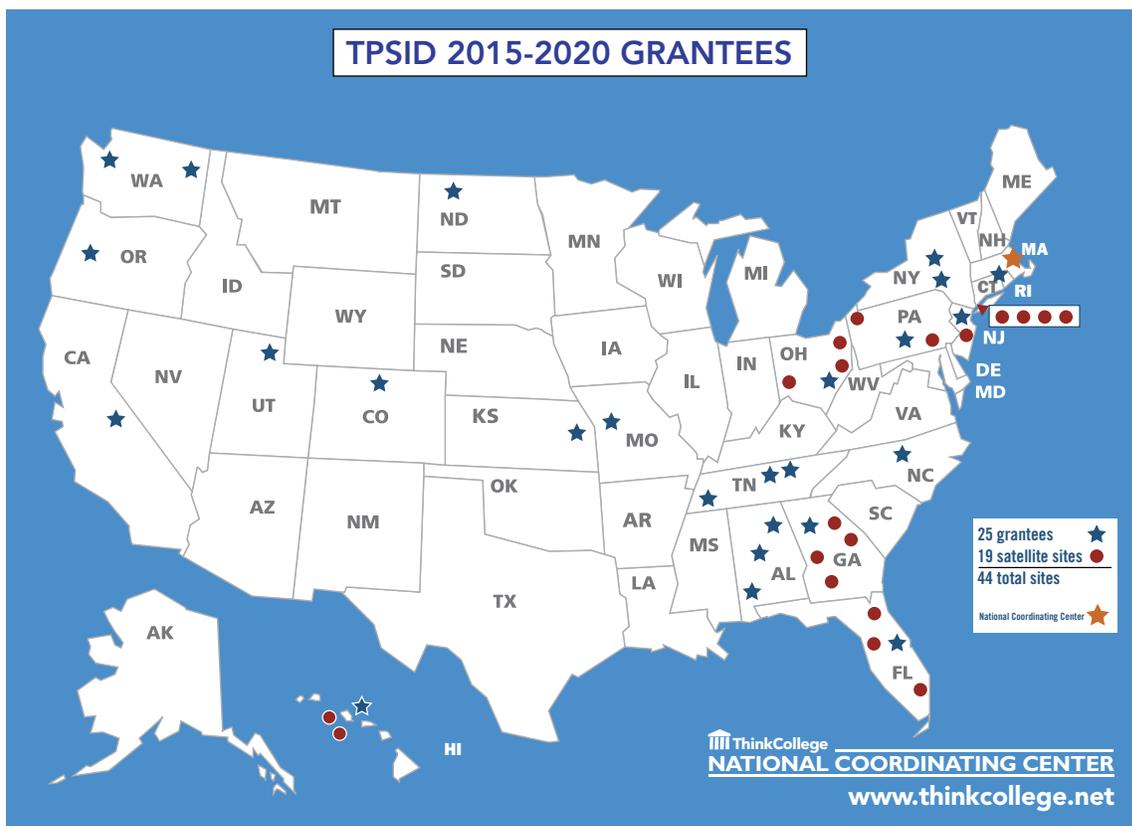
State	Lead grantee	Sites	Type of IHE		Type of students served			Approved as a CTP	Number of students served in 2015-16
			2-year	4-year	Dually enrolled	Already exited high school	Both		
AL	Jacksonville State University	Jacksonville State University		x					0**
	University of Alabama	University of Alabama		x			x		34
	University of South Alabama	University of South Alabama		x					0**
CA	California State University Fresno	California State University Fresno*		x		x		x	30
CO	Colorado State University	Colorado State University*		x		x			10
FL	University of Central Florida	Florida Consortium on Inclusive Higher Education/UCF		x		x			10
		Florida International University (Panther LIFE)		x	x				30
		Florida International University (Panther PLUS)		x					0**
		Florida State College at Jacksonville		x			x		19
		University of South Florida St. Petersburg*		x	x				3
GA	Georgia State University	Albany Technical College	x						0**
		Columbus State University		x		x			3
		East Georgia State College		x		x			5
		University of Georgia		x					0**
HI	University of Hawaii at Manoa	Honolulu Community College*	x			x			10
		Kapiolani Community College	x		x				1
		Leeward Community College*	x			x			4
KS	University of Kansas	University of Kansas		x				x	0**
MO	University of Missouri Kansas City	UMKC Propel Program		x			x	x	22
NC	Appalachian State University	Appalachian State University*		x		x		x	4
ND	Minot State University	Minot State University*		x			x		5
NJ	Bergen Community College	Bergen Community College*	x				x		29
		College of New Jersey*		x			x	x	10
NY	Syracuse University	Syracuse University		x			x		26
	University of Rochester	City University of New York — Borough of Manhattan Community College	x			x			5
		College of Staten Island		x		x			15
		Hostos Community College	x			x			11
		Kingsborough Community College	x			x			16
		Queens College		x	x				17
OH	Ohio State University	Ohio State University*		x		x		x	8
		Marietta College*		x	x				10
		University of Cincinnati*		x		x			8
		Youngstown State University*		x		x			2
OR	Portland State University	Portland State University		x					0**
PA	Millersville University	Millersville University		x		x		x	9
		Mercyhurst University		x			x	x	4
		Penn State Harrisburg		x					0**
RI	Rhode Island College	Rhode Island College		x		x			5
TN	Lipscomb University	Lipscomb University		x		x		x	11
	University of Memphis	University of Memphis		x		x		x	10
	Vanderbilt University	Vanderbilt University		x		x		x	12
UT	Utah State University	Utah State University		x		x			11
WA	Highline College	Highline College*	x				x	x	33
	Spokane Community College	Spokane Community College	x				x		7
		TOTAL	**10**	**34**	**5**	**21**	**10**	**12**	**449**

