Think College REPORTS

ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 3, 2022–2023)

Meg Grigal, Debra Hart, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, and Sara Pound

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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.

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On the cover: Bathey Fong is a student at Leeward Community College supported by the Postsecondary Support Project at the University of Hawaii Manoa.

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Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023)

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 (TPSID) model demonstration program was first implemented by the Office of Postsecondary Education (OPE) in 2010 through 5-year grants awarded to 27 institutes of higher education (colleges/universities) (see https://thinkcollege. net/projects/ncc 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, students, and others 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
41 TOTAL PROGRAMS
⊛ NATIONAL COORDINATING CENTER
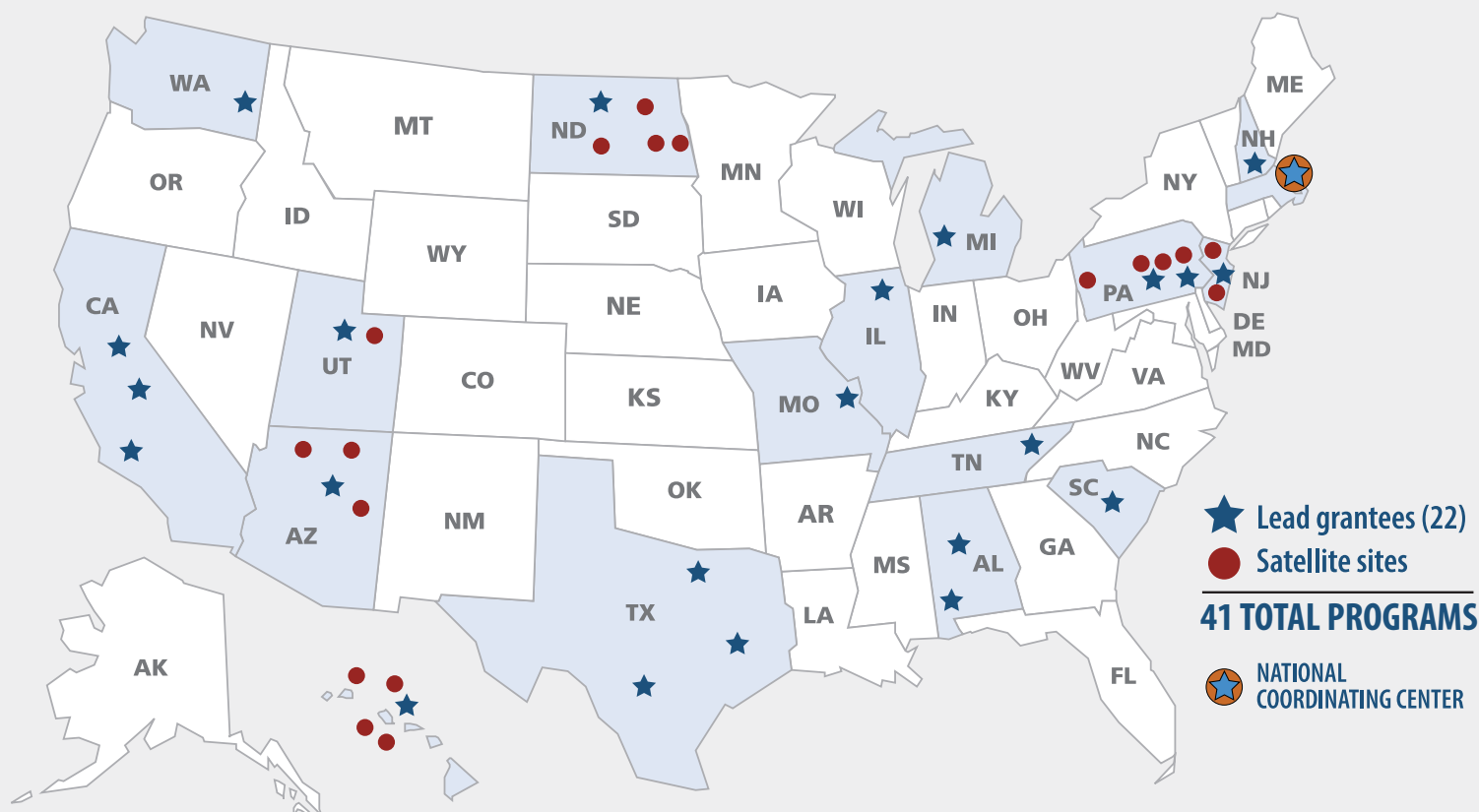
This report provides an overview of descriptive program and student-level data provided by Cohort 3 TPSIDs during the 2022–2023 academic year. Program data include program characteristics, academic access, student supports, and integration of the program within the college/university during the third year of 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 that TPSID grant recipients are required to report on, and which are 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. Applications for reapproval were submitted to OMB in December 2015, January 2018, and February 2022. The current collection protocol was approved by OMB in August 2022.

