

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



Kai Gardizi, student at University of California Davis



 ThinkCollege

NATIONAL COORDINATING CENTER

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

BACKGROUND ON HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITY

In 2020, the Office of Postsecondary Education in the U.S. Department of Education funded 22 model demonstration projects called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs). These grantees are charged with creating or expanding inclusive higher education programs for students with intellectual disability (ID). This is a summary of the complete findings shared in the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022).

CURRENT STATUS OF TPSIDS

PROGRAM CHARACTERISTICS

In 2021–2022, 22 TPSID grantees implemented 38 programs at 36 colleges and university campuses in 16 states. Of the 38 programs, 10 were located at two-year colleges and 28 were located at four-year colleges and universities. Thirty-five programs enrolled students in 2021–22, and the remaining three programs were in a planning year. 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.

STUDENT CHARACTERISTICS

On average, programs enrolled 14 students per site (n = 494 total students). Ninety-eight percent of enrolled students had intellectual disability and/or autism. Sixty-two students were high school students receiving college-based transition services (13% of enrolled students). Most students (95%) were between the ages of 18 and 25, with more male students (59%) than female.

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

Mahad is elected to student government.

“My name is Mahad Dahir, a student in the Achieve program at Highline College, and I was diagnosed with autism at an early age, which impacts my ability to communicate with the people around me. I’m also the son of a refugee whose community has stigmas regarding mental health and disability awareness. I’ve recently been elected vice president of the Associated Student body council at Highline. I’m the first person from the Achieve program to have ever been elected to the student body government. It is an honor to be in this role, and at the same time, it allows me to become a voice on issues impacting students with disabilities. These students have been historically silenced when it comes to the decisions that impact them in a major way.”

(This is an excerpt from October 2022 blog post written by Mahad Dahir.)

When the previously elected president declared they were unable to perform the duties of the office, Mahad was voted in as Highline College student body president!



ACADEMICS

Students enrolled in both inclusive or typical college courses and in specialized courses designed for and offered only to students with intellectual disability. In 2021–2022, students enrolled in 3,892 courses, for an average of eight courses (inclusive or specialized) per student per year. Fifty percent of all enrollments were in academically inclusive courses.

A closer look at the data on percentage of inclusive course enrollments by program showed three programs with 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 (74%, n = 26) had at least 50% of their course enrollments in inclusive courses, and 18 programs (51%) enrolled students only in inclusive classes.

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.

74% of programs (n=26) had at least 50% of their course enrollments in inclusive courses.



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

ACADEMIC SUPPORTS

Sixty-nine percent of students received support or accommodations from the disability services office (DSO) on their campus. Academic advising was provided in various combinations by the IHE's typical advising staff and by TPSID program staff.

RESIDENTIAL OPTIONS

In 2021–2022, eight (23%) TPSID programs were located at commuter IHEs not offering housing for any student. Of the 27 TPSID programs located at residential schools, 19 (70%) offered housing to students in the TPSID program and eight did not offer 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 family, and twenty-nine students (6%) lived in non-college/university housing, not with family.

EMPLOYMENT


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

Employment services and work-related direct support were provided by all 35 TPSID programs enrolling students. The majority of students (95%) participated in at least one employment or career development activity, such as work-based learning, job-seeking, and career awareness/exploration. Fifty-nine percent of students (n = 291) had at least one paid position (paid employment or a paid work-based learning experience). Thirty-six percent of students (n = 179) had an individual paid job earning at or above minimum wage while enrolled. Ninety-four (50%) of the students who were employed while enrolled in a TPSID had never held a paid job before.

VOCATIONAL REHABILITATION

In 2021-22, 175 students (35%) were enrolled in VR and 142 students (29%) received VR services. The most common services provided by VR to students were self-advocacy instruction, job readiness training, and job coaching. Eighteen of the 23 programs partnering with VR reported they collaborated to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014).

29% of students received services from a VR program.



PROGRAM COMPLETION AND CREDENTIAL ATTAINMENT

Of the 168 students who exited their program during the reporting period, 68% completed their program. Though credentialing options varied, students were able to earn credentials at 34 of the 35 (97%) programs that enrolled students. A total of 131 credentials were earned by exiting students. Of the credentials earned, 99% (n = 130) were certificates and one credential was a bachelor's degree. Of the credentials earned, 73% (n = 96) were approved by the college/university governance structure.

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 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.



Julia Golden

PRELIMINARY ONE YEAR OUTCOMES

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. Seventy-three percent of students (n = 27) who responded to the outcome survey reported being engaged in paid employment. This is significantly higher than the national employment rate of adults with intellectual and developmental disability (15%; National Core Indicators, 2022). Thirty-eight percent of respondents (n = 14) reported they were pursuing further education. Ninety-two percent of respondents (n = 34) reported they were happy or very happy with their social life.

73% (n=27)



of graduates who completed a TPSID program in 2020–2021 were in paid employment one year after graduation

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 35 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. 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 approval, and credential attainment. Employment preparation activities and attainment of employment while enrolled also grew, 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

continue to have 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. 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.

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



RECOMMENDED CITATION

Grigal, M., Hart, D., Papay, C., Bukaty, C., Choiseul-Praslin, B., & Lazo, R. (2023) Executive Summary of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 2, 2021–2022). Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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

This is a publication of the Think College National Coordinating Center, a project of the Institute for Community Inclusion at the University of Massachusetts Boston, funded by a grant from the Office of Postsecondary Education (Grant No. P407B200001). The opinions contained in this document are those of the grantee and do not necessarily reflect those of the funder.