IHE = Institution of Higher Education

CTP = Comprehensive Transition and Postsecondary (CTP) Program

* Funded also in 2010-2015 TPSID program

** Site was in a planning year

This report provides an overview of the descriptive program-level data provided by TPSIDs during the 2015–2016 academic year. These TPSID programs were developed by two- and four-year IHEs to serve students with intellectual disability. The data reported reflect program characteristics, academic access, supports for students, and integration of the program within the IHE during the first year of FY 2016–2020 funding. This report also provides information on the strategic partnerships and financial sustainability of TPSID programs.

For information on student data from the TPSID programs in 2015–2016, see the Year One Student Data Summary (2015–2016) from the TPSID Model Demonstration Projects.

System Development and Approval

The NCC is charged with development and implementation of a valid framework to evaluate the TPSID program. A tool was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients report on, and aligned with the Think College Standards for Inclusive Higher Education (Grigal, Hart, & Weir, 2011). This tool was then programmed into a secure online database using software purchased from Quickbase (quickbase.com).

After extensive feedback and piloting, the tool was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501), and was then used by TPSIDs in the 2010–2015 funding cycle. In 2015, the tool was updated to reduce burden and enhance its usability. NCC staff sought input from previously funded TPSIDs and state and federal policy leaders, and used this input to align the tool with legislative intiatives such as the Workforce Innovation and Opportunity Act. Additionally, the NCC reduced the tool length by eliminating questions and response options that did not substantially contribute to our evaluation.

The revised tool was resubmitted to OMB for approval in December 2015. Once approved by the OMB in July 2016, the tool and online evaluation system were made available for the 2015–2020 TPSIDs in September 2016.

METHODS

Data were reported for the 2015–2016 academic year by TPSID program staff (e.g., principal investigator, program coordinator, evaluator, data entry assistant) between August 29 and October 31, 2016. Training on data entry was provided via webcast demonstration and on-demand video formats. For a month following the data entry period, NCC staff reviewed the program and student data to ensure that complete records were entered. Where data entry was not fully completed, TPSID program staff were sent individualized reminders to direct them to enter incomplete data.

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

Data reported here are for 44 college and university campuses that entered program data. In cases where there were missing data and a response could not be obtained (i.e., n < 44), the number of programs for which data were entered is shown in a footnote.

TPSID PROGRAM OVERVIEW

The first year of the 2015–2020 Transition Postsecondary Program for Students with Intellectual Disability (TPSID program) commenced on October 1, 2015. The 25 TPSID grants were implemented on 44 college or university campuses in 19 states. Two thirds of these campuses (n = 29, 66%) served students before receiving the TPSID grant, and 14 campuses (32%) participated in the 2010–2015 TPSID funding.

