Think College REPORTS

Year Two Student Data Summary (2016–2017) of the TPSID Model Demonstration Projects

AUTHORS

Meg Grigal
Debra Hart
Frank Smith
Clare Papay

SNAPSHOT OF 2016-2017 TPSIDS

669 STUDENTS

38% FEMALE

62% MALE

MEDIAN AGE = 21

STUDENT AGES RANGED FROM **15–43**

23% OF STUDENTS RECEIVED TRANSITION SERVICES FROM LOCAL EDUCATION AGENCY

2016–2017 Data from 45 TPSID Cohort 2 (2015–2020) sites

ThinkCollege
NATIONAL COORDINATING CENTER

ICI

UMASS BOSTON

www.ThinkCollege.net

THINK COLLEGE REPORTS

Year Two Student Data Summary (2016–2017) of the TPSID Model Demonstration Projects

This summary report offers an overview of the descriptive data on students collected by the Think College National Coordinating Center (NCC) from the institutions of higher education (IHEs) implementing projects under the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) model demonstration program funded in 2015 by the Office of Postsecondary Education (OPE), U.S. 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 TPSID model demonstration program was first implemented by the OPE in 2010 through five-year grants awarded to 27 IHEs (see **www.thinkcollege.net/ resources/think-college-publications** for more information on these projects). 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. See Figure 1 for a map of Cohort 2 TPSID locations and Table 1 Summary of TPSIDs 2016-2017.

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

This report provides an overview of the descriptive student-level data entered by TPSIDs during the 2016–2017 academic year, including student demographics,

FIGURE 1. MAP OF TPSID 2015-2020 GRANTEES

25 grantees ★
19 satellite sites ●
2 sites with 2 programs
46 TOTAL PROGRAMS
National Coordinating Center ★

ThinkCollege
NATIONAL COORDINATING CENTER

TABLE 1. SUMMARY OF TPSIDs 2016-2017

STATE	LEAD GRANTEE	SITES	TYPE OF IHE		TYPE OF STUDENTS SERVED			Approved as a CTP by 9/30/17	No. of students served in '16-17
			2-year	4-year	Dually enrolled	Already exited high school	Both		
AL	Jacksonville State University	Jacksonville State University		X		X			0
AL	University of Alabama	University of Alabama - Crossing Points Tier 1		X			X		25
AL	University of South Alabama	University of South Alabama		X		X			1
CA	Cal State University Fresno	California State University Fresno*		X		X		X	38
CO	Colorado State University	CO State - Opportunities for Postsecondary Success*		X			X		22
FL	University of Central Florida	Florida Consortium on Inclusive Higher Education/UCF		X		X			18
FL	University of Central Florida	Florida International University (Panther LIFE)		X		X			28
FL	University of Central Florida	Florida International University (Panther PLUS)		X		X			5
FL	University of Central Florida	Florida State College at Jacksonville		X			X		13
FL	University of Central Florida	University of South Florida St. Petersburg*		X	X				10
GA	Georgia State	Georgia State University		X		X			2
GA	Georgia State	Albany Technical College	X			X			2
GA	Georgia State	Columbus State University		X			X		2
GA	Georgia State	East Georgia State College		X		X		X	7
GA	Georgia State	University of Georgia		X		X			5
HI	University of Hawaii at Manoa	Honolulu Community College*	X				X		11
HI	University of Hawaii at Manoa	Kapiolani Community College	X				X		2
HI	University of Hawaii at Manoa	Leeward Community College*	X				X		3
KS	University of Kansas	University of Kansas		X		X		X	4
MO	Univ. of Missouri Kansas City	UMKC Propel Program		X		X		X	14
NC	Appalachian State	Appalachian State University*		X		X		X	7
ND	Minot State University	Minot State University*		X			X		7
NJ	Bergen Community College	Bergen Community College*	X				X		29
NJ	Bergen Community College	College of New Jersey*		X		X		X	39
NY	Syracuse University	Syracuse University (InclusiveU/Access)		X			X		36
NY	Syracuse University	Syrause University (OnCampus)		X	X				6
NY	University of Rochester	City University of New York — Borough of Manhattan Community College	X			X			9
NY	University of Rochester	College of Staten Island		X					21
NY	University of Rochester	Hostos Community College	X			X			16
NY	University of Rochester	Kingsborough Community College	X			X			16
NY	University of Rochester	Queens College		X	X				16
OH	Ohio State University	Ohio State University*		X		X		X	12
OH	Ohio State University	Marietta College*		X			X		11
OH	Ohio State University	University of Cincinnati*		X		X			31
OH	Ohio State University	Youngstown State University*		X			X		4
OR	Portland State University	Portland State University		X		X			6
PA	Millersville University	Millersville University		X			X	X	15
PA	Millersville University	Mercyhurst University		X		X		X	5
PA	Millersville University	Penn State Harrisburg		X			X		7
RI	Rhode Island College	Rhode Island College		X		X			7
TN	Lipscomb University	Lipscomb University		X		X		X	17
TN	University of Memphis	University of Memphis		X		X		X	52
TN	Vanderbilt University	Vanderbilt University		X		X		X	15
UT	Utah State University	Utah State University		X		X		X	10
WA	Highline College	Highline College*		X		X		X	47
WA	Spokane Community College	Spokane Community College	X				X		16
		TOTAL	9	37	3	29	14	14	669

