Think College REPORTS

ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 2, 2021–2022)

Meg Grigal, Debra Hart, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, and Rebecca Lazo

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Think College REPORTS present descriptive data in narrative or tabular form to provide timely information to researchers, practitioners, and policymakers for review and use. These reports provide summary data on specific elements of practice and are not intended to account for interrelationships among variables or support causal inferences.

For more in-depth analyses, readers are encouraged to review other Think College publications at www.thinkcollege.net

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On the cover: Kai Gardizi, a student in the Redwood SEED Scholars program at University of California Davis.

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Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022)

BACKGROUND

The Higher Education Act as amended by the Higher Education Opportunity Act of 2008 (HEOA) contained several provisions to increase 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 and expanding inclusive higher education options for people with intellectual disability.

The Transition and Postsecondary Programs for Students with Intellectual Disability, or TPSID, model demonstration program was first implemented by the Office of Postsecondary Education (OPE) in 2010 through five-year grants awarded to 27 institutes of higher education (colleges/universities) (see https://thinkcollege. net/resources/think-collegepublications for more information about these projects). Grants were awarded again in 2015 to a second cohort of 25

colleges/universities to develop or enhance TPSID programs between 2015 and 2020. In 2020, grants were awarded to a third cohort of 22 colleges/ universities (see Figure 1 and Table 1). These colleges/universities were tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with intellectual disability.

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

FIGURE 1. MAP OF TPSID 2020-2025 GRANTEES

Legend:
★ Lead grantees (22)
● Satellite sites
38 TOTAL PROGRAMS
★ NATIONAL COORDINATING CENTER
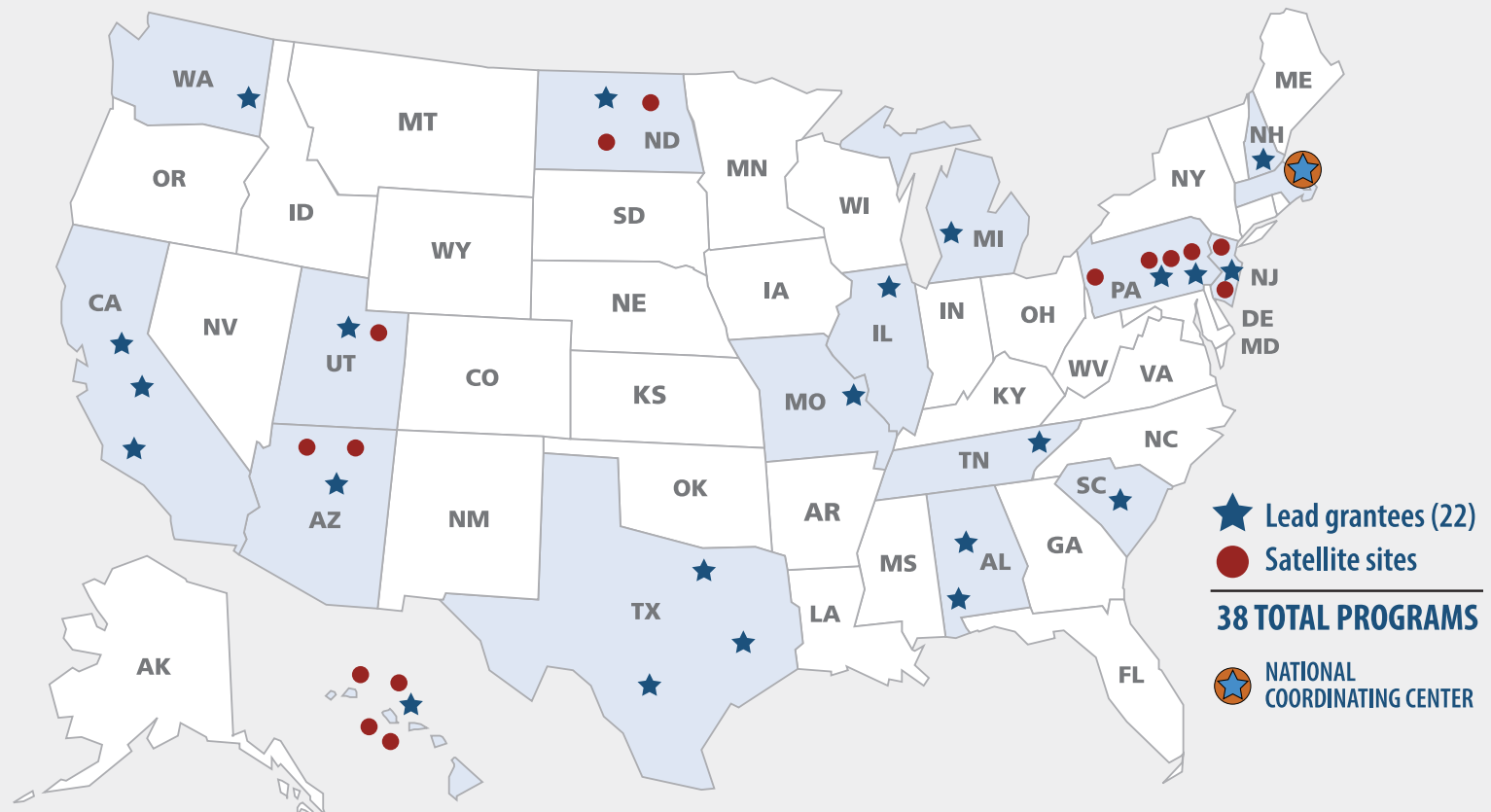
This report provides an overview of descriptive program and student-level data provided by Cohort 3 TPSIDs during the 2021–2022 academic year. Program data include program characteristics, academic access, student supports, and integration of the program within the college/university during the second year of the 2020–2025 funding. Student data include student demographics, course enrollments, employment activities, and engagement in student life. This report also provides information on the strategic partnerships and financial sustainability of TPSID programs.

System Approval and Development

The NCC was charged with developing and implementing a valid framework to evaluate the TPSID model demonstration projects. The Think College Data Network was developed for this purpose, reflecting the Government Performance and Results Act (GPRA) measures TPSID grant recipients report on and aligned with the Think College Standards for Inclusive Higher Education (Grigal et al., 2011). After extensive feedback and piloting, this data collection effort was approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act (44 U.S.C. 3501). An evaluation protocol was programmed into a secure online database using software purchased from Quickbase (www.quickbase.com) and used by TPSIDs in the 2010–2015 funding cycle to gather and report student and program data. Collections approved by OMB must undergo a reapproval process every three years. To prepare for reapproval, the NCC team reviewed the collection tool and updated variables to reduce burden, enhance usability, and improve the clarity of data gathered from TPSID programs. An application for reapproval was submitted to OMB in December 2015 (approved July 2016) and again in January 2018. The current collection protocol was approved by OMB in September 2019.

> **Colleges and universities were tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with intellectual disability.**

Gwynedd Mercy University Student is Making Great Strides in College

In order to participate in NCAA sports, students typically must be enrolled full-time in a degree-seeking program. However, Sebastian DeSimone really wanted to run track while in college, and thanks to his dedication and talent, and the persistence of a few adults in his life, Sebastian competed this fall on GMU's cross-country team, where he placed third of six on the team at the Atlantic East Conference Championship.

Going to college is an all-around life experience. All students should have access to academics, social opportunities, community events, Greek life (if available), clubs, and sports. Sebastian, his mom, and the Gwynedd Mercy director of athletics have now made it possible that any student with intellectual disability and appropriate athletic ability attending a college or university with Division III sports will be able to compete. Sebastian said he "feels good because he's helping to change the community."

Sebastian DeSimone

**The entire story about Sebastian can be found in the Philadelphia Inquirer.**

TABLE 1. SUMMARY OF TPSIDS 2021-2022

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED			Can offer financial aid as a CTP (as of 9/30/22)	Total # of students
			Residential campus open to TPSID students	Residential campus not open to TPSID students	Commuter School	Adults only	College-based transition	Both		
AL	University of Alabama	University of Alabama (CrossingPoints Tier 1)*		X			X			16
AL	University of Alabama	University of Alabama (CrossingPoints Tier 3)	X			X			X	16
AL	University of South Alabama	University of South Alabama (2 year program)*		X		X			X	10
AL	University of South Alabama	University of South Alabama (4 year program)		X		X				9
AZ	Northern Arizona Univ.	Northern Arizona Univ.		X		X				1
AZ	Northern Arizona Univ.	Mohave Comm. College			X			X		3
AZ	Northern Arizona Univ.	Coconino Comm. College			X			X		10
CA	Cal. State Univ. Fresno	Cal. State Univ. Fresno*		X				X	X	32
CA	Taft College	Taft College*	X					X		40
CA	Univ. of California (Davis)	Univ. of California (Davis)	X			X				12
HI	Univ. of Hawaii at Manoa	Univ. of Hawaii at Manoa*	X			X				2
HI	Univ. of Hawaii at Manoa	Honolulu Comm. College*			X	X				1
HI	Univ. of Hawaii at Manoa	Kapiolani Comm. College*			X			X		3
HI	Univ. of Hawaii at Manoa	Leeward Comm. College*			X			X		10
HI	Univ. of Hawaii at Manoa	Windward Comm. College*			X	X				1
IL	Univ. of Illinois Chicago	Univ. of Illinois Chicago		X		X			X	6
MI	Calvin University	Calvin University	X					X	X	21
MO	Univ. of Missouri St. Louis	Univ. of Missouri St. Louis	X			X			X	45
ND	Minot State University	Bismarck State University	X			X				4
ND	Minot State University	Dakota College at Bottineau*	X			X				1
NH	Univ. of New Hampshire	Univ. of New Hampshire	X			X				4
NJ	Georgian Court University	Georgian Court University	X			X			X	4
NJ	Georgian Court University	Bergen Community College*			X			X		31
NJ	Georgian Court University	College of New Jersey*	X					X	X	32
PA	Millersville University	Millersville University*	X					X	X	41
PA	Millersville University	Duquesne University*	X			X				4
PA	Millersville University	Gwynedd Mercy University*	X			X			X	11
PA	Millersville University	Lock Haven University	X							0**
PA	Millersville University	Temple University*		X				X	X	32
PA	St. Joseph's University	St. Joseph's University	X							0**
SC	Univ. of South Carolina	University of South Carolina	X			X			X	22
TN	East Tennessee State Univ.	East Tennessee State Univ.		X		X			X	13
TX	Texas A&M University	Texas A&M University	X			X			X	20
TX	Texas A&M U. - San Antonio	Texas A&M U. - San Antonio	X			X			X	8
TX	University of North Texas	University of North Texas	X			X			X	5
UT	Utah Valley University	Utah State Univ. Eastern	X						X	0**
UT	Utah Valley University	Utah Valley University			X	X				4
WA	Washington State Univ.	Washington State Univ.	X			X			X	20
		TOTAL	**22**	**8**	**8**	**23**	**1**	**11**	**18**	**494**

* Funded as TPSID in 2010-2015 or 2015-2020   ** Site was in a planning year   CTP = Comprehensive Transition and Postsecondary Program

METHODS

TPSID program staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) reported data for the 2021–2022 academic year between October 1, 2021, and September 30, 2022.

The NCC provided training and support to TPSID program staff to help them understand data reporting expectations and the data entry system. All staff responsible for data entry completed the onboarding process shown in Figure 2. We provided TPSID program staff with a data entry schedule, dividing annual data entry into six interim deadlines. For example, fall term course enrollments were due by January 21st, 2022, and spring term course enrollments were due by June 30th, 2022. The NCC sent reminders, set up deadline-specific data entry pages, and offered monthly office hours. Following each data entry period, NCC staff reviewed program and student data to ensure complete records were entered. When TPSID program staff did not fully complete data entry, we sent individualized reminders to direct them to address incomplete records. An individual meeting with staff at each TPSID was held between June and August 2022 to review data entry status and address any remaining areas of needed data entry.

