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

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SNAPSHOT OF 2016 - 2017 TPSID_s

- 46 programs at 44 institutions of higher education (IHEs)
- 669 students served
- 9 programs at 2 - year campuses
- 37 programs at 4 - year campuses
- 14 IHEs approved as Comprehensive Transition Programs

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Year Two Program Data Summary (2016–2017) of 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 (NCC) in 2016–2017. Data were collected 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.

FIGURE 1. MAP OF TPSID 2015-2020 GRANTEEES

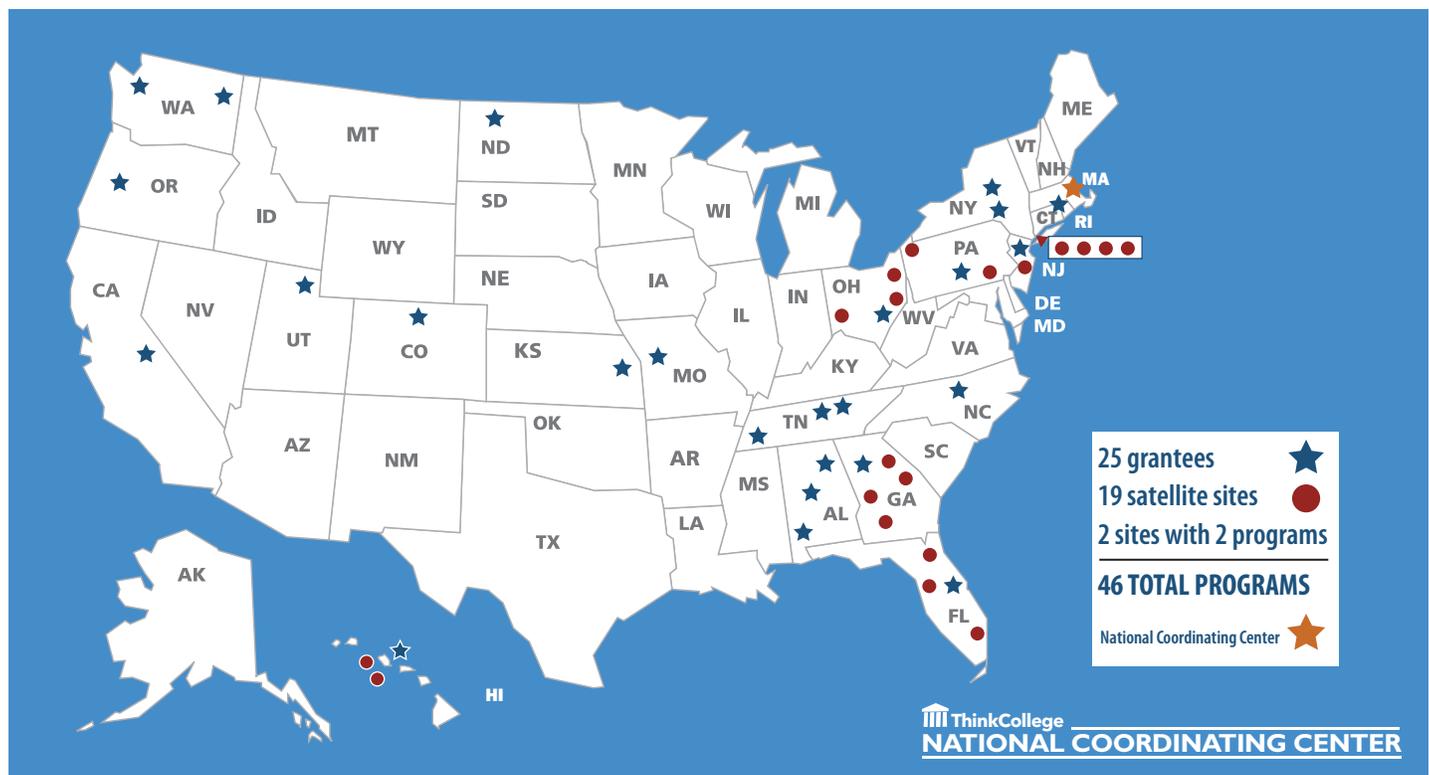


TABLE 1. SUMMARY OF TPSIDs 2016-2017

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	Syracuse 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		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

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

CTP = Comprehensive Transition and Postsecondary (CTP) Program

This report provides an overview of descriptive program-level data provided by TPSIDs during the 2016–2017 academic year. These college and university 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 second 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 2016–2017, see the Year Two Student Data Summary (2016–2017) of the TPSID Model Demonstration Projects.