IHE = Institution of Higher Education

CTP = Comprehensive Transition and Postsecondary (CTP) Program

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

course enrollments, employment activities, and engagement in student life. Additionally, the report provides descriptive data on the students who exited TPSID programs during 2016–2017. For information on program characteristics of the IHEs implementing TPSID programs in 2016–2017, see the Year Two Program Data Summary (2016–2017) of the TPSID Model Demonstration Projects.

In addition to the programs described above, some TPSIDs developed additional services and programs that addressed specific needs of students in their college or university. For example, programs at Colorado State University (Empower Course and Project SEARCH) focus on employment or transition skills, while the University of Alabama Crossing Points Summer Bridge Program and University of Missouri Kansas City Bridge to College offer short-term college experiences. Data on these programs do not align with timeline and structure of most TPSID programs, and therefore these programs are not included in the datasets described in this report.

System Approval and Development

The NCC is charged with development and implementation of a valid framework to evaluate the TPSID program. A tool, called the Think College Data Network, was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients are required to report on, 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 from Quickbase (**quickbase.com**).

After extensive feedback and piloting, the tool was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501), and was then used by TPSIDs in the 2010–2015 funding cycle. In 2015, the Data Network was updated to reduce burden and enhance its usability. NCC staff sought input from previously funded TPSIDs and state and federal policy leaders, and used this feedback to align the Data Network Tool with current legislative

initiatives such as the Workforce Innovation and Opportunity Act (2014). Additionally, the NCC reduced the tool length by eliminating questions and response options that did not substantially contribute to our evaluation.

The revised Data Network Tool was resubmitted to OMB for approval in December of 2015 and approved in July 2016.

METHODS

Data were reported for the 2016–2017 academic year by TPSID program staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) between October 1, 2016 and September 30, 2017. Training on data entry was provided via webcast demonstration and on-demand video formats. NCC staff also met individually with each TPSID site to review their data and to provide individual technical assistance prior to the entry deadline.

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 descriptive statistics.

Data reported here are for 669 students attending programs at 45 college and university programs. One program that participated in the TPSID program (Jacksonville State University) did not serve students in 2016-2017, and therefore did not report student data.

TPSID OVERVIEW

The second year of the Cohort 2 (2015–2020) TPSID program commenced on October 1, 2016. The 25 TPSID grantees implemented 46 programs[1] at 44 colleges and university campuses in 19 states. Thirty-two of these programs (70%) served students before receiving the TPSID grant. Eleven programs (24%) were recipients of the 2010–2015 TPSID funding.

In 2016–2017, 18 of the 25 TPSID grants were implemented on single college campuses, and 7 operated as consortia with various satellite college campuses. Two universities (Florida International University and Syracuse University) each operated more than one distinct TPSID program on their campus. Of the 46 programs, 9 were located at two-year IHEs and 37 were located at four-year IHEs.