At the end of the project year, NCC staff conducted data cleaning. We closely reviewed responses to questions to ensure consistent understanding of the questions across all programs. For open-ended response choices (i.e., questions that allowed TPSIDs to enter a response for "other"), NCC staff reviewed responses to recode any entered responses that could be captured by one of the pre-specified response options.

We analyzed data using Navicat for SQL and SPSS software to obtain frequencies and other descriptive statistics. In cases where data were missing and a response could not be obtained, we provided the number of programs or students for which data were entered.

TPSID PROGRAM OVERVIEW

The second year of the Cohort 3 (2021–2022) Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) commenced on October 1, 2021. The 22 TPSID grantees planned or implemented 38 programs at 36 colleges and university campuses in 16 states. Twenty-two programs (58%) had enrolled students with intellectual disability prior to receiving the TPSID grant. Sixteen programs (42%) were recipients of previous 2010–2015 or 2015–2020 TPSID funding. There were 494 students attending the 35 active programs. The remaining three programs were in a planning year in 2021–2022.

Three new sites were added in 2021–2022 (Mohave Community College, Coconino Community College, and Utah State University Eastern). Three sites included in the Year 1 report were not included in the Year 2 report:

- Two of the Hawaii campuses (Maui College and Kauai Community College) had no students enrolled for 2021–2022 but were available if students chose to enroll.
- Minot State University was included as a TPSID site in 2020–2021 but was later determined not to be a TPSID site after discussion between TPSID Principal Investigator and the NCC.

See Table 1 Summary of TPSIDs 2021–2022.

Types of Colleges and Universities

In 2021–2022, 14 of the 22 TPSID grants were implemented via a single program at a single college/university. Six operated as consortia with various satellite colleges/universities (Northern Arizona University, University of Hawaii Manoa, Minot State University, Georgian Court University, Millersville University, Utah Valley University). There were 20 programs across the six consortia. Two universities (University of Alabama and University of South Alabama) each operated two distinct TPSID programs on their campus. Of the 38 programs, 10 were located at a two-year college/university and 28 were located at a four-year college/university. Eighteen TPSID programs (47%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, meaning they could offer eligible students access to certain forms of federal student aid.

FIGURE 2. TPSID DATA NETWORK ONBOARDING PROCESS

TPSID DATA REPORTING ONBOARDING PROCESS

TPSID TASKS	NCC TASKS
PHASE ① LAYING THE GROUNDWORK	

Principal Investigator/co-PIs and program directors will:
• Watch video: Welcome to the Think College Data Network
• Review full evaluation tool
• Review data entry schedule
• Determine person(s) responsible for data collection
• Determine person(s) responsible for data entry
• Provide list of data entry persons to NCC
	Evaluation Team will:
	• Provide links to
	  » Video: Welcome to the Think College Data Network
	  » Full evaluation tool
	  » Data entry schedule
	• Respond to questions about data collection, data entry accounts, and data entry process

PHASE ② LEARNING THE ROPES	

All data entry persons will:
• Complete Data Entry Training by watching each video and practicing in Quick Base:
  » Video 1: Introduction to the Think College Data Network
  » Video 2: Entering Program Data
  » Video 3: Student Core and Annual Data
  » Video 4: Student Career Development and Employment
  » Video 5: Courses and Enrollments
  » Video 6: Student Exit Data
  » Video 7: Post-Exit Follow-Up Data
• Complete data entry certification quiz
	Evaluation Team will:
	• Create Quick Base account for each data entry person
	• Email Data Entry Training link to each data entry person
	• Set up each new data entry account with a test site to practice
	• Monitor progress toward completion of data entry training
	• Respond to questions about data entry
	• Confirm to PI/co-PI when each new data entry person has completed training
	• Once training is complete, attach each certified data entry account in Quick Base to TPSID site(s) for which they will be entering data

PHASE ③ READY TO LAUNCH!	
Data entry person(s): • Collect data throughout the academic year • Enter data following the scheduled deadlines **PI/co-PI or program director(s):** • Monitor progress of data collection • Ensure data entry adheres to scheduled deadlines • Notify NCC whenever data entry person(s) leave • Notify NCC when new data entry person(s) start (return to Phase 1 for each new person) • (For consortia) Notify NCC when new sites join consortium	**Evaluation Team will:** • Respond to help requests • Monitor data entry accounts (remove/add accounts as requested, monitor inactive accounts) • Hold drop-in webinars prior to each data entry deadline • Send reminders for upcoming and missed data entry deadlines • Send automated reminders when it is time to report follow-up data

Student Enrollment in TPSIDs

Student enrollment at TPSID programs ranged from 1 to 45 students. The 35 TPSID programs enrolling students (N = 494 total students) averaged 14 students per program. Programs served adult students who were no longer attending high school as well as transition-age youth who were receiving college-based transition services as part of their final years in high school. There were more programs enrolling only adult students (n = 23, 66%) than programs enrolling both high school and adult students (n = 11, 31%). One program enrolled only high school students. The percentage of high school students in TPSID programs receiving college-based transition services was 13% (n = 62; see Figure 3).
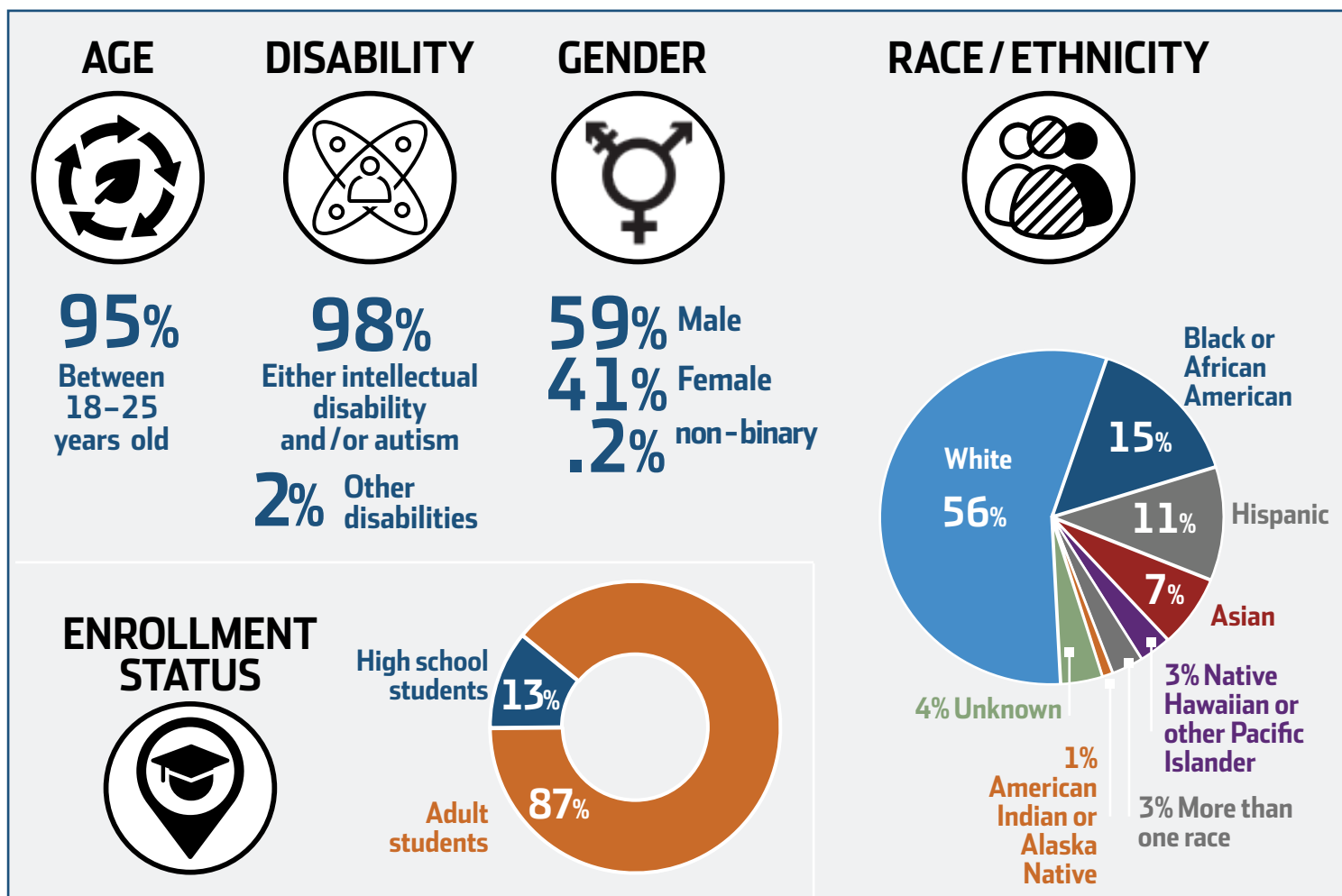
Prior to entering TPSID programs, most students participated to some degree in inclusive curriculum and educational settings while in high school. Ten percent of students

had been in fully inclusive settings, 33% spent the majority of their time in inclusive settings, 7% spent an equal amount of their time in inclusive and special education settings, and 30% spent the majority of their time in special education classes. Nine percent of students were only in special education classes while in high school. Two percent of students reported a different type of educational setting, and fewer than 1% were homeschooled. The educational setting was not reported for 8% of students.

The majority of students were white (56%). Fifteen percent were Black or African American, 11% percent of students were Hispanic or Latino/a/x, 7% were Asian, 3% were Native Hawaiian or other Pacific Islander, 3% of students indicated more than one race, and 1% were American Indian or Alaska Native. Race was not reported for 4% of students[1].

The majority of enrolled students were male (59%).

FIGURE 3. STUDENT PROFILE (N = 494 STUDENTS)

AGE
95% Between 18–25 years old

DISABILITY
98% Either intellectual disability and/or autism
2% Other disabilities

GENDER
59% Male
41% Female
.2% non-binary

RACE/ETHNICITY
White 56%
Black or African American 15%
Hispanic 11%
Asian 7%
3% Native Hawaiian or other Pacific Islander
3% More than one race
1% American Indian or Alaska Native
4% Unknown

ENROLLMENT STATUS
High school students 13%
Adult students 87%

Most students (95%) were between the ages of 18 and 25, with ages ranging from 18 to 40. Almost all students (n = 483; 98%) had intellectual disability and/or autism. Sixty-six percent (n = 325) had intellectual disability but not autism, 26% (n = 130) had both intellectual disability and autism, 6% (n = 28), had autism but not intellectual disability, and 2% (n = 11) had other disabilities. Just over half of students did not have a legal guardian (53%). Thirty-four percent had a legal guardian. Guardianship status was not reported for 13% of students.

As part of the enrollment process, students had to submit one or more forms of documentation to confirm they had an intellectual disability to the college/university. Most students who were reported to have intellectual disability (73%) provided a copy of their Individualized Education Program (IEP), 38% provided a neuropsychological or psychological examination report, 31% provided a document from another government agency such as VR or Medicaid, 10% provided documentation from a physician, 5% provided another form of documentation, and 3% provided documentation of their SSA disability determination. Intellectual disability was not confirmed through documentation for 11 (2%) students who were reported by the TPSID to have intellectual disability.

> **Most students (95%) were between the ages of 18 and 25, with ages ranging from 18 to 40.**

Retention

To calculate the first-year retention rate for students who attended TPSIDs, we identified students who enrolled at a TPSID for the first time in 2020–2021 (n = 185). We then excluded students who entered and completed a TPSID in a single academic year (2020-21; n = 4). Of those remaining we identified the students who were still enrolled at the school in the following academic year (2021–2022; n= 163). The first-year retention rate for the 2021–2022 academic year was 90%. In comparison, for first-time, full-time, degree/certificate-seeking

undergraduate students who enrolled in postsecondary institutions in Fall 2021, the full-time retention rate was 75.6% (National Center for Education Statistics, 2021).