In addition to the programs described above, some TPSIDs created 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 Development and Approval

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 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 partnerships 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. Findings reported here are for 46 programs that entered program data. In cases where there were missing data and a response could not be obtained (i.e., $n < 46$), the number of programs for which data were entered is provided.

TPSID PROGRAM OVERVIEW

The second year of the Cohort 2 (2015–2020) TPSID program commenced on October 1, 2016. The 25 TPSID grantees implemented 46 programs at 44 colleges and university campuses in 19 states. Thirty-two of these programs (70%) served students before receiving the TPSID grant. Fourteen programs (30%) were recipients of the 2010–2015 TPSID funding.

Types of institutions of higher education

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 financial aid.

14 TPSID programs were approved as comprehensive transition and postsecondary (CTP) programs.

Types of students

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 students¹, 17 (38%) had students who were dually enrolled in high school and postsecondary education, while 3 campuses served only dually enrolled students and 14 campuses served both dually enrolled and adult students. Twenty-nine programs served only adult students. The 45 TPSID programs serving students in 2016–2017 had an average of 15 students per site ($n = 669$ total students).

ACADEMIC ENROLLMENT

659 students



enrolled in

5,055 courses



for an average of

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

In 2016–2017, course enrollment information was reported for 659 of the 669 students who attended TPSID programs². 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 shown in Table 2.

TABLE 2. COMPARISON OF INCLUSIVE AND SPECIALIZED COURSES

An INCLUSIVE course:	A SPECIALIZED course:
Is offered by the college/university	May or may not be offered by the college/university
Is open for students to register through the typical course registration process	May or may not be open for students to register through the typical course registration process
Can be found in the college/university course catalog	May or may not be in the college/university course catalog
Enrolls students without disabilities (or other than intellectual disability) in the same role as students with intellectual disability (e.g., their role in the class is as a student following the same syllabus, not as a peer mentor or instructor)	May have students without disabilities present during instruction, but with a different role from that of a student (e.g., as a peer mentor or instructor)
Enrolls students without disabilities (or other than intellectual disability) in the same section (e.g., not a special section only for students with intellectual disability) without a disproportionate number of students with intellectual disability (e.g., not a reverse inclusion class or group instruction for all students in the TPSID program)	Restricts enrollment to only students with intellectual disability or students in the TPSID program; or is primarily for students with intellectual disability but permits students without disability to enroll in the course (reverse inclusion)

Of the 43 programs that reported course enrollments, 28 (63%) had at least 50% of course enrollments in inclusive college courses attended by students with intellectual disability and other college students. Thirty-seven percent of the programs enrolled students in over 50% specialized courses designed for and delivered only to students with intellectual disability in the TPSID program.

Overall, 45% of all course enrollments were in inclusive courses. The percentage of enrollments in inclusive courses was higher at four-year IHEs than at two-year IHEs (46% of enrollments vs. 41% of enrollments).

CREDENTIALS

98% of programs offered a credential to students.*



*Either a TPSID-developed credential or access to an existing credential not developed by the TPSID.

Almost all programs (45 out of 46) offered a credential to students, either a TPSID-developed credential or access to an existing credential that was offered at the IHE but not developed by the TPSID.

TPSID-developed credentials

At 42 TPSID programs (91%), one or more credentials developed by the TPSID were available to students in 2016–2017. Most programs ($n = 34$) offered a single TPSID-developed credential to students. Seven programs offered 2 TPSID-developed credentials, and one program offered 3 TPSID-developed credentials. Twenty-one programs (46%) offered a TPSID-developed credential that was approved by the IHE. Four programs offered a credential that aligned with an existing labor market credential. Examples of credentials developed by TPSIDs are shown in Table 3.

TABLE 3. EXAMPLES OF CREDENTIALS DEVELOPED BY TPSIDS

Certificate of Academic and Career Studies
Certificate of Career and Community Studies
Certificate of Completion
Certificate of Integrated Studies
College to Career Certificate
Fast Track to Employment

Other credentials

At an additional 3 TPSID programs that had not developed credentials, students were able to earn existing credentials at the IHE. In 2016–2017, six students at 3 programs earned an existing IHE credential other than one developed by the TPSID. Examples of these credentials are: Certificate in Child and Family Development, Certificate in Gerontology, State Early Childhood Education Initial, and Automotive Collision and Repair Workforce Certificate.