All programs with the exception of Jacksonville State University served students in 2016–2017. Fourteen TPSID programs were approved as comprehensive transition and postsecondary (CTP) programs, meaning that they could offer eligible students access to certain forms of Title IV (federal) student aid.
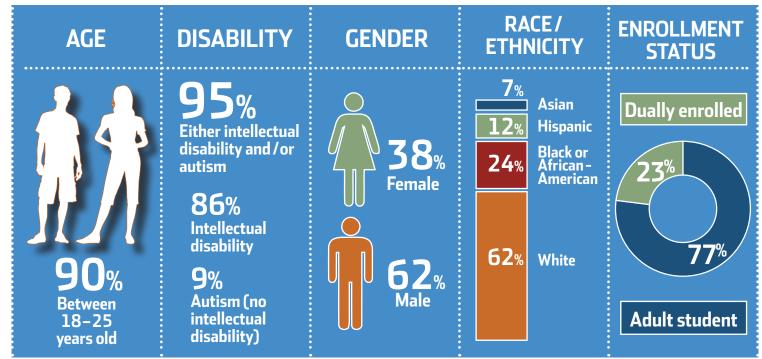
STUDENTS ENROLLED IN TPSIDs

Programs served adult students who were no longer in high school as well as transition-age youth who were enrolled as dual enrollment students as part of their final years in high school. Of the 45 programs serving students, 17 (38%) had students who were dually enrolled in high school and postsecondary education, with 3 campuses serving only dually enrolled students and 14 campuses serving both dually enrolled and adult students. Twenty-nine programs served only adult students.

Program enrollments ranged from 1 to 52 students. The 45 TPSID programs serving students in 2016–2017 had an average of 15 students per site (N = 669 total students).

In 2016–2017, 62% of students enrolled in TPSID programs were male and 38% were female. The majority of students were white (62%), 24% were Black or African American, 12% were Hispanic or Latino, and 7% were Asian. Most students (90%) were between the ages of 18 and 25, with ages ranging from 15 to 43 years old. Ninety-five percent of enrolled students had an intellectual disability and/or autism. Just under one quarter of students (23%) were dually enrolled, i.e., receiving special education transition services while attending the TPSID program (see Figure 2).

FIGURE 2: STUDENT PROFILE **(N = 669 STUDENTS)**

TUITION AND FUNDING

For tuition expenses, private pay was the source most commonly used (36% of students), followed by state vocational rehabilitation (VR) agency funds (28%). Private pay was the most commonly used source of funds to pay non-tuition expenses (57%). Tuition was waived for 18 students.

In 2016–2017, 252 students (38%) received Social Security benefits, and 51 students (8%) received Social Security Disability Insurance (SSDI). TPSIDs indicated that nearly two thirds of students ($n = 414$) were eligible for Medicaid, and 265 students received Medicaid services. Almost half ($n = 131$) of students who were receiving Medicaid services received services under the category of day supports. A little more than one third of the students receiving Medicaid services received transportation supports ($n = 90$). Twenty students had a personal care attendant (PCA) as a Medicaid-funded service.

ACADEMIC COURSEWORK AND SUPPORTS

Course enrollments

45% of enrollments were in academically inclusive courses, i.e., typical college courses attended by students with intellectual disability and other college students.

In 2016–2017, course enrollment information was reported for 659 of the 669 students who attended TPSID programs.[2] These 659 students enrolled in a total of 5,055 college or university courses (both inclusive and specialized), with an average of 8 courses taken by students during the year. Students at two-year IHEs averaged 9 courses a year, and those at four-year IHEs averaged 7 courses a year. Students took an average of 3 inclusive courses per year. A comparison of inclusive and specialized courses is provided in the 2016–2017 Program Data Report.

A majority of course enrollments (55%) were in academically specialized courses, i.e., courses designed for and delivered only to students with intellectual disability in the TPSID program. The remaining 45% of enrollments were in academically inclusive courses, i.e., typical college courses attended by students with intellectual disability and other college students. Although a slight majority of course enrollments were in specialized courses, most students (90%) took at least one inclusive course during the year, and 80% of students took more than one inclusive course. The percentage of enrollments in inclusive courses was higher at four-year IHEs than at two-year IHEs (46% versus 41%).

Credential attainment was a reported motivator for 57% of course enrollments. Other motivations for course enrollment were that the course related to a personal interest (52%), related to the student's career goals (48%), or was required for a degree or certificate (40%). See Table 2 for examples of courses taken by students.