> **The first-year retention rate for the 2021–2022 academic year was 90%. In comparison, for first-time, full-time, degree/certificate-seeking undergraduate students who enrolled in postsecondary institutions in Fall 2021, the full-time retention rate was 75.6%.**

STUDENT PLANNING, ADVISING, AND EMPLOYMENT SUPPORT

In 2021–2022, all 35 TPSID programs used person-centered planning with enrolled students (100%). Academic advising was provided in various combinations by the college/university's typical advising staff and by TPSID program staff. Twenty programs (57%) offered access to both the specialized advising by TPSID program staff and typical advising services. In eight of the programs (23%), students received advising only from separate advising specially designed for students who attended the TPSID. Students in seven of the programs (20%) received advising only from existing academic advising offices at the college/university.

Peer mentors provided support to students at 34 of the 35 active programs. Peer mentors provided several types of support, including social (97% of all programs), academic (91%), independent living (71%), employment (57%), transportation (40%), and other (6%), which included support for health and wellness, and communication.

All 35 active TPSID programs provided employment services and work-related direct support. The most frequently reported source of support was TPSID program staff (97% of

programs). Employment supports were also provided by supervisors at the worksite (83%), career services staff at the college/university (69%), peer mentors or support (63%), state vocational rehabilitation (VR) staff (49%), state intellectual and developmental disability agency staff (34%), a separate/contracted employment service provider (23%), and LEA staff for enrolled high school students (17%).

All 35 TPSID programs provided employment services and work-related direct support.

Students Share about the Peer Mentor Experience

Esmeralda, Claire, Natalie, Valeria, and Alicia are peer mentors for the Redwood SEED Scholars Program at UC Davis. These five mentors provide targeted mentorship and support to SEED Scholars in five key areas: employment, residential, social inclusion, health and wellness, and academics. Though their roles differ depending on the key area they support, the mentors each reflected on the impact the program has had on them and recognized this as a mutually beneficial experience. In the two years since the UC Davis program opened, Esmeralda, Claire, Natalie, Valeria, and Alicia have formed friendships with the SEED Scholars, watched them face challenges, grow, and have even grown with them. Their enthusiasm for the work they get to do and the true enjoyment they have doing it is infectious — so much so that it's easy to see why 21 SEED Scholars have 93 peer mentors.

Esmeralda, Claire, Natalie, Alicia, and Valeria, peer mentors for Redwood SEED Scholars at UC Davis

Valeria says taking "students out of their comfort zone" is what she does as a health and wellness mentor leader. Her favorite part of being a mentor is the bonds and connections she has formed with students. Valeria notes the students are not just her mentees; they are her friends. Alicia similarly noted that "getting to know the students and talking is just great," and the best part of her experience as a residential mentor.

Esmeralda, the social inclusion mentor leader, shared being able to "appreciate the relationships that are growing between me and them, with each other, with other people on campus ... it's great to see how much they change in this program!" Esmeralda shared her favorite success story: "At first, the student didn't want to talk to me... It took a long time, but I kept trying. It was not until we came back for year two that the student was willing to talk and do things. We have a totally different relationship now."

All five mentors spoke of their relationships with students as mutually beneficial friendships instead of the traditional mentor-mentee structure. Claire, a residential mentor, shared that in forming bonds with students, she realized they can, and often do, lean on each other for support. Natalie, who is also a residential mentor, summarized this beautifully: "They impact me, and I impact them."

ACADEMICS

Course Enrollments

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

Course enrollments were reported for 491 of the 494 students in 35 TPSID programs enrolling students[2]. These 491 students enrolled in a total of 3,892 college or university courses (both inclusive and specialized), with an average of eight courses taken by students during the year at both two-year and four-year colleges/universities.

491 students enrolled in 3,892 courses for an average of 8 courses (inclusive or specialized) per student per year.
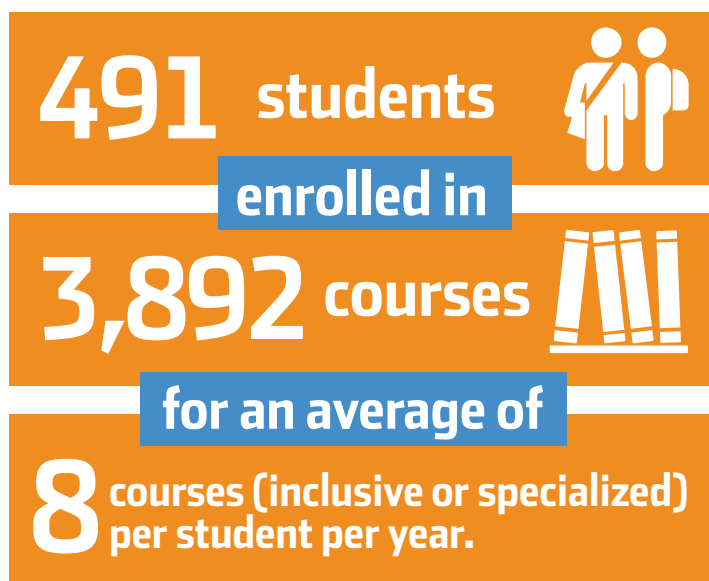
Across all programs, 50% of enrollments were in academically inclusive courses. On average, students took four inclusive and four specialized courses this year. The percentage of enrollments in inclusive courses was higher at four-year colleges/universities than at two-year colleges/universities (55% of enrollments in inclusive courses at four-year colleges/universities vs. 31% of enrollments in inclusive courses at two-year colleges/universities).

Most students who were enrolled in courses (n = 460, 94%) took at least one inclusive course during the year, and 82% of students took more than one inclusive course. One third of students (n = 161, 33%) took only inclusive courses. See Figure 4 for examples of academically inclusive courses taken by students.

94% of students took at least one inclusive course

FIGURE 4. EXAMPLES OF INCLUSIVE COURSES TAKEN BY STUDENTS

World Musics and Culture
Animals in Society
Educational Psychology
Academic Writing and Research
Race and Diversity in Children's & Young Adults Books
Introduction to Psychology: Perspectives on the Self
American Sign Language I
Fundamentals of Communication
Filmmaking
Insects in Human Society

A closer review of the data on inclusive course enrollments by program showed three programs with high course enrollments and substantial use of specialized courses. These three programs represented 32% of all course enrollments (n = 1,253), of which 80% were specialized courses. The percentage of inclusive course enrollments at these programs was between 14% and 25%. When data from these three programs are framed as outliers and removed from calculations, students enrolled in the remaining 32 TPSID programs had 2,639 course enrollments, of which 64% were inclusive.

More than two-thirds of programs enrolling students (n = 26, 74%) had at least 50% of their course enrollments in inclusive courses, and 18 programs (51%) enrolled students only in inclusive classes. See Figure 5 for a list of programs.

74% of programs (n=26) had at least 50% of their course enrollments in inclusive courses.
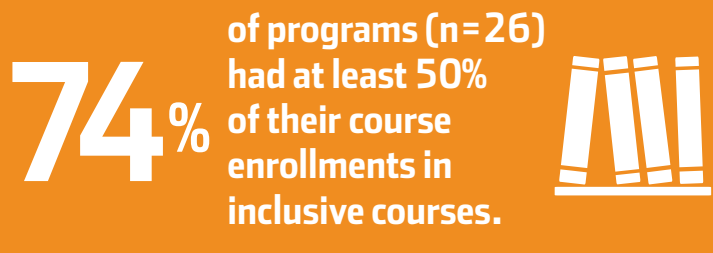
FIGURE 5. PROGRAMS WITH 50% OR MORE COURSE ENROLLMENTS IN INCLUSIVE COURSES (N = 26)

Bismarck State College*
California State University Fresno
Coconino Community College*
Dakota College at Bottineau*
Duquesne University*
East Tennessee State University*
Gwynedd Mercy University*
Honolulu Community College*
Kapiolani Community College*
Leeward Community College*
Millersville University*
Mohave Community College*
Northern Arizona University*
Temple University*
Texas A&M University
Texas A&M University - San Antonio*
University of Alabama - CrossingPoints Tier 3
University of Hawaii at Manoa*
University of Illinois Chicago*
University of North Texas
University of South Alabama - 2 year program
University of South Alabama - 4 year program
University of South Carolina
Utah Valley University*
Washington State University
Windward Community College*

  * Programs that had 100% inclusive course enrollments

Contact hours

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

The contact hour data aligned closely with the course access data, with 58% of all contact hours in inclusive courses. Twenty-nine of the TPSIDs (83% of programs enrolling students) had at least 50% of the contact hours in typical college courses attended by students with intellectual disability and other college students. Eighteen TPSIDs reported 100% inclusive contact hours. The percentage of contact hours in inclusive courses was higher at four-year colleges/universities than at two-year colleges/universities (62% of contact hours in inclusive courses at four-year colleges/universities vs. 44% of contact hours in inclusive courses at two-year colleges/universities).

18 programs (51%) had 100% of their course enrollments in inclusive courses.

As with enrollments, a closer look at the data on contact hours in inclusive courses by program reflected the same three programs with substantial use of specialized courses. These three programs represented 29% of all contact hours, 81% of which were specialized courses. The percentage of contact hours in inclusive courses at these programs was between 13 and 23%. When data from these three programs are framed as outliers and removed from calculations, students enrolled in the remaining 32 TPSID programs spent 73% of their contact hours in inclusive courses.

29 programs (83%) had at least 50% of contact hours in inclusive courses.

Types of course enrollments

The type of course enrollments was reported for 83% of all course enrollments. Thirty-nine percent of course enrollments were in courses offering credits that could only be used toward a TPSID credential, 32% were for standard college/university credit, 11% were in not-for-credit or non-credit courses, and 1% were courses in which students received continuing education

credits. Students' motivation for 51% of course enrollments was the relationship of the course to their career goals.

The type of course enrollment was missing for 17% of course enrollments. Students were reported to receive a grade in 74% of all course enrollments.

Course format

In-person courses accounted for the majority of overall course enrollment formats, with 89% of courses being held in-person, 4% in hybrid format (online and in-person combined), and 4% in a fully online format. Course format was not reported for 3% of course enrollments.

For academically inclusive courses, 86% of enrollments were in-person courses, 8% were in fully online courses, 4% were in a hybrid format. Course format was not reported for 2% of inclusive enrollments.

For specialized courses, 92% of course enrollments were in-person courses, 5% were in hybrid format, and less than 1% (5 course enrollments) were in a fully online format. Course format was not reported for 3% of specialized course enrollments[3].

Student Experiences on Campus

Kai and Sophie are students in the first–ever cohort of the UC Davis Redwood SEED Scholars Program. Like many first–year students, both felt it was difficult at times to transition into new roles as UC Davis students but adjusted to their new environment quickly. Kai said, "The schedule and getting up was hard my first year. I couldn't figure out where anything was; now I do. It's like home to me." Sophie also shared, "It was hard to be away from home at first, but I got used to it and I love it." By the end of their first year, Kai and Sophie were even sad to go home for the summer — both students said they wanted to be on campus. Now, as returning sophomores, both Kai and Sophie are confident, ready, and excited for what lies ahead.

Last year, Kai took an entomology class to explore a career interest area, working with insects. This year, Kai wants to volunteer at the campus radio station to explore another one of his interests, working as a radio DJ.

Sophie knows she wants to work in elder care, live in an apartment, and spend time with friends after graduating from UC Davis. Her favorite part of being a SEED Scholar is going to classes, meeting new people, and spending time with all the friends she has made.

Kai Gardizi

Sophie Howarth

Academic Supports

Sixty-nine percent of students received support or accommodations from the disability services office (DSO) on their campus. Among the students who received support or accommodations from the DSO, only 10% received all their supports and accommodations from this office. The remaining 90% also received support or accommodations from TPSID program staff, faculty, peer mentors, and others. A small number of students (n = 19 at the University of South Alabama Tier 1 and Tier 3 programs, and n = 1 at Dakota College) were reported to have been denied services from the DSO on their campus in 2021–22 because the DSO office did not provide services to anyone in the TPSID.