In 2015–2016, 18 programs operated on single college campuses, and 7 operated as consortia with various satellite college campuses. Ten sites were located at two-year institutes of higher education (IHEs), and 34 sites were located at four-year IHEs. Eight sites were in a planning year and did not serve students during 2015–2016.

Twelve TPSID sites were approved as comprehensive transition and postsecondary (CTP) programs, which meant that they could offer eligible students access to certain forms of federal student aid. Of the 36 programs serving students, 15 (42%) had students who were dually enrolled in high school and postsecondary education. Twenty-one campuses served adult students only, five campuses served dually enrolled students only, and the remaining 10 served both dually enrolled and adult students. The 36 TPSID programs serving students had an average of 13 students per site (n = 449 total students).

On average, programs received 508 in-state applicants and accepted 67% percent. Thirteen out of 16 out-of-state applicants were admitted, an 81% acceptance rate. Some of the reasons students were not accepted into the TPSID programs included the student not having a documented intellectual disability, the student lacking the funds to enroll, lack of student interest/motivation, and the student's need for academic, behavioral, or personal supports.

ACADEMIC PROGRAMS AND CREDENTIALS

In 2015–2016, course enrollment information was reported for 388 of the 449 students who attended TPSID programs. These 388 students enrolled in a total of 2,714 college or university courses, with an average of seven courses taken by students during the year. Students at two-year IHEs took an average of eight courses a year, whereas those at four-year IHEs took an average of six courses a year.

Of the 36 programs that served students, 20 (56%) were academically inclusive (i.e., at least 50% of course enrollments were in typical college courses attended by students with intellectual disability and other college students). The percentage of enrollments in inclusive courses was higher at four-year IHEs than at two-year IHEs (46% of enrollments versus 38% of enrollments).

Fourteen IHE's hosting TPSID programs (32%) offered a certificate granted by the IHE that was available to all students (typically enrolled students and to students in the TPSID program), and 10 IHEs hosting a TPSID program (23%) offered a certificate granted by the IHE that was available only to students enrolled in the TPSID program. The most common credential offered was a specialized certificate awarded by the TPSID program (but not recognized by the host IHE); eighteen programs (41%) offered this kind of specialized certificate. One IHE that was serving dually enrolled students offered a specialized certificate awarded by the local education agency (LEA).

SUPPORTING STUDENTS

In 2015–2016, person-centered planning was used by all TPSID programs. Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff. In 11% of the TPSID programs, student received advising only from existing academic advising offices. Fifty-five percent of the programs did not offer access to typical advising services and provided separate advising specially designed for students who attend the TPSID. Almost a third of the programs (32%) offered access to both the typical advising services and specialized advising by TPSID program staff. Peer mentors provided support to students in 89% of programs. The types of support provided by peer mentors included academic (95% of programs that used peer mentors), social (95%), employment (62%), independent living (59%), and transportation (51%).

The most common residential supports provided were from a residential assistant or advisor (provided by 88% of the programs that offered housing), intermittent or on-call staff support (65%), a roommate/suitemate who receives compensation (24%), and an uncompensated roommate/suitemate (12%).

Employment services or work-related direct supports were provided by all TPSID campuses. The most frequently reported source of support was supervisors at the worksite (68%). Employment supports were also provided by peer mentors (61%), coworkers at the worksite (61%), career services staff (57%), TPSID program staff (46%), state vocational rehabilitation staff (46%), LEA staff for dually enrolled students (27%), and state intellectual and developmental disability agency staff (11%).

In communicating with families, 26% of programs used strategies specifically for family members of students attending the TPSID, 14% used the same communication strategies that were used by the IHE for all students, and 61% used both types of strategies (N=43 for percentages regarding communications).

INTEGRATION WITH INSTITUTION OF HIGHER EDUCATION

In 95% of programs, students attending the TPSID were allowed to join registered student organizations, and 78% of programs that served students (i.e., not in a planning year) had students who joined registered student organizations In all programs, students attending the TPSID were allowed to attend social events on campus, and 84% of programs reported that the students have attended social events on campus.