TABLE 2: EXAMPLES OF COURSES TAKEN BY STUDENTS

Advertising
Agricultural and Resource Economics
Applied Manufacturing Preparation
Business Writing and Communication
Careers in Criminal Justice
Computer Fundamentals for Business
Engineering Graphics
Fashion Designs I
Foundations of Inclusive Teaching
Horse Training and Sale Preparation II
Introduction to Culinary Arts
Introduction to Social Work
Mechanical Engineering Problem Solving
Music Basics for Audio Professionals
Office Management
Office Systems and Procedures
OSHA 10 Certification
Photojournalism II
Principles in Conservation Planning and Management
Sports Reporting
Website Management
Writing for Interactive Media

Academic supports

Fifty-nine 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. Students at one program ($n = 14$) were denied services from the DSO.

EMPLOYMENT AND CAREER DEVELOPMENT

50% of students had a paid job.

Paid employment

In Year 2, 50% of students ($n = 335$) had at least one paid job. In all, students attending TPSID programs held a total of 515 paid jobs. One hundred fourteen students (34% of students with a paid job) had more than one job, with some students having three or four jobs. Fifty-two percent of the students who were employed had never held a paid job prior to entering the TPSID. See Table 3 for examples of paid jobs held by students.

TABLE 3: EXAMPLES OF JOBS HELD BY STUDENTS ATTENDING TPSIDs

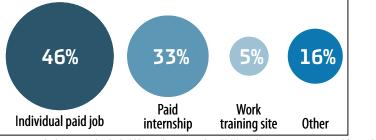| |
|---|
| Bartender at a function hall |
| Childcare provider for a municipal parks and recreation department |
| Clerk at a town hall |
| Counselor in training at a summer camp |
| Data entry and record verification staff at a university registrar's office |
| Diesel mechanic at an automotive shop |
| Helpdesk supervisor at a university study lab |
| Office support staff at a university athletics department marketing office |
| Perioperative aide at a surgical facility |
| Technician at a veterinary clinic |
| Youth coordinator at a community service organization |

Employment by job type

Several types of paid jobs were reported by TPSIDs, including individual paid jobs, paid internships, and experiences at work training sites. An individual paid job is defined as work in the competitive labor market that is paid by an employer and pays at or above minimum wage. Individual paid jobs were the most common type of job held by students (46% of paid jobs), followed by paid internships (33%) and work training sites (5%) (see Figure 3).

Sixteen percent of jobs ($n = 81$) were other jobs that did not fit into job categories provided on the instrument. Most of these were individual paid jobs in terms of the employer and the type of work performed, but the student was paid by an external entity (e.g., through the TPSID program) rather than the employer, therefore not meeting the definition previously stated for an individual paid job. Job type was not reported for 6 employment records.
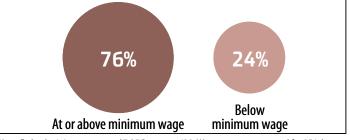
Sixty-three students had multiple individual paid jobs, and 37 students had multiple paid internships during the year.
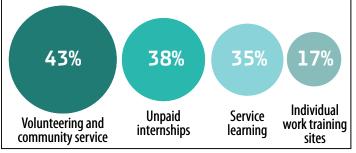
FIGURE 3: EMPLOYMENT BY JOB TYPE

46% Individual paid job
33% Paid internship
5% Work training site
16% Other

$n = 509$ paid jobs reported to be held by students attending TPSIDs. Job type was not reported for 6 jobs.

FIGURE 4: EMPLOYMENT BY WAGES EARNED

76% At or above minimum wage
24% Below minimum wage

Note: Federal minimum wage = $7.25/hour. $n = 420$. Wages were not reported for 95 jobs.

FIGURE 5: CAREER DEVELOPMENT ACTIVITIES OF STUDENTS

43% Volunteering and community service
38% Unpaid internships
35% Service learning
17% Individual work training sites

$n = 466$ students who had one or more career development activity

Wages and hours

More than three quarters of jobs (76%, $n = 321$) paid at or above the federal minimum wage of $7.25 per hour, while 95 job records were missing specific wage information (see Figure 4). Nearly all jobs that paid below minimum wage (97%, $n = 96$) were either paid internships or a work training site.

Students worked between 5 and 20 hours per week at 84% of jobs.

The entity that paid students differed by job type. The employer paid the student at all individual paid jobs. In paid internships, students were paid by the TPSID program (51% of internships), the host IHE (30%), or the employer (14%). For the 81 jobs reported as "other" job type, students were paid by a human services agency ($n = 78$) or by the TPSID program itself ($n = 3$). At nineteen of 23 jobs at work training sites, the student was a dual enrollment student, and they were paid by their local school district.