Credentials

Students were able to earn a credential at 34 of the 35 (97%) active programs. One program's credential was still under development at the time of data collection.

TPSIDs reported a total of 86 credentials. At 19 programs (56%), a single credential was available to students. At 15 TPSID programs (44%), more than one credential was available.

The majority of credentials available to students were certificates (n = 66; 77% of credentials) but also included associate degrees (n = 12; 14%), bachelor's degrees (n = 3; 3%), industry certifications (n = 3; 3%), and licenses (n = 1; 1%). Twenty-four of the 34 programs (71%) offered a credential approved by the college/university. Eight programs offered a credential aligned with an industry-recognized credential. See Figure 6 for examples of credentials available to students at TPSIDs.

FIGURE 6. EXAMPLES OF CREDENTIALS AVAILABLE TO STUDENTS AT TPSIDS

> Associates of Arts (AA)
> Career and Community Studies
> Certificate in Integrated Studies
> Computer Graphics and Web Design
> Early Childhood Certificate
> Life and Career Studies
> Transition to Independent Living

How the NCC uses TPSID data to support continuous improvement

The NCC uses a data-driven technical assistance approach with TPSIDs, meeting annually with staff from each TPSID site to review their respective data, identifying evidence of inclusive practices in academics, employment, social, and residential services and reflecting on alignment of practices with TPSID requirements. This iterative review process allows for two-way communication between the NCC and TPSID staff, supports program self-reflection, identifies TPSID technical assistance and training needs, and supports monitoring of demonstrated improvement each year.

The NCC convened its Year 2 data-driven technical assistance calls with each TPSID site in February 2022. A team of NCC staff met with each TPSID program, sharing their TPSID data results and following up on core issues, including enrollment in academically inclusive college courses and development of meaningful credentials.

Through these calls, NCC staff and TPSID program personnel identified multiple promising practices, including development of a product to support college and university faculty, development of a Technical Studies Certificate customized to student interest, and streamlining TPSID program procedures to better align with existing college or university procedures.

These calls also helped identify areas of needed technical assistance. Relevant topics this year included:

» the need for training mental health counselors for students with intellectual disability

» strengthening communication between programs and families around levels of support, expectations, and supervision within the program

» helping programs reduce reliance on separate classes to bring students in TPSID programs "up to speed" on the skills needed for college

As a result of this data review and subsequent discussions, the NCC Technical Assistance team provided technical assistance through resource development and sharing, initiation of connections with other programs for issue-specific supports, and development of an online planning-year learning community. Areas of technical assistance provided included CTP application development, documentation for intellectual disability, credential development resources, and alternatives to specialized courses.

The expected length of time needed to earn a credential ranged from eight hours of training to four academic years. The most common lengths of time it took to earn a credential were two academic years/four semesters (n = 30 credentials), four academic years (n = 20 credentials), one academic year/two semesters (n = 9 credentials), and one semester (n = 9 credentials).

The majority of students (n = 448; 91%) were reported to be enrolled in a credential program. Twenty-five students (5%) were enrolled in two or more credential programs. Forty-six (9%) students had not yet decided on a credential program.

RESIDENTIAL

Residential Options

In 2021-2022, eight TPSID programs (23% of programs enrolling students) were located at residential schools, 19 (70%) offered housing to students in the TPSID program and eight did not.

70% of programs at residential schools offered housing to students in the TPSID program.
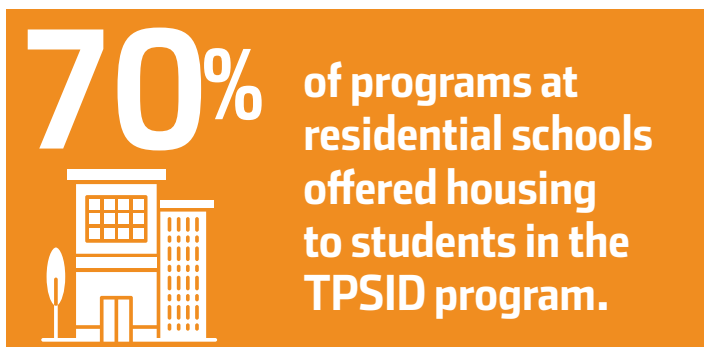
Four programs plan to offer housing at some point in the future but did not provide access at the time of data collection. Additional reasons provided for not offering housing to students in the TPSID program included: housing was not available to students who are not regularly matriculated (3 programs); concerns from the college/university (2 programs); and insufficient housing availability (2 programs).

Residential Supports

The most common residential supports were those provided by a residential assistant or advisor (provided by 17 of the 19 programs offering housing) and support provided by intermittent or on-call support staff (13 of 19 programs). Five programs provided residential support from continuous support staff. Four provided residential support from an uncompensated roommate/suitemate while three programs provided residential support from a roommate/suitemate who did receive compensation. Two programs provided residential support from peer mentors.

Student Housing

Over half of students enrolled in TPSID programs (n = 297, 60%) lived in college/university housing. One-third of students (n = 168, 34%) lived with their families, and twenty-nine students (6%) lived in non-college/university housing, not with family (see Figure 7).

Just under one-quarter of students (n = 118, 24%) attended TPSID programs where students were unable to access college/university housing.

Most of the students accessing college/university housing lived in either residence halls (n = 177, 60%) or in on-campus apartments (n = 79, 27%). Forty-one students (14%) lived in off-campus apartments. Eighty-four percent of students who lived in college/university housing were in inclusive, as opposed to specialized, housing, meaning it was available to all college/university students. Of students not living with family or in college/university housing (n = 29), 25 students lived independently, and four students lived in group homes.

FIGURE 7. STUDENT PLACE OF RESIDENCE

60% Lived in college/university housing

34% Lived with family

3% Lived in non-college/university housing, not with family
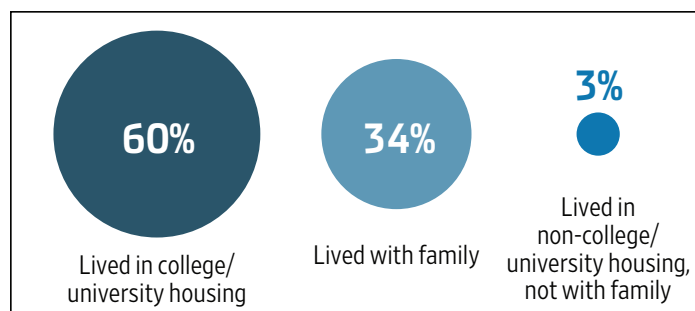
EMPLOYMENT SERVICES

TPSID programs provide a wide array of employment services to enrolled students. The NCC collected data on these services and categorized them into the following types of activities:

- **Career awareness and exploration:** Career awareness and exploration (CAE) was defined as workforce preparation activities that build awareness of careers as well as awareness of specific types of jobs within certain careers. Activities involved visiting or learning about workplaces for the purpose of gaining information about an industry or job. Other activities included building general skills required for participating in job search activities.

- **Work-based learning:** Work-based learning (WBL) was defined as paid or unpaid work activities designed to help students develop and practice workplace-specific skills as well as general employment or soft skills. The primary purpose of WBL is to prepare for a particular job or improve general employment skills. WBL can be related or unrelated to coursework. Types of WBL include:
  - » *Internships:* temporary positions to develop specific job-related skills. Internships emphasize on-the-job training and can be paid or unpaid. Paid internships provide students with a supervised work or service experience where the individual has intentional learning goals and reflects actively on what they are learning throughout the experience. In some instances, the student receives academic credit.
  - » *Work training:* individual or group work experience for the purpose of training that is not compensated under wage and hour regulations and does not resemble an employment relationship.
  - » *Unpaid work experiences:* exploratory and time-limited placements that offered students first-hand exposure to the workplace and the opportunity to explore different careers.
  - » *Service learning:* activities that integrate meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

- **Job seeking:** Job seeking was defined as activities in which students apply for and gain paid employment, including completing and submitting job applications and participating in job interviews.

- **Paid employment:** Paid employment was defined as work with a primary purpose of earning income as opposed to performing work as part of a learning or career preparation activity. Students in these positions earn wages at or above minimum wage. These positions do not need to be related to students' long term career intentions. Paid employment includes the following categories:
  - » *Individual paid job:* work in the competitive labor market paid for by an employer at or above minimum wage.
  - » *Federal work study:* part-time positions paid for by the federal work study program to assist students in financing the costs of postsecondary education. Hourly wages must not be less than the federal minimum wage.
  - » *Self-employment:* work conducted for profit or fees, including operating one's own business, shop, or office, and could include the sale of goods made by the student.

Almost all students (n = 470; 95%) participated in at least one of the employment or career development activities (employment, work-based learning, career awareness and exploration, or job-seeking). The majority of students (n = 354; 72%) were engaged either through paid employment, paid or unpaid work-based learning experiences (such as paid internships, volunteering, or service learning), or both. In the following sections, we provide data on student participation in each type of employment service activity.

Career Awareness and Exploration Activities

TPSIDs report information on career awareness and exploration (CAE) activities for each student in each term (i.e., semester, trimester, or quarter) of the academic year. A list of specific CAE activities reported by TPSIDs is displayed in Table 2.

TABLE 2. CAREER AWARENESS AND EXPLORATION ACTIVITIES AND DEFINITIONS

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

Ryan and Karis Learn about Job Opportunities

During their first year as Redwood SEED Scholars at UC Davis, Ryan and Karis participated in employment experiences to help them explore future career options and various work settings.

Ryan worked as one of the UC Davis women's volleyball team official photographers. Before attending the SEED Scholars program, Ryan knew he liked photography and wanted to get experience working in that career area. Though learning how to manage deadlines and multiple responsibilities was tricky at first, Ryan got the hang of things with the help of peer mentors and staff at UC Davis. Ryan says new mentors should "be a friend, be support" to help SEED Scholars be successful when they are learning a new job.

Karis worked in the library in her first year as a UC Davis Redwood SEED Scholar. At first, she thought the job would be simple, but quickly found it can be complicated. Karis said, "There are a lot more steps and processes than I thought there would be," but she also noted that having past experience helping her parents do administrative work helped prepare her for this new job. After a short while, Karis felt confident about her work in the library, and she liked the quiet, calm environment.

Ryan Fitch

Karis Chun

CAE Participation

Table 3 reflects student participation in each CAE activity during the 2021–2022 academic year. The majority of students (n = 467, 95%) participated in at least one CAE activity. The most common CAE activity was creating or revising a resume (80% of all students), followed by completing an interest inventory (74%), gathering references (70%), and participating in a mock interview (64%).

Examples of other CAE activities students participated in this year included taking aptitude tests, completing microcredentials, and completing accommodations fact sheets.

80% of students participated in at least one career awareness and exploration activity.

TABLE 3. PARTICIPATION IN CAE ACTIVITIES IN 2021-2022

	Number of students who participated in activity (N= 494)	Percentage of students who participated in activity
Any CAE Activity	**467**	**95%**
Create or revise resume	395	80%
Interest inventory	365	74%
Gathered references	345	70%
Mock interview	315	64%
Career fair	288	58%
Informational interview	252	51%
Labor market research	242	49%
Company tour	213	43%
Job shadow	198	40%
Create LinkedIn profile	169	34%
Other activity	8	2%

We also collected information on the number of times students participated in four types of CAE activities (company tour, career fair, job shadow, and informational interview). The most frequent of these activities was attending a career fair. On average, students attended two career fairs per year. See information on the frequency of other CAE activities in Table 4.

TABLE 4. DESCRIPTIVE DATA ON CAE ACTIVITY PARTICIPATION

	Number of participating students	Median number of times activities completed	Mean number of times activities completed
Career fair	288	2	1.56
Informational interview	252	2	1.56
Job shadow	198	1	1.44
Company tour	213	1	1.40

Work-Based Learning

The primary purpose of work-based learning (WBL) experiences is for students to develop and practice workplace-specific skills and general employment soft skills. These experiences can be paid or unpaid and may be related to college coursework.