In 2015–2016, 10 (23%) TPSIDs were commuter schools that did not provide housing for any students. Of the 34 campuses that were residential schools, 17 (50%) offered housing to students in the TPSID program. In four of the 17 campuses at which students were unable to access housing, the reason cited was that students were not regularly matriculated.

Almost all (96%) of the TPSIDs followed the IHE academic calendar, and 98% held students to the IHE code of conduct. In 98% of programs, students were issued an official student ID from the IHE. In 89% of programs, students were issued a transcript from the program. In 48% of programs, students were issued an official transcript from the IHE, and an additional 14% of students were issued both an official transcript from the IHE and a transcript from the TPSID program.

At 63% of TPSID programs, students attended the regular orientation for new students at the IHE, and at 44%, family members of students attended the regular orientation. A large majority (89%) of programs stated that students accessed at least one of the campus resources listed in our tool. The most common types of resources accessed by students were the student center or dining hall (89%), bookstore (86%), library (84%), computer lab/student IT services (84%), sports and recreational facilities or arts/cultural center (84%), health center/counseling services (68%), career services (66%), registrar/bursar/financial aid office (66%), and tutoring services (50%).

STRATEGIC PARTNERSHIPS

In 2015–2016, the 44 TPSID programs partnered with 173 external organizations. External partnerships were reported with local education agencies (LEAs; 19% of all partnerships), vocational rehabilitation (VR) agencies (15%), state intellectual/developmental disability (IDD) agencies (10%), employers (9%), advocacy groups (9%), community rehabilitation providers (8%), developmental disabilities (DD) councils (8%), University Centers for Excellence in Developmental Disabilities (UCEDDs; 6%), and others (18%).

The three most common partner roles were serving on an advisory board or as a consultant (58% of all partnerships), providing services directly to students (36%), and providing career development opportunities for students (24%). Of the 25 programs that partnered with VR, 76% collaborated with VR to provide pre-employment transition services, and 68% reported that VR provides services to students.

"**The Georgia Vocational Rehabilitation Agency (GVRA) and the Georgia Department of Education (GADOE), are valuable partners in the Georgia Inclusive Post-Secondary Education (IPSE) Consortium. Our partnerships with GVRA and GADOE allow us to support more students in Georgia. These partnerships provide crucial staffing through Academic Transition Teachers in almost every one of our IPSE programs in Georgia, and GVRA supports student in IPSE through tuition assistance and other IPSE costs.**"

—Susanna Miller-Raines, MSW
Community Support Specialist and Statewide Coordinator,
Georgia Inclusive Postsecondary Education Consortium
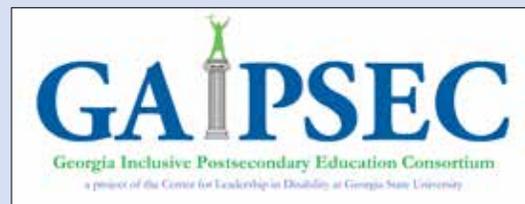
FINANCIAL SUSTAINABILITY

In 2015–2016, 100% of TPSIDs received financial support from external sources, such as state VR agencies and state IDD agencies. In 13 of the 25 programs that partnered with VR (52%), VR provided funds for student tuition, and in 10 of those 25 programs (40%), VR provided funds for other student expenses. For tuition expenses, state VR agency funding was the source most commonly used, followed by private pay (25% and 24% of students, respectively). Private

pay was the most commonly used source of funds to pay non-tuition expenses (43%). Tuition was waived for various reasons for 11% of students.

Only 10 students were reported to have received federal financial aid in the form of Pell GrantREPORTfederal financial aid was reported. Annual costs of the TPSID programs varied widely, ranging from no cost at all to $40,000. Tuition and fee costs were dependent upon the type of institution (two-year or four-year), whether or not residential options were provided, and whether the IHE charges were residency-dependent, e.g., in-state, out-of-state, city resident, etc.

Almost three quarters of TPSID programs (27 of 38; 71%) stated that a partner provided one of the following types of funds: funds for student tuition, funds for other student expenses, or funds for other program expenses.