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.

METHODS

TPSID program staff (e.g., principal investigator, program coordinator, evaluator, or data entry assistant) reported data for the 2022–2023 academic year between October 1, 2022, and September 30, 2023.

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 21, 2023, and spring term course enrollments were due by June 30, 2023. 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. We held an individual meeting with staff at each TPSID between June and August 2023, 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 SPSS and Microsoft Excel software to obtain frequencies and other descriptive statistics. In cases where data were missing and a response could not be obtained, we provide the number of programs or students for which data were entered.

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

TPSID PROGRAM OVERVIEW

Number of Programs

The third year of the Cohort 3 TPSID model demonstration program commenced on October 1, 2022. The 22 TPSID grantees planned or implemented 41 programs at 39 college and university campuses in 16 states. Eight TPSID grantees planned or implemented more than one program. Twenty-two programs (54%) had enrolled students with intellectual disability prior to receiving a TPSID grant. Fifteen programs (37%) were recipients of previous 2010–2015 or 2015–2020 TPSID funding. Of the 41 programs, 39 enrolled students in 2022–2023 and two were in a planning year.

Four new programs were added for 2022–2023:

- North Dakota State University and Valley City State University both developed programs as part of the Minot State University TPSID grant. Both sites were in a planning year in 2022–2023.
- Northland Pioneer College was added to the Northern Arizona University TPSID consortium as an additional site.
- University of Missouri St. Louis added a second distinct TPSID program to their campus, University of Missouri St. Louis (Succeed+ Program).

One site in the Year 2 report is not included in the Year 3 report:

- University of Alabama (Crossing Points Tier 1) was included as a TPSID site in 2021–2022 but was subsequently omitted as a TPSID site after discussion between the TPSID Principal Investigator and the NCC.

See Table 1 Summary of TPSIDs 2022–2023.

In 2022–2023, 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 at Manoa, Minot State University, Georgian Court University, Millersville University, and Utah Valley University). There were 23 programs across these six consortia. Two universities (University of South Alabama and University of

Missouri St. Louis) each operated two distinct TPSID programs on their campuses. Of the 41 programs, 10 were located at a 2-year college/ university and 31 were located at a 4-year college/university. Twenty-one TPSID programs (51%) operated as approved Comprehensive Transition and Postsecondary (CTP) programs, meaning they were able to offer eligible students access to certain forms of federal student aid.

Student Enrollment in TPSIDs

Student enrollment at TPSID programs ranged from 1 to 46 students. There were 534 students attending the 39 active programs, with an average of 14 students per program. Programs enrolled adult students who were no longer attending high school and 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 = 27, 69%) than programs enrolling both high school and adult students (n = 12, 31%). No programs enrolled only high school students. Eleven percent (n = 58) of students in TPSID programs were high school students receiving college-based transition services (see Figure 3).

Prior to entering TPSID programs, most students participated to some degree in inclusive curriculum and educational settings while in high school. Eleven percent of students were in fully inclusive settings, 29% spent the majority of their time in inclusive settings, 12% spent an equal amount of their time in inclusive and special education settings, and 30% of students spent the majority of their time in special education classes. Eight percent of students were only in special education classes while in high school. One percent of students were homeschooled and 1% were in another type of educational setting. Educational setting was not reported for 8% of students.

The majority of students were white (60%). Twelve percent were Black or African American, 11% percent were Hispanic or Latino/a/x, 7% were Asian, 3% of students indicated more than one race, 2% were Native Hawaiian or Other Pacific Islander, and 2% were American Indian or Alaska Native. Race was not reported for 3% of students.