STUDENT PLANNING, ADVISING, AND SUPPORT

In 2016–2017, 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 17% of the 46 TPSID programs, students received advising only from existing academic advising offices. Eighteen of the programs (39%) did not offer access to typical advising services and provided separate advising specially designed for students who attended the TPSID. Twenty programs (43%) offered access to both typical advising services and specialized advising by TPSID program staff.

Academic support

Students at 65% of programs accessed academic supports or accommodations through the disability supports office on their campus. Peer mentors provided support to students in 91% of programs. The types of support provided by peer mentors included academic (95% of programs that used peer mentors), social (95%), employment (69%), independent living (62%), and transportation (50%).

Employment support

Employment services or work-related direct supports were provided by 44 TPSID programs. The most frequently reported source of support was TPSID program staff (94%). Employment supports were also provided by supervisors at the worksite (72%), peer mentors (67%), career services staff (59%), coworkers at the worksite (48%), state vocational rehabilitation (VR) staff (46%), a separate/contracted employment service provider, e.g. Community Rehabilitation Provider (39%), local educational agency (LEA) staff for dually enrolled students (17%), and state intellectual and developmental disability (IDD) agency staff (4%).

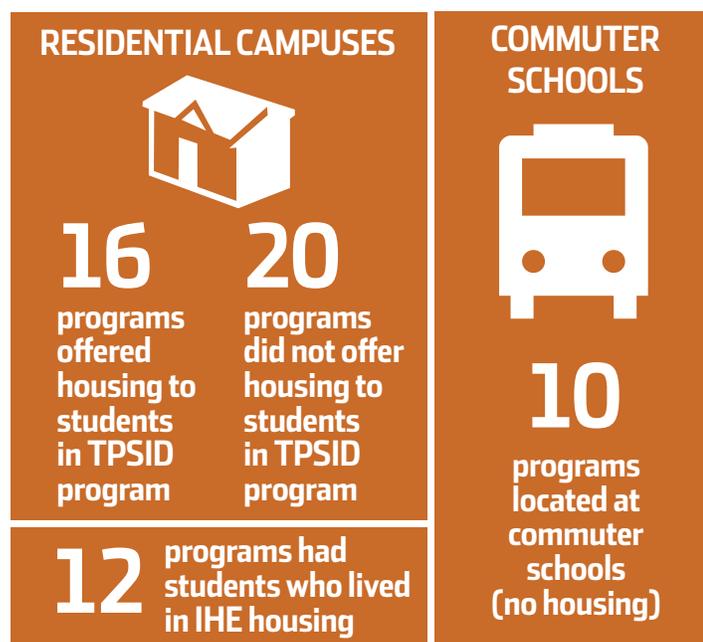


“You get a big experience in college; I see it as a stepping-stone. When I gain that experience...I will be much more prepared to handle life than if I had not gone to college.”

—CHRIS, STUDENT IN VANDERBILT NEXT STEPS

RESIDENTIAL OPTIONS AND SUPPORTS

In 2016–2017, 10 TPSID programs (22%) 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. 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).



Students at 12 programs (26%) lived in IHE housing, on- or off-campus, in 2016–2017. The most common residential supports provided were from a residential assistant or advisor (provided by 11 of the 12 programs that had students who lived in IHE housing) and intermittent or on-call staff support (8 of 12 campuses). Continuous staff support was provided at 3 campuses.

A roommate/suitemate who receives compensation, an uncompensated roommate/suitemate, and other forms of support such as a life coach were provided at 2 campuses.