Paid work-based learning

Paid WBL experiences included internships, student enterprises, work training experiences, and service learning. Close to one-third of students (n = 155, 31%) had at least one paid WBL experience. These students had a total of 240 paid WBL experiences. Seventy students had multiple paid WBL experiences during the year.

The majority of paid WBL experiences were paid internships (n = 235 internships, 98% of all reported paid WBL experiences). The other types of paid WBL were service learning (n = 2), apprenticeship (n = 2), and work training (n = 1)[4].

Wages and hours

The majority of paid WBL experiences (n = 177, 74%) paid at or above the federal minimum wage of $7.25 per hour, whereas 63 paid WBL experiences (26%) paid below minimum wage (see Figure 8). Most of the WBL experiences that paid below minimum wage were paid internships (n = 60), two were apprenticeships, and one was a service-learning experience. Fifty-nine of these 63 WBL experiences paid at $5 per hour and were at two programs operated by a single TPSID.

For most paid WBL experiences (n = 174, 72%), students worked 5–10 hours per week. For 38 paid WBL experiences (16%), students worked less than five hours per week, and for 28 experiences (12%), students worked 11 or more hours per week. Students were paid by the TPSID program (n = 111, 46% of WBL positions), another entity (n = 93, 39%), or the employer (n = 35, 15%). Information on the entity paying students was missing for one student.

FIGURE 8. PAID WORK-BASED LEARNING (WBL) EXPERIENCES BY WAGES EARNED

74%

At or above minimum wage

26%

Below minimum wage

Unpaid work-based learning

More than one-third of students (n = 178 students, 36%) participated in 265 unpaid WBL experiences in 2021–22. The 265 unpaid WBL experiences included 222 unpaid internships (84% of all reported unpaid WBL experiences), 21 service-learning experiences (8%), and 10 work training experiences (4%). All other types of unpaid WBL accounted for less than 5% of all unpaid WBL experiences*. Unpaid internships were about as common as paid internships (222 unpaid vs. 235 paid internships). Thirty-nine percent of students who participated in unpaid WBL (n = 69) completed more than one experience in 2021–22. Figure 9 provides examples of unpaid internship sites.
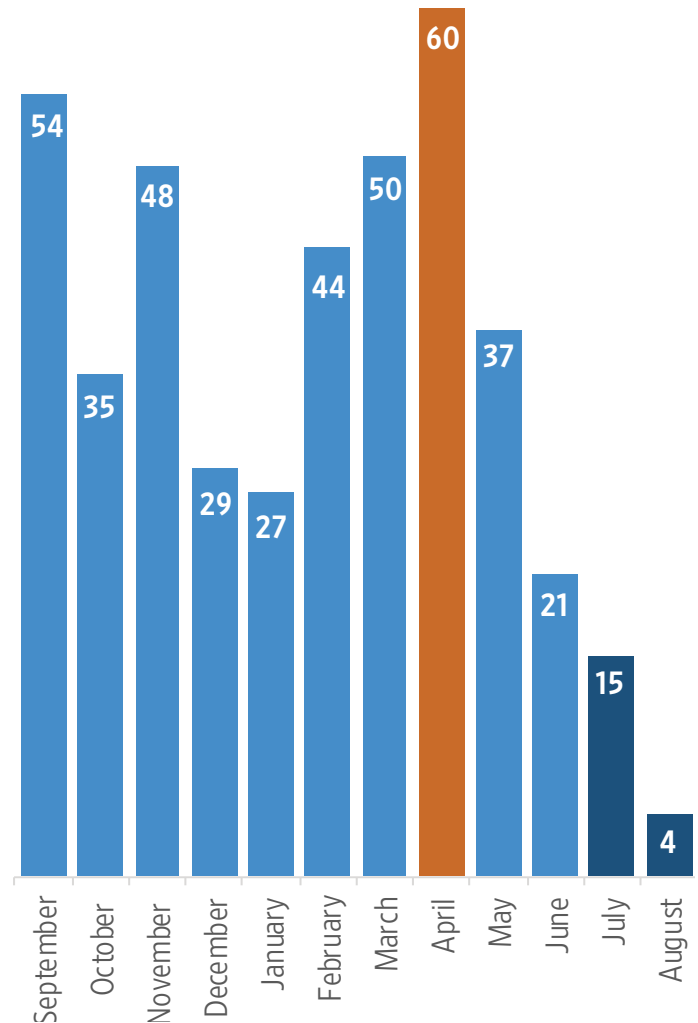
FIGURE 9. EXAMPLES OF UNPAID INTERNSHIP SITES IN 2021-2022

> **Campus Police Department**
> **College Helpdesk**
> **CVS Pharmacy**
> **ESPN+**
> **Great Lakes Adaptive Sports Association**
> **Mobile Convention Center**
> **Outdoor Adventures**
> **Plato's Closet**
> **YMCA**

Job-Seeking

The NCC collected data on job seeking activities, including students' submission of employment applications, participation in interviews, and receipt of paid employment offers. Fifty-two percent of students enrolled in 2021–22 participated in job seeking activities (n = 257). Of these 257 students, 217 (44% of all 494 students) applied for paid employment, 227 students (46%) interviewed for paid employment, and 188 students (38%) reported receiving one or more offers for paid employment. Students attending TPSID programs were reported to have applied to 424 employment positions, interviewed for 346 employment positions, and received 228 offers. July and August 2022 were the least active months for submitting employment applications (n = 4 and n = 15, respectively), and April was the most active (n = 60). See Figure 10 for the number of employment applications by month.

FIGURE 10. STUDENT JOB APPLICATIONS BY MONTH

Month	Applications
September	54
October	35
November	48
December	29
January	27
February	44
March	50
April	60
May	37
June	21
July	15
August	4

Paid Employment

Paid employment included individual paid jobs as well as other types of employment, such as federal work study and self-employment. Students who were engaged in paid positions for the purposes of training, such as internships or work training, are not included in this category but were previously addressed in the section on work-based learning.

In 2021–2022, 189 students (38%) were engaged in paid employment while enrolled. Students held a total of 258 paid employment positions. Fifty-four students (29% of students

52% of students participated in job-seeking activities

with a paid job) had more than one paid employment position (any type), with some students having three, four, or even five paid employment positions. Ninety-four (50%) of the students who were employed had never held a paid job prior to entering the TPSID.

Wages and hours

TPSIDs reported wage information for 234 employment positions. All but one position paid at or above the federal minimum wage of $7.25 per hour. Wage information was missing for 24 employment records.

Hours were reported for 244 paid employment experiences. Most of these were positions in which students worked 5–10 hours per week (43%, n = 106), with just under one-third (31%, n = 75) working between 11 and 20 hours per week. Students worked fewer than five hours per week at 14% of employment positions, 21 to 30 hours at 9% of positions, between 31 and 40 hours at 8% of positions, and more than 40 hours per week at two positions. Data on hours worked was missing for 14 positions.

The employer paid the student directly at 91% of employment positions for which this information was reported (data were missing for 11 positions). In the remaining jobs, five students were paid by the TPSID program, five by the host college/university, and two by another entity.

Individual paid jobs

One hundred seventy-nine students (36%) held 246 individual paid jobs and earned at least the federal minimum wage (wage data were not reported for 22 individual paid jobs). The remaining students were employed by federal work study positions (n = 6 students) or self-employment (n = 4). See Figure 11 for examples of individual paid jobs held by students.

Calvin University Students are Ready for Work

Since receiving the TPSID grant, we have been able to enroll 20 students per year in inclusive postsecondary education at Calvin University. Over the last 2 1/2 years, we have had the opportunity to move from 0% of students engaging in paid work–based learning in 2020–2021 to 45% of students engaging in paid work–based learning in 2021–2022, and 45% of students already have paid work–based learning for 2022–2023. I expect the percentage will increase during the second semester, when more students are enrolled in internships. Students have worked at Peet's Coffee, dining services, the Student Activities Office, the School of Education, the Service–Learning Center, and several other campus locations — and opportunities continue to grow! In addition, 70% of enrolled students have competitive employment on or off campus during the calendar year. Opening the door to campus employment and partnering with individual departments have been the top factors in building opportunities for work experience and competitive pay.

—*Kate Strater, EdD*
Assistant Professor, Calvin University

Students held

258

paid employment positions.

FIGURE 11. EXAMPLES OF INDIVIDUAL PAID JOBS HELD BY STUDENTS ATTENDING TPSIDS

Assistant Tennis Coach at Johnson City Parks and Rec.
Bakery Assistant at Nothing Bundt Cake
Dispatcher at North Bergen Police Station
Guest Services at Country Club
Kennywood Fright Nights actor
Office Assistant at Calvin University School of Education
Peet's Coffee Barista
Teacher's Aide at the Salvation Army Kroc Center

Summary of Paid Positions

A composite of paid employment and paid work-based learning data is presented below for the 2021–22 academic year to assist in comparisons with previous annual reports. In Year 2, 59% of students (n = 291) had at least one paid position while enrolled. Students attending TPSID programs held a total of 498 paid positions (including paid WBL). Almost half of students with a paid position (n = 137 of 291, 47%) had more than one position, with some students having three, four, or even five paid positions. The most common type of paid positions held by students were individual paid jobs (n = 246, 50% of all paid positions) followed closely by paid internships (n = 235, 47%). All other types of paid positions — including federal work study, self-employment, apprenticeship, service learning, and work training sites — accounted for about 3% of all paid jobs (n = 17).

59% of students had a paid job or paid work‑based learning experience.

VR services

In 2021–22, 175 students (35%) were enrolled in their state VR program, and 142 (29%) received services provided or purchased by the state Vocational Rehabilitation office during the year. VR denied services to 14 students.[5] The most common services provided by VR to students enrolled in a VR program were self-advocacy instruction (28% of students who received VR services), job readiness training (25%), job coaching (21%), benefits counseling (18%), work-based learning experience such as internships and trial work experience (15%), rehabilitation counseling and guidance (14%), and social skills instruction (11%).

29% of students received services from a VR program.

Other services VR provided to students included supported or customized employment services (2%), assistive technology (2%), and disability restoration services such as therapy, medical/surgical/medicinal interventions, and cognitive strategies (1%).

Twenty-three programs partnered with VR agencies; VR provided direct services to students at nine of these TPSIDs (39%). In nine of the 23 programs partnering with VR (39%), VR provided funds for student tuition, and in six of the 23 programs (26%), VR provided funds for other student expenses.

Eighteen of the 23 TPSIDs partnering with VR (78%) reported collaboration with VR to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014). In partnership with VR, TPSIDs offered these pre-employment transition services:

- Job exploration counseling (provided by 14 of the 23 programs partnering with VR, 61%)
- Workplace readiness training to develop social skills and independent living (n = 14, 61%)
- Self-advocacy instruction (n = 14, 61%)
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs (n = 13, 57%)
- Work-based learning experiences (n = 13, 57%)

18 programs collaborated with VR to provide pre‑employment transition services

INTEGRATION WITH HOST INSTITUTION OF HIGHER EDUCATION

Students attending all TPSID programs were able to join registered student organizations, and students joined these organizations in 71% of programs. In 100% of programs, students attending the TPSID had access to attend social events on campus available only to students at the college/university, and students attended events in 91% of programs.

Almost all the TPSIDs (94% of programs enrolling students) followed the college/university academic calendar, and 97% issued official student identification cards from the college/university and held students to the college/university code of conduct. Some programs, like Utah State University Eastern — which is in a planning year — are creating plain language versions of important documents like the college/university code of conduct to be more accessible to students. Official transcripts from the college/university were issued in 69% of programs, and program transcripts (not officially from the college/university) were issued in 11% of programs. At 20% of TPSIDs, students were issued both an official transcript from the college/university and a transcript from the TPSID program. This means students at 89% of programs were able to access an official transcript from the college/university.