TPSID projects are required to match at least 25% of the funds they receive from the U.S. Department of Education. To meet these match requirements, 75% of sites used in-kind contributions such as faculty/staff time (91%), physical space (64%), or materials (30%). Other monetary contributions; for example, foundation funds or funds from external partners, were used by 41% of sites.

LIMITATIONS

These data from TPSIDs are self-reported, which may impact their accuracy. The NCC made every attempt to verify any discrepancies, but was not able to check the validity of all data entered into the Data Network. Despite the NCC's best efforts to develop questions and response choices to fit the needs of 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.

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

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

CONCLUSION

The TPSID programs described in this report have created opportunities at 44 IHEs in 19 states to provide access, enrollment, supports, and credentials to students with intellectual disability. Through strategic partnerships and communications and engagement of higher education infrastructure, departments, and processes, the IHEs serving students in the TPSID programs have made a commitment to expand access to this group of students.

Using grant funds to build sustainable and inclusive practices allows the TPSIDs to capitalize on existing resources and structures, and simultaneously to build in enhancements that address specific needs of students with intellectual disability and their families, as well as IHE faculty and staff. Sustainable program development and implementation efforts from these programs will result in a more responsive higher education system in the states hosting TPSID programs, and will offer models of higher education infrastructure that can be replicated by other two and four-year colleges in the future.

Data reported here from the first year of FY 2016–2020 grantees suggest that these programs are beginning with a solid base of effective practices from which to grow over the next four years. We anticipate that as services and structures at these IHEs continue to develop, access will grow and enhance student outcomes.

REFERENCES

Grigal, M., Hart, D., & Weir, C. (2011). *Think College Standards Quality Indicators and Benchmarks for Inclusive Higher Education.* Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Higher Education Opportunity Act of 2008, P.L. 110–315, 122 Stat. 378, 20 U.S.C. §§1001 et seq. (2008).

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 U.S.C. §1140f-1140i)

§1001. General definition of institution of higher education

(a) Institution of higher education

For purposes of this chapter, other than subchapter 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 1091(d) of this title;

(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 preaccreditation 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. (20 U.S.C. §1001(a))

(b) Additional institutions included

For purposes of this chapter, other than subchapter 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) of this section; and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirement 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. (20 U.S.C. §1001(b))

Student with an Intellectual Disability.

The term "student with an intellectual disability" means a student-

(A) with 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 [20 U.S.C. 1400 et seq.]. (20 U.S.C. §1140 (2))

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

(1) Comprehensive transition and postsecondary program for students with intellectual disabilities

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 1 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.

(20 U.S.C. §1140 (1))

Model comprehensive transition and postsecondary programs for students with intellectual disabilities

(a) Grants authorized

(1) In general

From amounts appropriated under section 1140i(a) of this title, the Secretary shall annually award grants, on a competitive basis, to institutions of higher education (or consortia of institutions of higher education), to enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

(2) Administration

The program under this section shall be administered by the office in the Department that administers other postsecondary education programs.

(3) Duration of grants

A grant under this section shall be awarded for a period of 5 years.

(b) Application

An institution of higher education (or a consortium) desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(c) Award basis

In awarding grants under this section, the Secretary shall–

(1) provide for an equitable geographic distribution of such grants;

(2) provide grant funds for model comprehensive transition and postsecondary programs for students with intellectual disabilities that will serve areas that are underserved by programs of this type; and

(3) give preference to applications submitted under subsection (b) that agree to incorporate into the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant one or more of the following elements:

(A) The formation of a partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

(B) In the case of an institution of higher education that provides institutionally owned or operated housing for students attending the institution, the integration of students with intellectual disabilities into the housing offered to nondisabled students.

(C) The involvement of 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.

(d) Use of funds

An institution of higher education (or consortium) receiving a grant under this section shall use the grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that-

(1) serves students with intellectual disabilities;

(2) 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 institution of higher education's regular postsecondary program;

(3) with respect to the students with intellectual disabilities participating in the model program, provides a focus on-

(A) academic enrichment;

(B) socialization;

(C) independent living skills, including self-advocacy skills; and

(D) integrated work experiences and career skills that lead to gainful employment;

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

(5) participates with the coordinating center established under section 1140q(b) of this title in the evaluation of the model program;

(6) 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 Individuals with Disabilities Education Act [20 U.S.C. 1400 et seq.], including the use of funds available under part B of such Act [20 U.S.C. 1411 et seq.] to support the participation of such students in the model program;

(7) plans for the sustainability of the model program after the end of the grant period; and

(8) creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

(e) Matching requirement

An institution of higher education (or consortium) that receives a grant under this section shall provide matching funds toward the cost of the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant. Such matching funds may be provided in cash or in-kind, and shall be in an amount of not less than 25 percent of the amount of such costs.