INTEGRATION WITH INSTITUTION OF HIGHER EDUCATION

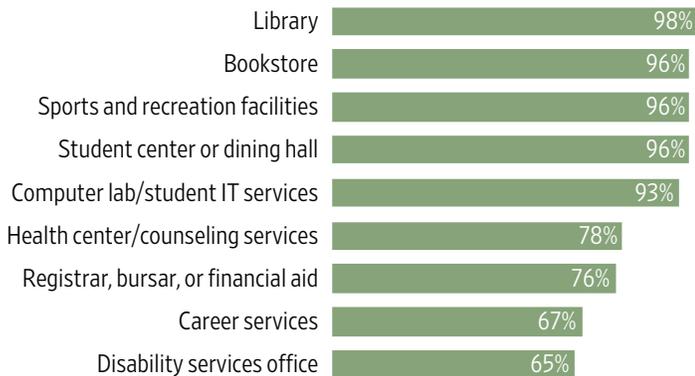
In 98% of programs, students attending the TPSID were allowed to join registered student organizations, and 91% of the 45 programs that served students had students who joined registered student organizations. In all programs, students attending the TPSID were allowed to attend social events on campus,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

Almost all (96%) of the TPSIDs followed the IHE academic calendar, and 98% held students to the IHE code of conduct. In 98% of programs, students were issued an official student ID from the IHE. In 39% of programs, students were issued an official transcript from the IHE. In 28% of programs, students were issued a transcript from the program but not the IHE. In 17% of programs, students were issued both an official transcript from the IHE and a transcript from the TPSID program. Seven programs (15%) reported that students did not receive any transcript.

At just over two thirds of TPSID programs (70%), students attended the regular orientation for new students at the IHE, and at 48% of TPSIDs, family members of students attended the regular parent orientation. The most common types of campus resources accessed by students were the library (98% of programs); bookstore, sports and recreation facilities, and student center or dining hall (96%); computer lab/student IT services (93%); health center/counseling services (78%); registrar/bursar/financial aid (76%); career services (67%); and disability services office (65%). (See

Figure 2). A large majority (98%) of programs stated that students accessed at least one of these campus resources.

FIGURE 2. PERCENTAGE OF PROGRAMS AT WHICH STUDENTS ACCESSED CAMPUS RESOURCES



STRATEGIC PARTNERSHIPS

TPSIDs were asked to report each instance of a partnership with an external organization. For example, if a program partnered with 5 LEAs, they entered a record for each LEA. Overall, TPSID programs partnered with 327 external organizations in 2016–2017: an average of 7 partners per program. These partnerships included state IDD agencies (44% of all programs reported at least one partnership), LEAs (70% of all programs), and state VR agencies (70% of all programs).

The most frequent partnerships were with LEAs ($n = 105$ partnerships), advocacy groups ($n = 45$), VR agencies ($n = 36$), community rehabilitation providers ($n = 33$), state IDD agencies ($n = 23$), developmental disabilities (DD) councils ($n = 18$), employers ($n = 16$), University Centers for Excellence in Developmental Disabilities (UCEDDs; $n = 13$), and others ($n = 37$). (See Figure 3).

FIGURE 3. PARTNERSHIPS BETWEEN TPSIDS AND EXTERNAL ORGANIZATIONS



The three most common partner roles included serving on an advisory board or as a consultant (59% of all partnerships), providing services directly to students (46%), and providing career development opportunities for students (19%). In 61% of partnerships with VR (22 of 36 partnerships), the TPSID and VR agency collaborated to provide pre-employment transition services³. VR agencies provided direct services⁴ to students at 26 of the 36 VR agencies that partnered with TPSID programs.

FINANCIAL SUSTAINABILITY

In 2016–2017, 96% of TPSIDs received financial support from external sources, such as state VR agencies and state IDD agencies. In 19 of the 36 programs that partnered with VR (53%), VR provided funds for student tuition, and in 28% ($n=10$) VR provided funds for other student expenses.

Information on tuition expenses was collected for each student. For tuition expenses, private pay was the source most commonly used, followed by state VR agency funds (36% and 28% of students, respectively). Tuition was waived for various reasons for 18 students. Private pay was also the most commonly used source of funds to pay non-tuition expenses (57% of students).

Ten percent of students ($n=69$) were reported to have received federal financial aid in the form of a Pell Grant.

Annual costs of the TPSID programs varied widely, ranging from no cost at all to \$45,000 per year. Mean annual total cost of attendance was⁵:

- \$11,242 for programs that charge the same rate for all students ($n = 11$),
- \$11,543 to attend a program as an in-state student at a program that has an in-state rate ($n = 19$), and
- \$25,478 to attend a program as an out-of-state student at a program that has an out-of-state rate ($n = 6$).

Tuition and fee costs were dependent upon the type of institution (two-year or four-year), the number of courses taken by a student, 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.