In 2021–22, students at 33 TPSID programs (94%) accessed various campus resources. The most common campus resources accessed by students were the computer lab/student IT services (91% of programs), library (89%), bookstores (86%), registrar/bursar/financial aid office (86%), the disability services office (DSO; 83%), health center/counseling services (80%), and the student center/dining hall (77%). Sports and recreational facilities or arts/cultural centers (69%), tutoring services (69%), career services (66%), and residential life (60%) were also commonly accessed by students in TPSID programs. Off-campus housing services (n = 6 programs, 17%) was the only resource accessed by fewer campuses. All but two programs stated students accessed at least one of these campus resources.

Twenty-nine TPSID programs (83%) reported students attended the college/university orientation for new students. Twenty-three of these programs also held a special orientation for students in the TPSID program. Six programs reported only holding their own orientation events for new students.

At 18 TPSID programs (51%), family members attended both the college/university and the programs' orientation events for families. Nine programs reported only holding their own orientation events for families. Eight programs in two consortia reported families did not have access to any orientation events for families.

Students at 89% of programs were able to access an official transcript from the college / university.

Katherine "KK" Kauffman working her internship at Peet's Coffee at Calvin University.

STRATEGIC PARTNERSHIPS

We asked TPSIDs to report each instance of a partnership with an external organization. For example, if a TPSID partnered with more than one education agency (K–12 or higher education, local and/or regional), they entered a record for each LEA. We asked programs in a planning year to report partnerships; therefore, data in this section include all 38 TPSID programs. TPSID programs partnered with 190 external organizations in 2021–2022, an average of five partners per program. An equal number of programs (n = 23, 61%) partnered with education agencies and state VR agencies, and 45% partnered with University Centers on Excellence in Developmental Disabilities (UCEDDs). See Table 5 for the frequency of TPSID external partnerships.

Programs had the highest number of partnerships with education agencies (n = 53), including K–12, higher education, local and/or regional education agencies. TPSID programs also had strategic partnerships with community rehabilitation providers (CRPs; n = 29), VR agencies (n = 25), University Centers for Excellence in Developmental Disabilities (UCEDDs; n = 17), state IDD agencies (n = 17), employers (n = 14), developmental disabilities (DD) councils (n = 13), and advocacy groups (n = 11). Programs did not report partnering with regional alliances in 2021–22, but five programs reported partnering with statewide alliances of postsecondary education programs. Other TPSID partners (n = 6) included a study abroad program, a charitable foundation, local government agencies, and other TPSID programs.

Programs indicated the types of functions each partner served. In many cases, programs said partners supported the TPSID program through multiple roles. The most common partner role was serving on an advisory board or as a consultant (50% of all partnerships), followed by providing services directly to students (26%), and providing training to TPSID staff (25%). Partners also conducted recruitment or outreach (17%), provided career development opportunities for students (15%), and provided paid jobs for students (6%). Fifteen percent of programs indicated partners served other functions.

TABLE 5. FREQUENCY OF EXTERNAL PARTNERSHIPS

Partner type	Number of TPSID programs	Number of partnerships
Education Agencies (K–12 or higher education, local and/or regional)	23	53
Vocational Rehabilitation	23	25
University Centers for Excellence in Developmental Disabilities (UCEDDs)	17	17
Community rehabilitation providers	15	29
State IDD agencies	14	17
Developmental Disabilities (DD) councils	13	13
Advocacy groups	8	11
Employers	6	14
Statewide alliances of postsecondary education programs	4	5
Other	4	6

FINANCES

Sustainability

Fiscal sustainability of TPSID programs includes consideration of both tuition and fees charged to students as well as external sources of financial support. Cost of tuition and fees differed based upon the type of institution (two-year or four-year, public or private), whether residential options were provided, and whether the college/university charges were residency-dependent (e.g., in-state, out-of-state, city resident).

Annual costs of all TPSID programs enrolling students (n = 35) varied widely, ranging from $0–$73,373.08 per year. Mean annual total cost of attendance (including tuition, required fees, and room and board) was:

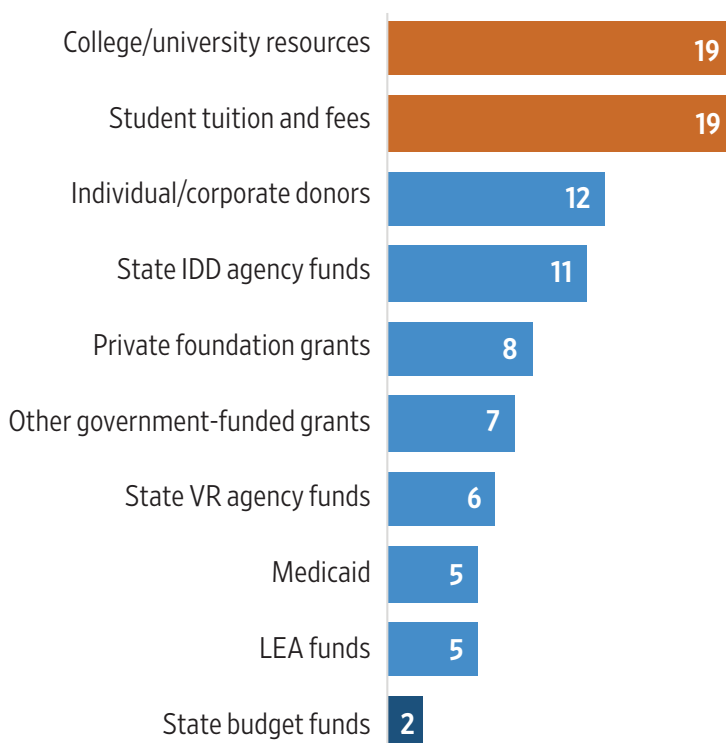- $23,314.51 for programs that charge the same rate for all students attending the TPSID (n = 13)

- $25,409.14 to attend a program as an out-of-state student at a program that had an out-of-state rate (n = 7)
- $11,075.31 to attend a program as an in-state student at a program that had an in-state rate (n = 18)
- $5,071.33 to attend a program as an in-county student at a program that had an in-county rate (n = 3)
- $15,071.20 to attend a program that charged another type of rate (n = 5)

Three programs enrolling students reported there was no cost to the students to attend the program in 2021–22.

In 2021–2022, 84% of TPSID programs (n = 32 of 38 programs, including sites in a planning year) received financial support from sources outside of TPSID grant funding. The most common external funding sources were college/university resources and student tuition and fees, each reported by 19 TPSID programs. See Figure 12 for a complete list of external funding sources and the number of programs receiving support from each source. Six TPSID programs reported receiving no funds from external sources other than the TPSID grant.

FIGURE 12. NUMBER OF TPSID PROGRAMS REPORTING EACH EXTERNAL FUNDING SOURCE

Source	Number
College/university resources	19
Student tuition and fees	19
Individual/corporate donors	12
State IDD agency funds	11
Private foundation grants	8
Other government-funded grants	7
State VR agency funds	6
Medicaid	5
LEA funds	5
State budget funds	2

Thirteen TPSID programs (34%) had external partners who provided funds for student tuition; nine programs (24%) partnered with organizations providing funding for other program expenses, such as operating costs; and partners of seven programs (19%) provided funding for other student expenses, such as fees and room and board. Partners who provided support for these student expenses include VR, community rehabilitation providers, LEAs, developmental disability councils, and state IDD agencies.

TPSID projects are required to provide a match of at least 25% of the funds they receive from the U.S. Department of Education. Twenty-nine programs reported using in-kind contributions to meet these match requirements, such as faculty/staff time (76% of all programs), physical space (53%), or materials (34%). Four programs in the University of Hawaii Manoa TPSID reported match requirements were met by the lead grantee for the project, University of Hawaii at Manoa. Four programs—Coconino Community College, Mohave Community College, Temple University, and Utah Valley University—did not report how they match contributions. One program, California State University Fresno, reported using state Department of Disability Services agency funds to match contributions.

Student Financing

We collected information on sources used to pay for tuition expenses and non-tuition expenses (e.g., fees, room and board, books) for each student. For tuition expenses, private pay was the most commonly cited source of funding (66% of students), followed by state IDD agency funds (22%), scholarships (20%), state VR agency funds (17%), federal/state grants (11%), LEA funds (7%), tuition waivers via VR or Social Security (6%), and Home and Community Based Services (HCBS) Medicaid waivers (2%). Private student loans, foundation/private grant, national service plans, social security funds, and other funding sources accounted for 3% of student financing sources. Tuition was waived for five students. Private pay was the most commonly used source of funds to pay non-tuition expenses (n = 390, 79% of students).

Sixty-eight percent (n = 338) of students were attending programs approved as Comprehensive Transition and Postsecondary (CTP) programs. These programs were able to offer eligible students access to federal student aid. Eighty students (16% of all students) were reported to have received federal financial aid in the form of a Pell grant while attending a TPSID program with CTP status. Eleven students received federal work-study and four students received a federal Supplemental Education Opportunity Grant while attending a TPSID program with CTP status.

Medicaid provided financial support for 61 out of 120 Medicaid-eligible students (51%). Of the services paid for through Medicaid, 19% received day support, 8% received transportation assistance, and 4% received a personal care attendant.

STUDENT STATUS AT EXIT

A total of 168 students exited their college/ university program during the reporting period. Of the students who exited, 68% (n = 115) completed a program. In this report, exiting students who completed a TPSID program will be referred to as completers. Among the 53 students who did not complete a program, the reasons given for exit included no longer wanting to attend the program (n = 25) and transferring to another postsecondary program (n = 3). Other reasons for exiting without completing a program included financial issues (n = 8), medical and/or mental health concerns (n = 6), dismissal from the program (n = 5), focus on work or employment instead (n = 4), and issues related to COVID-19 (n = 3). Exit reasons were not reported for five students.

The Impact of Credentials

Julia Golden is a third–year student in the Transition to Independent Living (TIL) program at Taft College in California. Early on in her studies, Julia expressed interest in working with seniors. Through a partnership with West Kern Adult Education Network, Julia was able to complete a home care aide training during her sophomore year. With this training on her resume, Julia was ready to get some hands–on experience. Susan Wells, a TIL transition specialist, began to network with her contacts in the area and was able to meet with employers to discuss potential opportunities for Julia.

Julia then interviewed with Heritage Park Senior Apartments and was offered a paid internship at Heritage Park, providing in–home care, including social support, basic home care, and basic cooking. Her clients love Julia's work ethic, and she has excelled at finding the right approach to interacting with each of her clients.

Julia Golden

Julia says: "When I learned about the training program for home care aide I said, 'Let's do this!' It's probably one of the most needed jobs, and it's a job I can get when I'm back in my hometown because home care aides are needed everywhere. I love this job. I get to help people. It is very good for anyone taking care of their family, learning how to take care of elderly relatives. This internship is helping me to learn the job — I'm passionate about it!"

Julia's home care aide credential means she is well positioned to obtain a similar job wherever she moves after college. The employer at her internship site even has senior living apartments in Julia's home community and has expressed interest in having Julia continue if she chooses to move to that area when she leaves Taft.

Credentials Earned

Ninety-nine percent (n = 114 of 115) of completers earned at least one credential. One hundred students earned a single credential, 12 students earned two credentials, and 2 students earned three or more credentials. Overall, students earned a total of 131 credentials; 130 of these credentials were certificates and one was a bachelor's degree. Of the credentials earned, 96 (73%) were approved by the college/university governance structure. Eighty students (70% of those who completed a program) earned a credential approved by the college/university governance structure.

Credentials earned were awarded by the college/university (n = 63), the TPSID program (n = 33), local education agency (n = 15), another entity (n = 11), or the college/university continuing education division (n = 4). The awarding entity was not reported for five credentials. Thirty credentials awarded were reported to be industry-recognized. These credentials included forklift certification, OSHA 10-hour training, first aid and CPR, and hospitality for guest service professionals.