Career development experience

More than two thirds of students ($n = 466$, 70%) were engaged in career development experience (CDE) such as an internship, volunteering, or service learning. Volunteering and community service were the most frequent activity (43% of students), followed by unpaid internships (38%), service learning (35%), and individual work training sites (17%). (See Figure 5).

Overall employment and career development

The majority of students (87%) participated in either paid employment or in unpaid CDE. One of every three students had both a paid job and CDE.
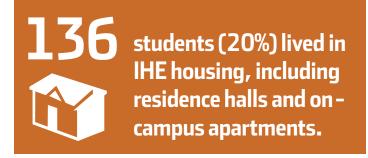
VR services

Two hundred ninety-six students (44%) were enrolled in a state VR program in 2016–2017, and 246 received services from a VR program during the year. Four students were reported to have been deemed ineligible for services by a

VR program[3]. The most common services provided by VR to students enrolled in a VR program were job readiness training (39% of students who received VR services), social skills training (36%), and self-advocacy instruction (35%). Students also received work-based learning experiences, benefits counseling, and job coaching from VR programs.

STUDENT LIFE AND HOUSING

In 98% of programs, students attending the TPSID were allowed to join registered student organizations, and 91% of the 45 programs that served students had students who joined registered student organizations. In all programs, students also attended social events on campus.

In 2016–2017, 10 (22%) TPSID programs were located at commuter schools that did not provide housing for any students. Of the 36 TPSID programs that were located at residential schools, 16 (44%) offered housing to students in the TPSID program, and the remaining 20 IHEs did not. Reasons cited for students not being able to access housing included that students were not regularly matriculated (4 programs), insufficient housing availability (4 programs), and that housing is planned for in a future year but not currently available (9 programs). Most students enrolled in TPSID programs (68%) lived with their family. One hundred thirty-six students (20%) lived in IHE housing, and 63 (9%) lived in non-IHE housing, not with family.

136 students (20%) lived in IHE housing, including residence halls and on-campus apartments.

Most of the 136 students living in IHE housing lived in residence halls (58%) or on-campus apartments (41%). Almost all ($n = 121$) students who lived in IHE housing lived in housing settings in which they were with other college or university students or an inclusive housing setting. Fifteen students lived in housing that was designated only for TPSID students, or specialized housing.

Among students not living with family or in IHE housing, 45 students lived in a supervised apartment or supported living, 11 students lived independently, and 6 students lived in group homes.

STUDENT STATUS AT EXIT

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

A total of 209 students exited their IHE program during the reporting period. Of the students who exited, 149 (71%) completed a program. All of these students earned at least one credential. Among the 58 students who did not complete a program, the most common reasons given for exit were no longer wanting to attend the program ($n = 25$), being dismissed from the program ($n = 8$), and other reasons ($n = 14$), such as a family move or a desire to get a job instead of attending college.

TPSID-developed credentials

Fifty-five students earned a credential developed by the TPSID that was approved by the IHE governance structure.[4] Credentials earned were awarded by the TPSID program (51%), the IHE (27%), and the IHE continuing education division (8%). Three credentials that were awarded were reported to be industry-recognized.

Other credentials

Six students at 3 programs earned an existing credential other than one developed by the TPSID. Examples of these credentials are: Certificate in Child and Family Development, Certificate in Gerontology, State Initial Early Childhood Education Certificate, and Automotive Collision and Repair Workforce Certificate.

Activities at exit

Most students who exited (61%) either had a paid job, were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit. Eighty-one (39%) students were not engaged in any of these activities at exit.

Seventy-seven students were working in a paid job, and 86 students were participating in unpaid career development activity at exit. Thirty-eight students were both employed for pay and participating in unpaid career development activities when they exited their program. Four students continued on to further postsecondary education (see Figure 6).

FIGURE 6: NUMBER OF STUDENTS ENGAGED IN EACH ACTIVITY AT EXIT

| Paid job | Career development experience | Postsecondary education |
| 39 | 38 | 47 | 4 |

Note: No paid job, career development, or postsecondary education activities were reported for 81 students.

"The best thing that happened to me because of Aggies Elevated is actually three things. I got my dream job working at Utah State University and got to graduate from college. I got to live in my dream town, which is Logan, Utah. And I made awesome friends and remember the memories I had made."