A small majority of the TPSID programs that had external partners (27 of 46 programs; 59%) indicated that one or more of those partners provided funds for student tuition. Twelve programs had multiple partners that provided funds for student tuition. Additionally, 20 programs partnered with organizations that provided funding for other student expenses, and 23 programs partnered with organizations that paid for program expenses.

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, 85% of programs used in-kind contributions such as faculty/staff time (87%), physical space (59%), or materials (28%). Other monetary contributions, for example, foundation funds or funds from external partners, were used by 35% of programs.

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 shift in activities as a program 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 between programs not in a planning year in Years 1 and 2 are shown in Figure 4.

Between Years 1 and 2, the number of TPSID programs included in the NCC's evaluation increased from 44 to 46. One of these was a new program initiated at Georgia State University. The addition of the second program reflected that Syracuse University was operating two distinct TPSID programs, and therefore needed to complete separate reporting for each program.

Nine of the 10 programs that began enrolling students for the first time in Year 2 served adult students, i.e., individuals no longer in high school. In terms of providing a residential experience, although the percentage of programs providing access to IHE housing decreased from 44% in Year 1 to 35% in Year 2, in actuality the same number of programs provided access to housing each year ($n = 16$; the decrease in percentage is due to the higher number of programs overall in Year 2). Many of the newer TPSID programs are planning to offer housing to students enrolled in the program, but the data suggest that it may take longer than 1-2 years for programs to begin offering access to IHE housing.

The number and percentage of campuses that developed a credential for TPSID students to earn and the percentage of exiting students who earned either a TPSID-developed credential or another credential increased between Years 1 and 2.