Two exiting students completed coursework toward additional credentials but did not fulfill all requirements to receive the credentials. In both instances, the students were pursuing associate degrees and had not yet successfully completed all required coursework to receive the degrees. Both students earned another credential from their TPSID program upon exit.

Activities at Exit

Over half of students who exited (n = 105, 63%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, had transferred to another

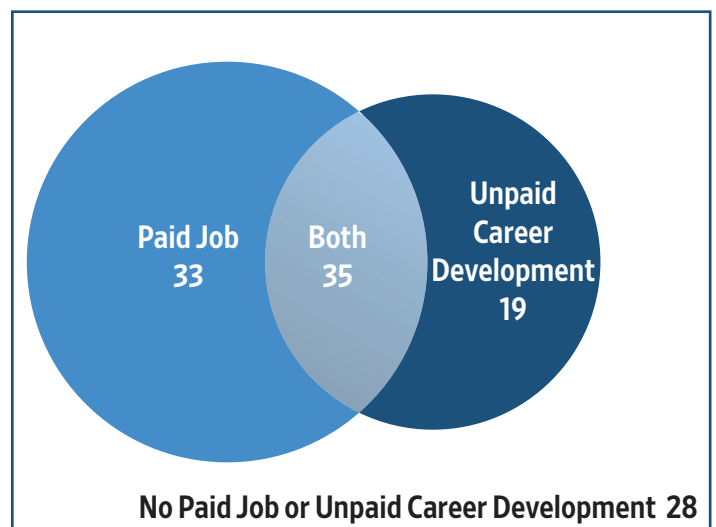postsecondary education program, or were doing a combination of these activities at exit.

Seventy-eight students (47%) were working in a paid job at exit or within the first 90 days after exiting, either in combination with unpaid career development experience (n = 38, 23%) or a paid job only (n = 40, 24%). Twenty-seven students (16%) were participating only in unpaid career development experience. Three students (2%) continued on to further postsecondary education. Sixty-three students (37%) were not engaged in any of these activities at exit (or within 90 days in the case of employment).

TPSID Program Completer Activities at Exit

Over three-fourths of TPSID program completers (n = 87 of 115, 76%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, or were doing a combination of these activities at exit.

Sixty-eight completers (59%) were working in a paid job at exit or within the first 90 days after exiting, either in combination with unpaid career development experience (n = 35, 30%) or a paid job only (n = 33, 29%). Nineteen completers (17%) were participating only in unpaid career development experience. Twenty-eight completers (24%) were not engaged in any of these activities at exit (or within 90 days in the case of employment; see Figure 13).

Over three – fourths of students who completed a TPSID program either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, or were doing a combination of these activities at exit.

FIGURE 13: ACTIVITIES OF COMPLETERS AT OR WITHIN 90 DAYS OF EXIT

Paid Job 33

Both 35

Unpaid Career Development 19

No Paid Job or Unpaid Career Development 28

POST-EXIT OUTCOME DATA

One Year Outcomes

One year after program completion, TPSIDs reported outcomes for 37 graduates who completed their Cohort 3 TPSID program during Year 1 (2020-2021; n = 80). This reflects a 46% response rate for all students who completed a program in Year 1. Given the small number of students who graduated from Cohort 3 TPSID programs in 2020-2021, these one-year outcome data should be viewed as preliminary.

Seventy-three percent (n = 27) of respondents to the one-year outcome survey had a paid job one year after exit. By comparison, 15% of adults with developmental disabilities in the general population had a paid job in the community in 2020-2021, the most recent year for which data are available (National Core Indicators, 2022). Twenty-seven percent of respondents (n = 10) were not working one year after exit. Of these, three reported they were attending postsecondary education and three were doing unpaid career development activities.

73%
of respondents to an outcome survey had a paid job one year after completing a Cohort 3 TPSID program.

Thirty-eight percent (n = 14) of respondents reported they were pursuing further education in the year after completing their TPSID program. More than three-quarters (n = 29, 78%) of respondents were living with family one year after completing their TPSID program. Of the remaining eight respondents, five (14%) rented an apartment or home, one owned their own home, one enrolled in postsecondary education and lived on campus, and one did not answer this question. Ninety-two percent of respondents (n = 34) reported they were happy or very happy with their social life.

92%
of respondents reported they were happy or very happy with their social life.

TRENDS

Comparing the Year 2 and Year 1 TPSID data provides insight about areas of growth, plateau, or decline experienced by students attending colleges and universities hosting Cohort 3 TPSIDs. Some changes can be attributed to status shifts (i.e., some programs in a planning year were now enrolling students). Other shifts may be due to program longevity, staffing changes, and other non-program related factors such as the continuing impact of COVID-19 and the economy.

Comparisons in program and student data from Year 1 to Year 2 of TPSID Cohort 3 are shown in Figure 14.

Between Year 1 (2020–21) and Year 2 (2021–22) of Cohort 3, the number of TPSID programs included in the NCC's evaluation remained steady at 38 with the addition of three new programs and the removal of three programs that were included in the Year 1 annual report. The number of students enrolled increased 31% from 378 to 494. A slight increase was seen in the percentage of high school students enrolled in TPSID programs (11% in Year 1 and 13% in Year 2), but these percentages are somewhat lower than in the Cohort 2 TPSID programs. During Year 1 of Cohort 2, 29% of students were high school students, but by Year 5, only 17% were high school students. Recent studies have documented college-based transition programs offer students with intellectual disability access to research-based practices and can offer students greater access to college and career preparation experiences than traditional transition experiences (Papay et al., 2022). Although the provision of college-based transition services by TPSIDs is waning overall, it is important to acknowledge TPSIDs grantees are not required to

offer college-based transition services. However, TPSID grantees are required to partner with LEAs. Partnership activities can be in the form of information sharing and recruitment. Given the high percentage of LEA partnerships seen in this report, it is likely this is the approach many TPSIDs have taken.

In Year 2 more TPSID programs operated as approved CTP programs (47%, increased from 29% in Year 1). This increase in CTP-approved TPSID programs leads to greater opportunity for students to receive federal financial aid.
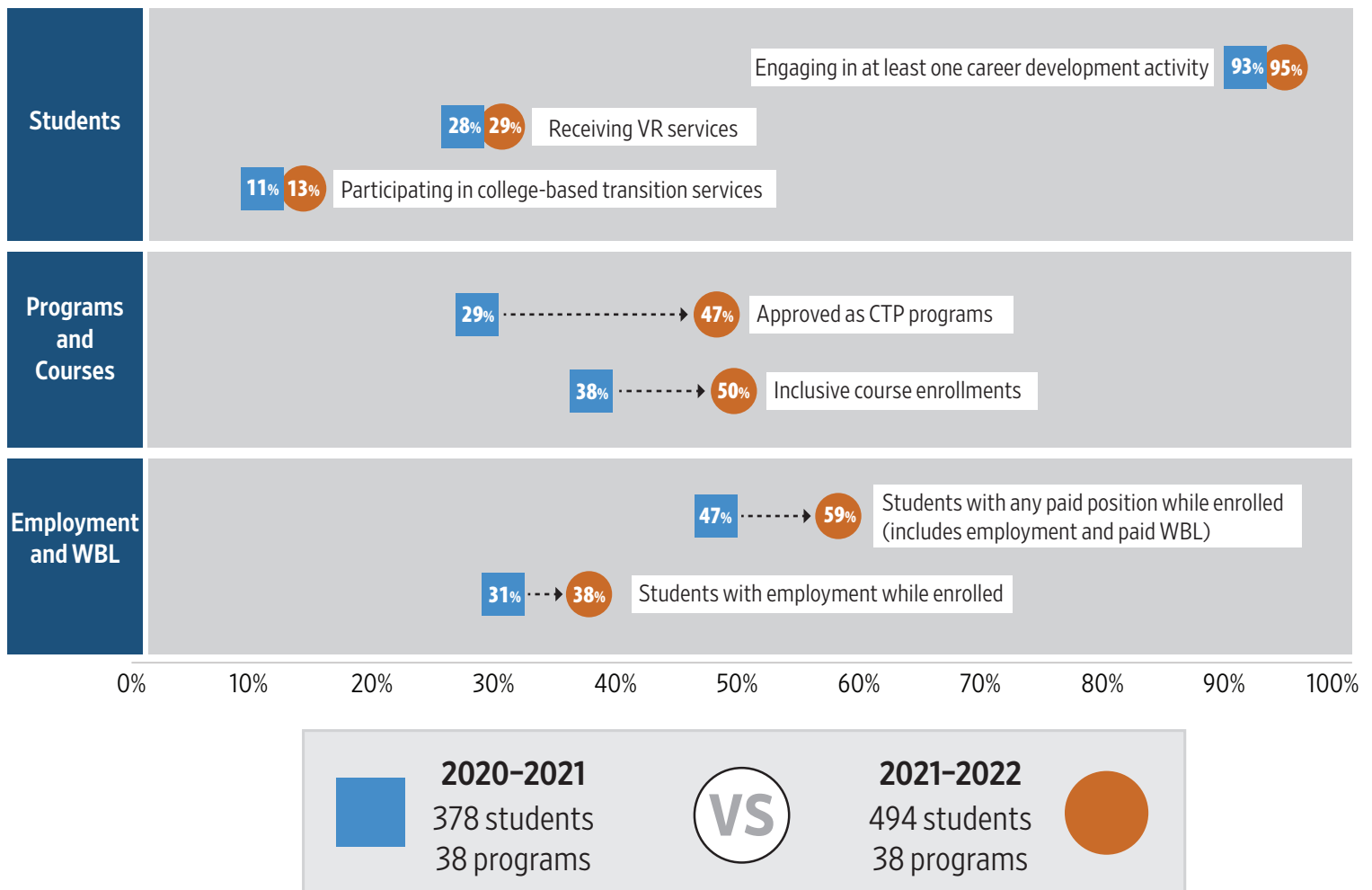
The percentage of enrollments in inclusive courses grew by 12 percentage points, rising from 38% in Year 1 to 50% in Year 2. The average number of courses taken by students remained constant at eight courses per student per year. There was a slight shift in the balance of course types from last year, with an average of four

inclusive courses and four specialized courses taken per student in Year 2.

The percentage of students receiving services from VR remained about the same (28% in Year 1 and 29% in Year 2). TPSIDs have indicated they are not always able to obtain this information from students, so the percentage may be higher.

Increases were also noted in the percentage of students with any paid position (either employment or paid work-based learning) from Year 1 (47%) to Year 2 (59%). Similarly, there was a slight increase in the percentage of students engaged in at least one employment or career development activity (i.e., employment, work-based learning, career awareness and exploration, or job-seeking; 93% of students in Year 1 to 95% in Year 2). Most of the TPSID programs are supporting students to engage in multiple activities related to employment.

FIGURE 14. KEY TPSID PROGRAM AND STUDENT INDICATORS

Students
- Engaging in at least one career development activity — 93% / 95%
- Receiving VR services — 28% / 29%
- Participating in college-based transition services — 11% / 13%

Programs and Courses
- Approved as CTP programs — 29% → 47%
- Inclusive course enrollments — 38% → 50%

Employment and WBL
- Students with any paid position while enrolled (includes employment and paid WBL) — 47% → 59%
- Students with employment while enrolled — 31% → 38%

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

2020–2021 378 students 38 programs **VS** **2021–2022** 494 students 38 programs

Cobey Meyer from Bergen Community College: In His Own Words

The program is called Turning Point for a reason. It truly was the biggest turning point in my life. When I graduated from homeschool high school, I truly had no idea what I was going to do next or where I was going to fit in. When I first started, I was very insecure and scared. I kept going to the nurse and I was also very shy. My experience at Turning Point made me grow so much. The staff supported my needs in every way, the classes were very informative, and the mentors were also a great support system to have by my side. There is a social and vocational opportunity when you come to Turning Point. Vocationally, I have had 3 internships so far. Each one taught me something about myself and something I could use later in my work experience. Socially, in the beginning, I was very shy. Now that I have become familiar with everything, I am begging to participate in clubs and even the outings that Turning Point offers to us. My life has changed dramatically since participating in the program, and I can't imagine where I would be without it.