TABLE 1. SUMMARY OF TPSIDS 2022-2023

STATE	TPSID	SITE	RESIDENTIAL TYPE			TYPE OF STUDENTS SERVED		Can offer financial aid as a CTP (as of 9/30/23)	Total # of students
			Residential campus open to TPSID students	Residential campus not open to TPSID students	Commuter School	Adults only	Adults and college-based transition		
AL	University of Alabama	University of Alabama (CrossingPoints Tier 3)	X				X	X	14
AL	University of South Alabama	University of South Alabama (2 year program)*		X		X		X	15
AL	University of South Alabama	University of South Alabama (4 year program)		X		X		X	4
AZ	Northern Arizona University	Northern Arizona University	X			X			2
AZ	Northern Arizona University	Coconino Community College			X	X			16
AZ	Northern Arizona University	Mohave Community College			X		X		4
AZ	Northern Arizona University	Northland Pioneer College			X	X			2
CA	California State Univ. Fresno	California State Univ. Fresno*		X			X	X	37
CA	Taft College	Taft College*	X				X		31
CA	Univ. of California (Davis)	Univ. of California (Davis)	X			X			21
HI	University of Hawaii at Manoa	University of Hawaii at Manoa*	X			X			1
HI	University of Hawaii at Manoa	Honolulu Community College*			X	X			2
HI	University of Hawaii at Manoa	Kapiolani Community College*			X	X			1
HI	University of Hawaii at Manoa	Leeward Community College*			X		X		5
HI	University of Hawaii at Manoa	Windward Community College*			X	X			1
IL	University of Illinois Chicago	University of Illinois Chicago		X		X		X	11
MI	Calvin University	Calvin University	X				X	X	21
MO	Univ. of Missouri St. Louis	University of Missouri St. Louis	X				X	X	46
MO	Univ. of Missouri St. Louis	University of Missouri St. Louis - Succeed+	X			X			8
ND	Minot State University	Bismarck State College	X			X			6
ND	Minot State University	Dakota College at Bottineau*	X			X			1
ND	Minot State University	North Dakota State University							0**
ND	Minot State University	Valley City State University							0**
NH	University of New Hampshire	University of New Hampshire	X			X			6
NJ	Georgian Court University	Georgian Court University	X			X		X	8
NJ	Georgian Court University	Bergen Comm. College (2020-25)*			X		X		29
NJ	Georgian Court University	Coll. of New Jersey (2020-25)*	X				X	X	37
PA	Millersville University	Millersville University*	X				X	X	30
PA	Millersville University	Duquesne University*	X			X		X	4
PA	Millersville University	Gwynedd Mercy University*	X			X		X	17
PA	Millersville University	Lock Haven University	X			X		X	4
PA	Millersville University	Temple University*		X			X	X	25
PA	Saint Joseph's University	Saint Joseph's University	X			X		X	3
SC	University of South Carolina	University of South Carolina	X			X		X	25
TN	East Tennessee State Univ.	East Tennessee State Univ.	X				X	X	21
TX	Texas A&M University	Texas A&M University	X			X		X	18
TX	Texas A&M Univ. - San Antonio	Texas A&M Univ. - San Antonio	X			X		X	9
TX	University of North Texas	University of North Texas	X			X		X	13
UT	Utah Valley University	Utah State University Eastern	X			X		X	5
UT	Utah Valley University	Utah Valley University			X	X			9
WA	Washington State University	Washington State University	X			X		X	22
		TOTAL	**25**	**5**	**9**	**27**	**12**	**21**	**534**