FIGURE 4: KEY PROGRAM INDICATORS FOR PROGRAMS NOT IN A PLANNING YEAR

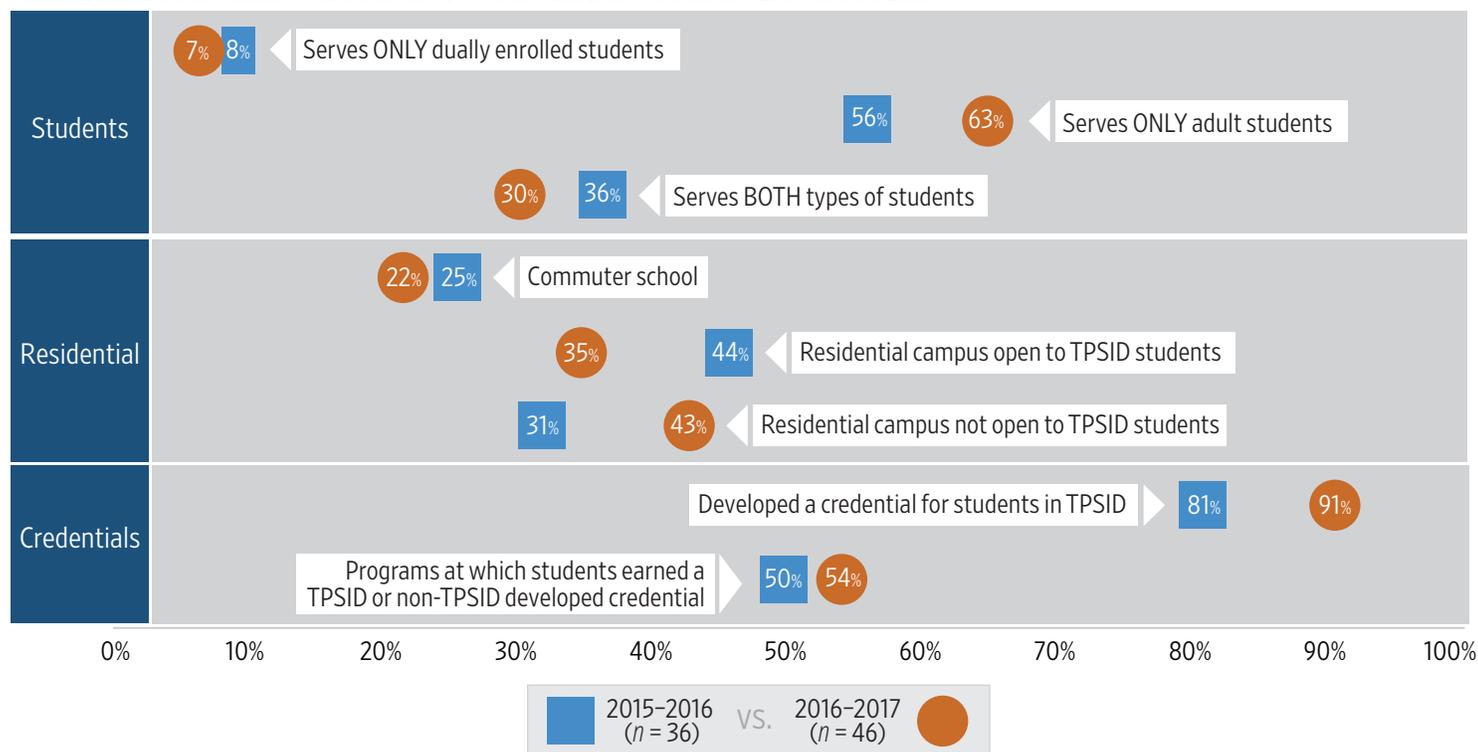


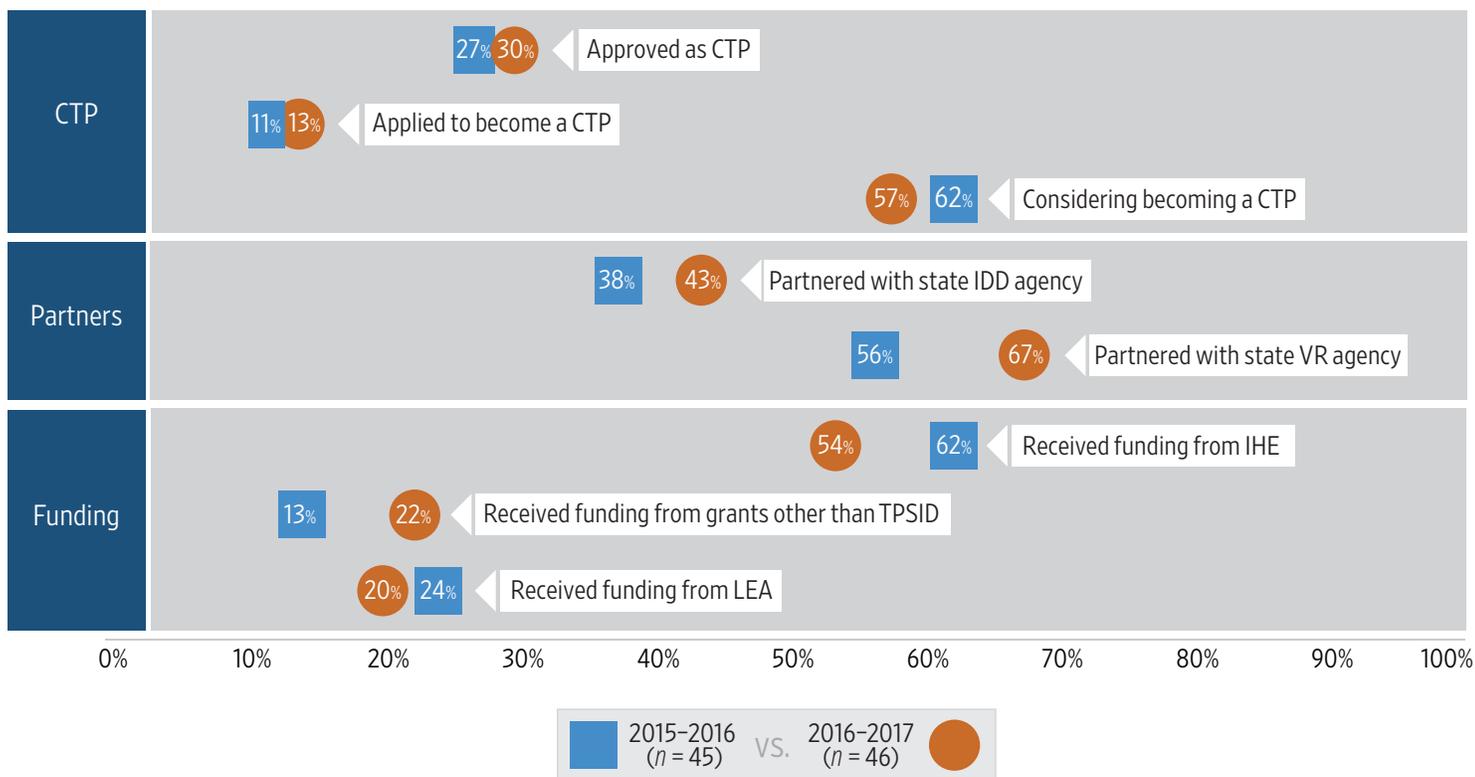
FIGURE 5: KEY PROGRAM INDICATORS FOR ALL TPSID PROGRAMS


Figure 5 compares key observations across all programs in Years 1 and 2. For these observations, programs that were in a planning year in Year 1 are included, as these are activities we would expect a program to partake in prior to serving students, for example, partnering with external organizations and seeking funding for the program from various sources.

The number of programs partnering with state IDD and VR agencies grew from Year 1 to Year 2. The number of programs that received funding from their IHE or from an LEA decreased slightly. More campuses received funding from grants other than their TPSID grant in Year 2 than in Year 1.

Two additional schools were approved as CTPs in Year 2, bringing the total number of CTPs at TPSID programs to 14. Because of this, the number of students who received Pell grants increased from 12 (3%) in Year 1 to 69 (10%) Year 2. The percentage of programs considering becoming a CTP remained high (57%) and decreased from Year 1 only because of the additional programs that were approved or had applied to become approved.

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 TPSID respondents, and to define key terms in a way that allowed for consistency across reporting sites, responses may have been subject to respondent bias due to different interpretations of program operations and student experiences.

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

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

CONCLUSION

The second year of the Cohort 2 TPSID model demonstration programs offered access to higher education to 669 students with intellectual and developmental disabilities at 46 college and university campuses, with 10 programs completing their planning year and 9 of those programs beginning to serve students. These programs continue to mature in their capacity to offer access to coursework, employment and career development, and (in some cases) campus living options to students who have long been excluded from these experiences. Year 2 data suggest that enrollment increases are primarily comprised of adult students, with dually enrolled student numbers not changing substantially.

Communication and collaboration are also occurring in the area of employment, with TPSID staff engaging with worksite supervisors, career services staff, and coworkers at the worksite, as well as with state VR staff and LEA staff. An emerging emphasis was seen in IHE grantees partnering with VR. In particular, a strong emphasis was reflected in the provision of pre-employment transition services for students by VR.