BRENNA MANTZ graduated from Utah State University with a Certificate of Integrated College & Community Studies on Saturday, May 6, 2017. The following Monday, she began working at the Center for Persons with Disabilities at USU as a part-time administrative assistant—her dream job. In August, Brenna became a Utah Regional Leadership Education in Neurodevelopmental Disabilities self-advocate trainee. Her part-time job became a full-time, benefitted position on November 1. Brenna lives in Logan with her roommates.

TRENDS

By comparing the Year 1 and Year 2 TPSID data we can identify initial areas of growth and challenge that the Cohort 2 TPSIDs are experiencing. Changes may be attributed to factors such as the increased number of students served as programs increased in size or moved from a planning focus in Year 1 to an implementation focus in Year 2. Additional shifts may reflect targeted areas of growth such as emphasizing credential attainment.

Comparisons in student data between Years 1 and 2 are shown in Figure 7.

Between Years 1 and 2, the number of TPSID programs serving students increased from 36 to 45, and the number of students served increased from 478 to 669. Although there was an increase in the count of dually enrolled students (increase from 140 students in Year 1 to 154 students in Year 2), programs served a lower percentage of dually enrolled students (decrease from 30% of students in Year 1 to 23% in Year 2). This reflects the proportionally greater increase in the number of adult students served in the overall sample. The number of students attending approved CTP programs increased from 34% to 42%, with the number of approved CTP programs increasing from 12 to 14.

The percentage of students receiving services from VR was the same in both years (37%). TPSIDs have indicated that they are not always able to obtain this information from students, so the percentage may be higher. The percentage of students receiving supports from the DSO increased only slightly, from 56% to 59%.
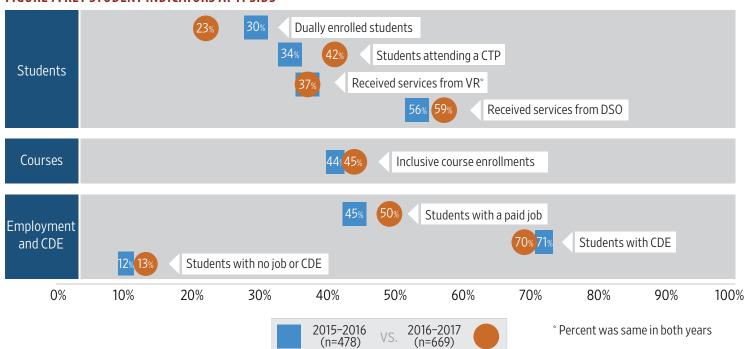
There were few changes in course enrollments between Year 1 and Year 2. The average number of courses increased from 7 to 8, and the percentage of enrollments in inclusive courses increased only marginally, from 44% to 45%. The average number of inclusive courses inched up from 2.9 to 3.4 per year.

An increase was seen in the percentage of students with a paid job, from 45% in Year 1 to 50% in Year 2. This is a positive trend. The percentage of students engaged in career development experience was about the same (70%), and about the same percentage of students were not engaged in any paid job or CDE (13%).

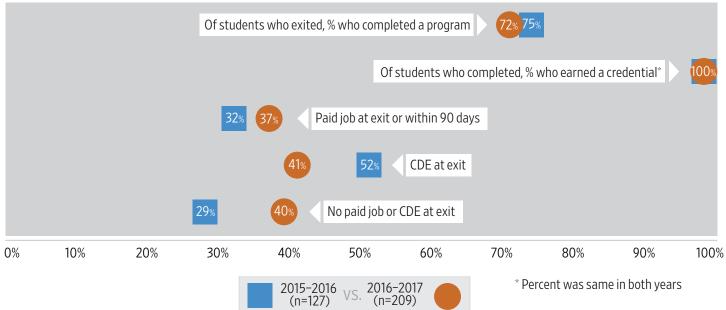Comparisons of student activities at exit are shown in Figure 8.

The number of students who exited TPSID programs increased from 127 in Year 1 to 209 in Year 2. In both years, all students who exited and completed a program earned a credential. The percentage of students who had a paid job at exit or within 90 days increased from 32% to 37%, indicating that students who attended TPSIDs are having greater success in finding paid employment in the immediate time period following their program.