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

The majority of enrolled students identified as male (61%). Thirty-nine percent identified as female, less than 1% were non-binary, and one student identified as another gender not listed.
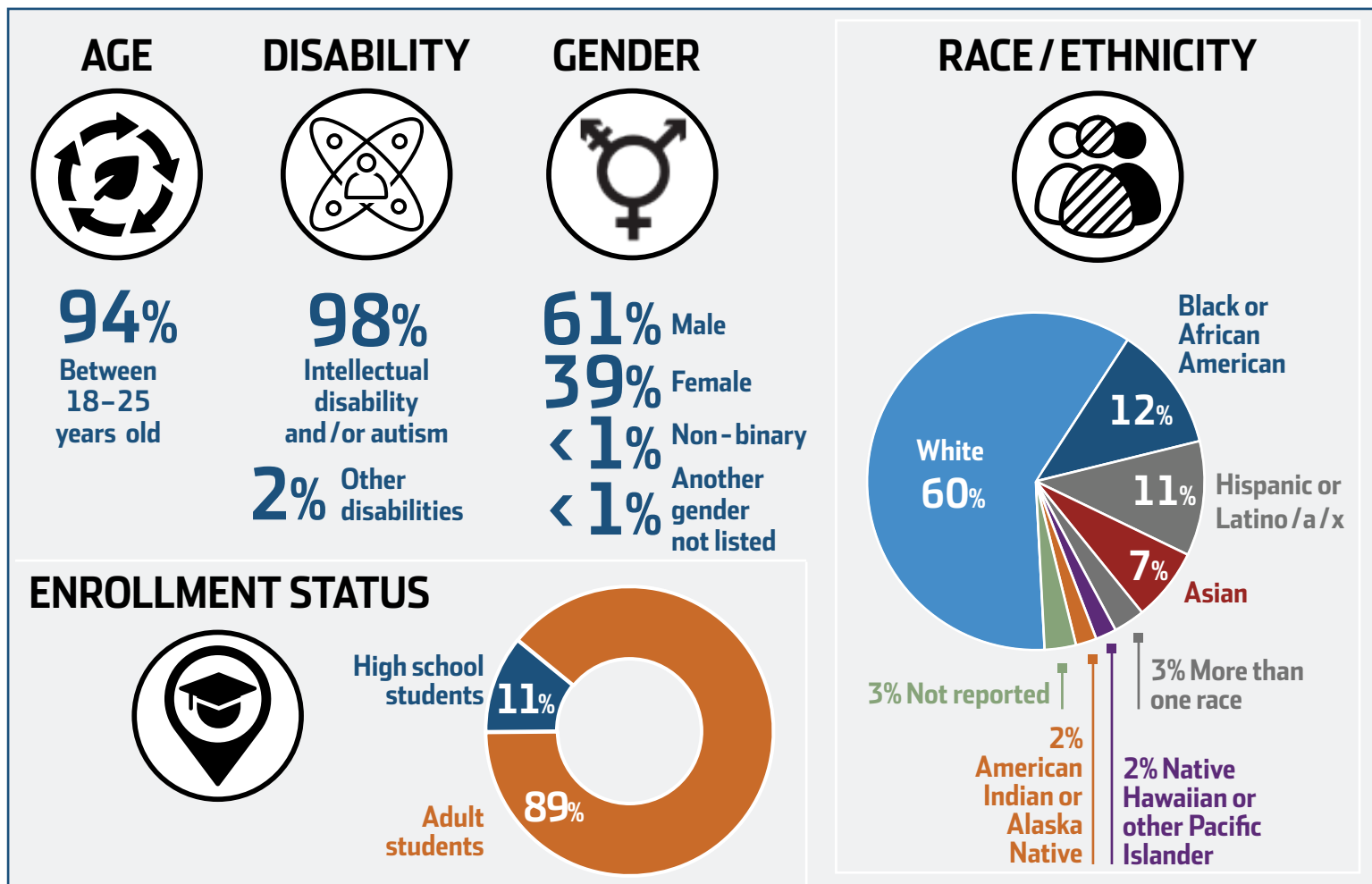
Most students (94%) were between the ages of 18 and 25, with ages ranging from 17 to 51. Almost all students (n = 522; 98%) had intellectual disability and/or autism. Sixty-five percent (n = 348) had intellectual disability but not autism, 27% (n = 145) had both intellectual disability and autism, 6% (n = 29) had autism but not intellectual disability, and 2% (n = 12) had other disabilities. Just over half of students did not have a legal guardian (52%). Thirty-four percent had a legal guardian. Guardianship status was not reported for 14% 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 (68%) who were reported to

have intellectual disability provided a copy of their Individualized Education Program (IEP), 37% provided a neuropsychological or psychological examination report, 17% provided a document from another government agency such as Vocational Rehabilitation (VR) or Medicaid, 9% provided documentation from a physician, 2% provided documentation of their Social Security Administration (SSA) disability determination, and 1% provided another form of documentation. Intellectual disability was not confirmed through documentation for 21 (4%) students who were reported by the TPSID to have intellectual disability.

> **Most students (94%) were between the ages of 18 and 25, with ages ranging from 17 to 51.**

FIGURE 3. STUDENT PROFILE (N = 534 STUDENTS)

AGE

94%
Between 18–25 years old

DISABILITY

98%
Intellectual disability and/or autism

2% Other disabilities

GENDER

61% Male
39% Female
<1% Non-binary
<1% Another gender not listed

RACE/ETHNICITY

White **60%**
Black or African American **12%**
Hispanic or Latino/a/x **11%**
Asian **7%**
3% More than one race
3% Not reported
2% American Indian or Alaska Native
2% Native Hawaiian or other Pacific Islander

ENROLLMENT STATUS

High school students **11%**
Adult students **89%**

Retention

To calculate the first-year retention rate for students who attended TPSID programs, we identified students who enrolled at a TPSID program for the first time in 2021–2022 (n = 209). We determined no students had completed a TPSID program in a single academic year. Of the students who first enrolled in 2021–2022, we identified the students who were still enrolled in the TPSID in the following academic year (2022–2023; n = 169). The first-year retention rate for the 2022–2023 academic year was 81%. This compares favorably to undergraduates without intellectual disability. For first-time, full-time, degree/certificate-seeking undergraduate students enrolled in postsecondary institutions in Fall 2021 (the most recent timeframe for which these data are available), the full-time retention rate was 76% (National Center for Education Statistics, 2023).