Cobey Meyer

LIMITATIONS

Data from TPSIDs are self-reported by program staff, 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. Additionally, 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.

The amount of missing data differed across the dataset. The NCC took several steps to ensure completeness of the data reported, but gaps persist in some responses. We note throughout this report where data are missing.

TPSID data do not provide a representative sample of all higher education programs serving students with intellectual disability in the US (Grigal et al., 2022). Therefore, generalizability may be limited. These limitations are important to keep in mind when interpreting the data presented in this report.

CONCLUSION

During the second year of the Cohort 3 TPSID model demonstration program, the 22 TPSID grantees planned or implemented access to higher education in 38 programs at 36 colleges and university campuses in 16 states. Thirty-five programs were in operation, enrolling 494 students with intellectual and developmental disabilities; the remaining three programs were in a planning year.

The composition of enrolled students changed slightly, with a very small increase in students receiving college-based transition services. This report also provides new information about the guardianship status of the students enrolled in TPSID; slightly more than half do not have a guardian and 34% have a legal guardian. Other characteristics related to race, age, and disability remained steady.

Inclusive Course Access and Academic Supports

Data from Cohort 3 TPSIDs in Year 2 reflect a notable increase in an important hallmark activity: student access to inclusive college courses, with 50% of all enrollments being in inclusive

courses. The NCC has conducted outreach to offer support and is continuing to explore potential strategies to further increase access to inclusive courses for all students attending TPSID programs. There remains a small number of TPSIDs that continue to offer predominantly specialized courses. To align with the HEOA legislation and absolute priorities or intent of the TPSID initiative, we hope to see a continued reduction in the use of specialized courses.

Most programs (74%) met or exceeded the minimum 50% inclusive course access required by comprehensive transition and postsecondary programs like TPSIDs. Worth noting are the 18 programs whose students enrolled only in inclusive courses. One-third of students took only inclusive courses. Both findings are significant achievements and demonstrate growth from last year.

In addition to being a foundational principle of the TPSID program, inclusive course access also influences students' employment, credit accumulation, and credential attainment (Papay et al., 2018). We are pleased to witness this strong and growing emphasis on inclusive course enrollments. However, the NCC will continue to prioritize support to further reduce reliance on specialized instruction via our data-driven technical assistance efforts and subsequent targeted supports.

CTP Status and Use of Federal Student Aid

The percentage of TPSID programs approved as CTP programs increased substantially from 11 programs (29%) in Year 1 to 18 programs (47%) in Year 2, meaning a higher number of students were attending programs where they could apply for federal financial aid. Sixty-eight percent (n = 338) of students were attending programs approved as CTP programs. Pell grants were the most frequently received form of aid, with 80 students receiving grants in Year 2.

To provide a sense of how the use of federal student aid in TPSIDs aligns with national usage, it is helpful to share data from the Federal Student Aid Office. In the 2021–2022 academic year, there were 146 approved CTP programs. Of these, 107 colleges and universities awarded federal student aid to 692 students with intellectual disability. This means 21 fewer colleges and universities awarded FSA to students with intellectual disability this year than last year. However, these figures demonstrate increases in each type of award. Students received a total of $3,062,024 in Pell grants (an increase of $656,864), $125,754 in Supplemental Education Opportunity Grants (an increase of $19,446), and $132,587 in Federal Work-Study (an increase of $78,825) (personal communication, Lindsay Wertenberger, December 14, 2022). Using these figures, the student aid recipients attending TPSID programs represent approximately 12% of the students with intellectual disability receiving federal student aid at CTP programs nationally.

Access to Advising and Transcripts

Use of existing academic advising is a predictor of access to inclusive course enrollment for students with intellectual disability (Papay et al., 2018). Typical advising services and specialized advising by TPSID program staff, continue to be offered by the majority of TPSIDs, and 20% offered advising services only through the typical advising office. Eight of the programs did not offer access to typical advising services. No substantial changes were found in the provision of advising in Year 2. Access to the DSO also remained stable, with 69% of students receiving services from the college or university DSO.

Transcript receipt has been found to be a predictor of inclusive course access (Papay, 2018). This year's data reflects growth in transcript receipt, with 69% of the TPSIDs issuing official transcripts from the college/university and 20% of TPSIDs issuing both an official transcript from the college/university and a transcript from the TPSID program. Thus, 89% of students attending TPSID programs were able to access an official transcript from the college/university.

This bodes well for TPSIDs seeking to pursue accreditation in the future. The Model Accreditation standards established by the NCC Accreditation Workgroup (Think College National Coordinating Center Accreditation Workgroup, 2021) Curriculum Standard 3 states: "Students with intellectual disabilities participate in a wide array of postsecondary level courses from

multiple disciplines and departmental/college units that are part of the curriculum for degree or certificate programs." Official transcripts are a suggested form of evidence to document achievement of this standard.

Employment Preparation and Engagement

Data in Year 2 reflect positive trends and some continuing challenges related to employment. Student engagement in career awareness and exploration and work-based learning increased in Year 2, with the percentage of students engaging in paid work-based learning almost doubling from 18% in Year 1 to 31% in Year 2. Unpaid work-based learning also increased by 10 percentage points. More students sought paid employment, with more than half participating in job-seeking activities such as completing job applications and interviews. The percentage of applications resulting in a job offer also increased from 30% to 44%, another sign of a more positive job market and successful job supports. However, the percentage of students in paid employment while enrolled, though slightly higher than last year, remained under 40%. This is 10 percentage points lower than the paid employment rates in the previous cohort's second year.

Anecdotal reports from TPSIDs suggest the slow growth in paid employment may be related to staffing supports and continued concerns about COVID-19, or other issues such as coordination with external service providers or lack of family support. The NCC has provided multiple trainings to support TPSIDs in their goal to increase student paid employment. In February and March 2022, NCC staff met with program staff from each TPSID to review critical data points and provide any requested technical assistance. Three TPSIDs requested and received additional support on employment.

During the annual TPSID Project Director Meeting, multiple sessions focused on employment, including two sessions on data, one on building and enhancing program paid employment structures, and another on expanding and strengthening vocational rehabilitation partnerships. Additionally, the NCC shared an external opportunity for more

> **Student engagement in career awareness and exploration and work-based learning increased in Year 2, with the percentage of students engaging in paid work-based learning almost doubling from 18% in Year 1 to 31% in Year 2.**

intensive professional development available through Virginia Commonwealth University's (VCU) Rehabilitation Research and Training Center (RRTC) on Employment for Transition-Age Youth. VCU offered TPSID staff the chance to enroll in a six-week course that included tools and knowledge on evidence-based employment practices to increase paid employment opportunities for college students with intellectual and developmental disabilities. Our hope is that by leveraging this partnership with VCU, TPSID employment staff will have more tools at their disposal to continue to enhance their employment supports. Participation was voluntary, and 20 of the TPSIDs enrolled staff in this course. An upcoming webinar in spring 2023 will also be offered focused on strategies for collaborating with employers.

Paid Employment at Exit

The percentage of students with a paid job at exit or within 90 days dropped only slightly from 49% in Year 1 to 47% in Year 2. However, in looking only at students who completed a TPSID program rather than those who exited for other reasons, we find 59% were working in a paid job at exit or within the first 90 days after completing their program. Therefore, students who completed the program had a relatively successful employment rate, which might be less evident when looking at all exiting students.

Student Exit, Completion, and Credential Attainment

Year 2 brought a larger number of students exiting their program (n = 168), and 68% of these students completed the program. Of those who

completed the program, 99% (n = 114 of 115) earned at least one credential, and 70% earned a credential approved by the college/university governance structure. These completion and credential attainment rates far exceed national rates of student college completion at four-year colleges (60%) and community colleges (20%) (Kantrowitz, 2021).

However, a larger number of students exited the program without completing than in Year 1 (n = 11 in Year 1 vs. n = 53 in Year 2). The impetus for some of these students to leave the program without finishing related to transfer to another institution of higher education, financial issues, and mental health concerns, as well as dissatisfaction with some online learning options that resulted from COVID-19-related changes at their campus. A small number of students were dismissed from a program, and 25 students exited because they no longer wanted to attend their program.

Spread across the 35 programs, this increase from Year 1 in students exiting without completing is not cause for alarm, but it does warrant continued attention. TPSID staff report some underlying reasons for more early student exits may be directly or indirectly related to COVID-19. Some students did not favor online instruction options that were developed during COVID 19 and maintained after campus closures ended. Others faced family financial hardships related to jobs lost during the pandemic and thus could no longer afford the tuition and fees for the program. Staffing changes — and in some cases, long-term staffing gaps — also may have contributed to students exiting TPSID programs before completion.

Although students making the decision to no longer continue a college program could be a positive decision for them, it behooves TPSID programs to consider how to gather information in the future to understand and, if possible, proactively respond to students considering program exit prior to completion. Additionally, those TPSIDs that had students leave because of poor fit may wish to revisit their application and admission process to identify areas of concern prior to enrollment.

Final Thoughts

Findings from the Year 2 data from Cohort 3 TPSID programs reflect growth in student numbers as well as growth in inclusive course access, CTP eligibility, and credential attainment. Employment preparation activities and attainment of employment while enrolled are growing, albeit at a slower pace. In viewing these annual data, we must remind readers how unique the first two years of this program were from previous years. This cohort of grantees launched during a pandemic and continues to respond both directly and indirectly to issues stemming from the social and economic impact of COVID-19. The lead entities hosting these grants, all institutions of higher education, have also been contending with continued issues of enrollment, increased costs, and staffing issues. As we consider the comprehensive nature of these programs, addressing students' learning, working, living, and social needs, the accomplishments evident in this year's report are laudable. The TPSID grantees continue to achieve their project goals and, more importantly, continue to build capacity within their host colleges and universities to value and support college students with intellectual disability.

Travis Weekley working at a cafeteria on campus at University of South Alabama.

ENDNOTES

[1] The NCC reporting of student race and ethnicity has been updated for 2021—22 to align with OMB guidance more accurately for analyzing and presenting these data (Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity, 1997). This may result in inconsistent comparisons to previous annual reports.

[2] The three students with no course enrollments exited before the end of the academic year.

[3] Percentages add up to more than 100% due to rounding.

[4] See definitions on page 15.

[5] Reasons for denial of VR services included: students found ineligible due to severity of disability or financial reasons, inconsistent support/communication from VR, overlapping services, and window for application lapsed
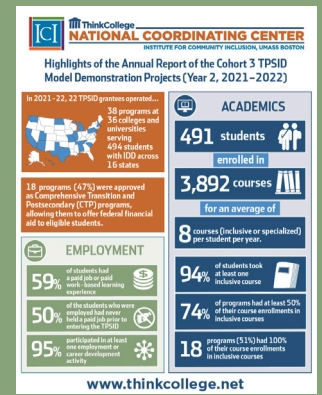
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Read the Executive Summary: the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022)

Think College
REPORTS
ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 2, 2021–2022)
Meg Grigal, Debra Hart, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, and Rebecca Lazo
EXECUTIVE SUMMARY

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Read the Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022)

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Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022)

In 2021–22, 22 TPSID grantees operated… 38 programs at 36 colleges and universities serving 494 students with IDD across 16 states

18 programs (47%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, allowing them to offer federal financial aid to eligible students.

EMPLOYMENT
59% of students had a paid job or paid work-based learning experience
50% of the students who were employed had never held a paid job prior to entering the TPSID
95% participated in at least one employment or career development activity

ACADEMICS
491 students enrolled in
3,892 courses for an average of
8 courses (inclusive or specialized) per student per year.
94% of students took at least one inclusive course
74% of programs had at least 50% of their course enrollments in inclusive courses
18 programs (51%) had 100% of their course enrollments in inclusive courses

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