However, the percentage of students who were engaged in unpaid career development decreased, from 52% to 41%, perhaps partly because of the increased number of students who found paid employment rather than engaging

FIGURE 7: KEY STUDENT INDICATORS AT TPSIDS

FIGURE 8: KEY STUDENT EXIT INDICATORS AT TPSIDS

Of students who exited, % who completed a program ▶ 72% 75%

Of students who completed, % who earned a credential* ▶ 100%

32% 37% ◀ Paid job at exit or within 90 days

41% 52% ◀ CDE at exit

29% 40% ◀ No paid job or CDE at exit

0%　10%　20%　30%　40%　50%　60%　70%　80%　90%　100%

■ 2015–2016 (n=127) VS. ● 2016–2017 (n=209)

* Percent was same in both years

in unpaid work experience. The percentage of students who were not engaged in either paid employment or career development experience increased from 29% to 40%, indicating that as with many typical college graduates, it may take some time for students who attended TPSID programs to find employment or other work experience after completing a program.

In an initial look at one-year outcomes of students who completed TPSIDs in 2015-2016, we have found that 61% had a paid job; a further 36% were either looking for work, enrolled in further postsecondary education, or engaged in unpaid career development; and only 3% were not engaged in any of these activities (see Papay, Trivedi, Smith, & Grigal, 2017).

LIMITATIONS

These data from TPSIDs are self-reported by each program, 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, TPSID data do not provide a representative sample of all U.S. higher education programs serving students with intellectual disability. Therefore, generalizability is limited. These limitations are important to keep in mind when reviewing the data presented in this report.

CONCLUSION

The second year of the Cohort 2 TPSID model demonstration programs offered access to higher education to 669 students with intellectual and developmental disabilities at 45 college and university campuses. Most of the programs were implemented at four-year colleges and universities, with only 20% of programs being implemented at two-year IHEs. This year brought a reduction in the percent of dually enrolled students, from 31% in Year 1 to 23% in Year 2, and female enrollment also decreased, from 41% in Year 1 to 38% in Year 2.

Course enrollment figures reflect that while a majority of students attending TPSIDs are enrolled in at least one inclusive course, the majority of course enrollments continue to be in specialized courses. Given that this is the first year that 9 of the 46 TPSID programs (20%) are serving students, we hope to see inclusive course access rates increase in the coming years. Students continue to have strong involvement in campus activities, and residential access also remained stable from Year 1.

Growth was seen in the engagement of students in paid employment, with a 5% increase from Year 1. Wages held steady, with 78% of employed students receiving minimum wage or above. The employment rate at exit increased by about 5%, growing to 37%. While not a steep increase, it is worth noting that in Year 1 and 2 of the Cohort 1 (2010–2015) TPSID projects, the rates of paid employment at exit were 16% and 22%, respectively. Therefore, the second cohort of TPSID programs have attained a rate of employment substantially higher than was seen in previous grant years.

The substantial engagement both within and outside of the IHE reflects that TPSID programs are engaged in systems change with their own colleges and universities, as well as with collaborating local education agencies and VR agencies. Given the large number of students receiving Medicaid and VR services, continued communication will be critical to ensure that students and families use all available resources to assist students to achieve their postsecondary and employment goals.

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).

Papay, C., Trivedi, K., Smith, F., & Grigal, M. (2017). One year after exit: A first look at outcomes of students who completed TPSIDs. Think College Fast Facts, Issue No. 17. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Workforce Innovation and Opportunity Act (WIOA) of 2014, P.L. 113-128, 128 Stat. 1425, 29 U.S.C. §§3101 et seq.

ENDNOTES

[1] Two universities each offered two distinct TPSID programs at the same campus.

[2] Of the 10 students without any course enrollments, 9 participated in unpaid career development, and one completed their credential and exited their program early in the academic year.

[3] Reasons for ineligibility included that the student already had a paid job (2 students), the student had already attended another postsecondary education program, and that ongoing communication was occurring to clarify eligibility.

[4] Information on IHE approval of credential was missing for 21 students who earned a TPSID-developed credential.

FOLLOW

www.thinkcollege.net

www.facebook.com/thinkcollege

www.twitter.com/thinkcollegeICI

JOIN THE CONVERSATION

www.thinkcollege.net/convos

CONTACT

thinkcollegeTA@gmail.com

SUBSCRIBE

www.thinkcollege.net/subscribe-to-mailing-list

RECOMMENDED CITATION

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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

READ THE COMPANION REPORT

Year Two Program Data Summary (2016-2017) of the TPSID Model Demonstration Projects.

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