> **The first-year retention rate for the 2022–2023 academic year was 81%. 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 76%.**

STUDENT PLANNING, ADVISING, AND EMPLOYMENT SUPPORT

Academic Advising

Academic advising was provided in various combinations by the college/university's typical advising staff and by TPSID program staff. Twenty-one programs (54%) offered access to both specialized advising by TPSID program staff and typical advising services. In nine TPSID programs (23%), students received only specialized advising services and did not access typical advising services. Students in another nine of the TPSID programs (23%) received advising only from existing academic advising offices at the college/university.

Person-Centered Planning

In 2022–2023, all 39 TPSID programs serving students (100%) used person-centered planning (PCP) with enrolled students. At twenty-two TPSID programs (56%), PCP began at enrollment, 14 programs (36%) began PCP prior to enrollment, and three programs (8%) began PCP at other times. Of the programs that indicated another time, two offered more detail; both indicated beginning PCP early in the students' first semester.

A majority of programs (n = 25, 64%) held PCP meetings for students each academic term. Six programs (15%) held meetings for students annually, five programs (13%) held meetings once during the student's program, and three programs (8%) held meetings for students on a different schedule. For example, Texas A&M University reported meeting with students twice per semester.

This year, we asked programs to share how they used the information gathered through the PCP process. Most commonly, TPSID programs used PCP information for career planning (97%) and planning individual skill development (97%). They also used PCP information for additional planning as depicted in Table 2.

TABLE 2. HOW PERSON-CENTERED PLANNING (PCP) INFORMATION IS USED AT TPSID PROGRAMS

Use of PCP Information	% of programs
Career planning	97%
Planning individual skill development	97%
Planning engagement in social activities	95%
Advising/course selection	92%
Development of program of study	82%
Determining level of support	74%
Determining accommodations and modifications	74%

Peer Support

Peer mentors provided support to students at all the 39 active TPSID programs. For 2022–2023, programs were asked to report how many peer mentors worked with students and how many hours of support they provided across the academic year. Mentor numbers by program ranged from 3 to 150. The average peer mentor to student ratio was between 2 and 2.5 to 1 student in 2022–2023. Across programs, students benefited from over 50,000 hours of peer mentor support, or an average of 100 hours per year for each student enrolled in a TPSID program.

Peer mentors provided several types of support, including social (at 100% of programs), academic (97%), independent living (67%), employment (64%), transportation (46%), campus housing (15%), and other (5%), which included support for health and wellness and communication.

When asked how peer mentors were trained and supervised, all TPSID programs (100%) implemented a formal training protocol at peer mentor onboarding. Seventy-seven percent of programs also indicated peer mentors attended regular group meetings, 59% of programs provided periodic refresher training, and 41% of programs held regular one on one meetings with peer mentors. One program (3%) indicated they met with peer mentors both monthly in one-on-one meetings and as needed.

Twenty-one TPSID programs (54%) reported all peer mentors received payment for their work. Ten TPSID programs (26%) reported paying some of the peer mentors and eight programs (19%) indicated they did not pay peer mentors in 2022–2023.

Peer mentors at more than half of TPSID programs (n = 21, 54%) did not receive academic credit for the support they provided to students in 2022–23. However, at 17 programs (44%) some peer mentors did receive academic credit and at one program, the University of Illinois Chicago, all peer mentors received academic credit for the support they provided to students.

Employment Support

All 39 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 support was also provided by supervisors at the worksite (85%), career services staff at the college/university (72%), peer mentors (72%), co-workers (56%), state VR staff (54%), state intellectual and developmental disability agency staff (33%), a separate/contracted employment service provider (23%), and LEA staff for enrolled high school students (15%).

Across programs, students benefited from over 50,000 hours of peer mentor support, or an average of 100 hours per year for each student enrolled in a TPSID program.