Grantees have sought to engage a wide array of partners to support the operation of the TPSID program. In particular, increases were found in both LEA funding and the host IHE providing funding or in-kind contributions in 2016–2017. This may help in creating greater sustainability for the programs as grant funding wanes. Two additional programs were approved as CTPs, facilitating access for eligible students to apply for and receive federal grants and work-study funds.

Student support structures emerged as a strength in these programs, with colleges and universities offering access to disability services offices and providing extensive peer mentoring to students attending the TPSID. Residential access has remained stable, with minimal development of new residential options. Increases in credential development and attainment were also demonstrated in Year 2, signifying that the TPSIDs are continuing to ensure that exiting students leave with meaningful culminating documentation.

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

ENDNOTES

- ¹ Because they did not serve students in 2016-17, the Jacksonville State University TPSID program was excluded from portions of the report that are based on student data.
- ² Of the 10 students without any course enrollments, 9 students participated in unpaid career development, and one completed their credential and exited their program early in the academic year.
- ³ The WIOA (2014) requires VR agencies to set aside at least 15% of their federal funds to provide pre-employment transition services to students with disabilities age 21 or below who are eligible or potentially eligible for VR services. Pre-employment transition services include job exploration counseling, work-based learning experiences, counseling on postsecondary education, workplace readiness training, and self-advocacy instruction.
- ⁴ Examples of direct services that can be provided to eligible individuals by VR include vocational rehabilitation counseling, job search and placement assistance, supported employment services, and vocational training (WIOA, 2014).
- ⁵ Data were missing or reported to be too variable to estimate for 10 programs

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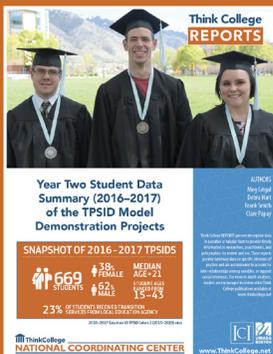
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DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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



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