(f) Report

Not later than five years after the date of the first grant awarded under this section, the Secretary shall prepare and disseminate a report to the authorizing committees and to the public that-

(1) reviews the activities of the model comprehensive

transition and postsecondary programs for students with intellectual disabilities funded under this section; and

(2) provides guidance and recommendations on how effective model programs can be replicated.

(20 U.S.C. §1140g)

National Coordinating Center

Subpart 4— Coordinating Center

'SEC. 776. PURPOSE

(b) COORDINATING CENTER.—

(1) DEFINITION OF ELIGIBLE ENTITY.—In this subsection,

the term 'eligible entity' means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

(A) higher education;

(B) the education of students with intellectual disabilities;

(C) the development of comprehensive transition and postsecondary programs for students with intellectual dis- abilities; and

(D) evaluation and technical assistance.

(2) IN GENERAL.—From amounts appropriated under section 778, the Secretary shall enter into a cooperative agreement, on a competitive basis, with an eligible entity for the purpose of establishing a coordinating center for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions participating in grants authorized under subpart 2, to provide—

(A) recommendations related to the development of standards for such programs;

(B) technical assistance for such programs; and "(C) evaluations for such programs.

(3) ADMINISTRATION.—The program under this subsection shall be administered by the office in the Department that ad- ministers other postsecondary education programs.

(4) DURATION.—The Secretary shall enter into a cooperative agreement under this subsection for a period of five years.

(5) REQUIREMENTS OF COOPERATIVE AGREEMENT.—The eligible entity entering into a cooperative agreement under

this subsection shall establish and maintain a coordinating center that shall—

(A) serve as the technical assistance entity for all comprehensive transition and postsecondary programs for stu- dents with intellectual disabilities;

(B) provide technical assistance regarding the development, evaluation, and continuous improvement of such pro- grams;

(C) develop an evaluation protocol for such programs that includes qualitative and quantitative methodologies for measuring student outcomes and program strengths in the areas of academic enrichment, socialization, independent living, and competitive or supported employment;

(D) assist recipients of grants under subpart 2 in ef- forts to award a meaningful credential to students with intellectual disabilities upon the completion of such programs, which credential shall take into consideration unique State factors;

(E) develop recommendations for the necessary components of such programs, such as—

(i) academic, vocational, social, and independent living skills;

(ii) evaluation of student progress;

(iii) program administration and evaluation;

(iv) student eligibility; and

(v) issues regarding the equivalency of a student's

participation in such programs to semester, trimester, quarter, credit, or clock hours at an institution of high- er education, as the case may be;

(F) analyze possible funding streams for such pro-

grams and provide recommendations regarding the funding streams;

(G) develop model memoranda of agreement for use between or among institutions of higher education and State and local agencies providing funding for such programs;

(H) develop mechanisms for regular communication, outreach and dissemination of information about comprehensive transition and postsecondary programs for students with intellectual disabilities under subpart 2 between or among such programs and to families and prospective students;

(I) host a meeting of all recipients of grants under subpart 2 not less often than once each year; and

(J) convene a workgroup to develop and recommend model criteria, standards, and components of such pro- grams as described in subparagraph (E), that are appropriate for the development of accreditation standards, which workgroup shall include—

(i) an expert in higher education;

(ii) an expert in special education;

(iii) a disability organization that represents students with intellectual disabilities; "(iv) a representative from the National Advisory Committee on Institutional Quality and Integrity; and "(v) a representative of a regional or national accreditation agency or association.

(6) REPORT.—Not later than five years after the date of the establishment of the coordinating center under this subsection, the coordinating center shall report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the recommendations of the workgroup described in paragraph (5)(J).

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