Bathey and Justice Reflect on Coaching Supports

The Postsecondary Support Project at the University of Hawaii Manoa offers coaching support to students with intellectual disability at Kapiolani, Honolulu, Leeward, and Windward Community Colleges. Students receive educational coaching preparing them to navigate the University of Hawaii system, develop good academic skills, stay on track with their studies, and improve their "soft-skills". The program also prepares students to learn about self-determination and develop or improve their visions for their futures. Leeward Community College students Bathey Fong and Justice Routan reflected on how these supports are helping them prepare for their futures:

I started college in my 30s. I had a job working for the state, but I decided to go to college so that I can get a better job. I'm taking the classes one by one. The Postsecondary Supports Project (PSP) helps me figure out how to pick my classes and checks in with me to see how I'm doing in my classes. My peer coach also supports me with time management and all of that good stuff.

A lot of professors and students that I've met, they've never met a person with a disability. My dream is to work with people with disabilities and professors. I want to come back here to support and encourage professors when they teach people with disabilities.

– Bathey Fong, student

I've always wanted to be educated and learn new things. People say I'm wise, but a wise man knows there is more to learn. I want to be a counselor, to help kids. In college, I meet with my coach two days a week. We make agendas with what we'll be doing at each meeting to make sure I'm on top of things. My coach also helps me with making my resume, practice interviewing for jobs, and self-determination. I'm learning to speak up more to advocate and be willing to do more things for myself. I would not be able to navigate college as well without the things that the coaches have helped me with.

– Justice Routan, student

ACADEMICS

Course Enrollments

Course enrollments are reported in two categories: academically inclusive and specialized. Academically inclusive courses are 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 530 of the 534 students in the 39 TPSID programs enrolling students in 2022–23[1]. These 530 students enrolled in a total of 4,240 college or university courses (both inclusive and specialized), with an average of eight course enrollments per student. The average number of courses taken was slightly less at 2-year colleges (seven per student) than at 4-year colleges/universities (eight per student).

530 students enrolled in 4,240 courses for an average of 8 courses (inclusive or specialized) per student per year
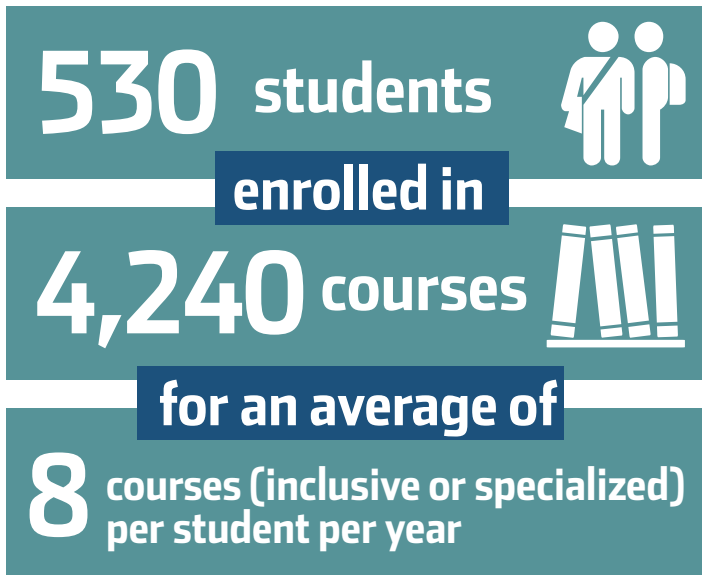
Across all programs, 59% of enrollments (n = 2,513) were in academically inclusive courses. On average, students took five inclusive and three specialized courses this year. The percentage of enrollments in inclusive courses was higher at 4-year colleges/universities than at 2-year colleges/universities (62% of enrollments in inclusive courses at 4-year colleges/universities vs. 44% of enrollments in inclusive courses at 2-year colleges/universities).

Most students who were enrolled in courses (n = 520, 98%) took at least one inclusive course during the year, and 95% of students took more than one inclusive course. Forty percent of students (n = 213) took only inclusive courses. See Figure 4 for examples of academically inclusive courses students have taken.

98% of students took at least one inclusive course

95% of students took more than one inclusive course

FIGURE 4. EXAMPLES OF INCLUSIVE COURSES TAKEN BY STUDENTS

Academic Writing and Research
College Composition 1
Drafting 1
Equity in Action
Introduction to Viticulture
Laboratory in Early Childhood
Rights and Welfare of Animals
Social Movements & Digital Activism
Sports Marketing
US History to 1877

Eighty-two percent of programs enrolling students (n = 32) had at least 50% of their course enrollments in inclusive courses, and 21 programs (54%) enrolled students only in inclusive classes. See Figure 5 for a list of programs.

In 2022–2023, there were seven TPSID programs (18% of TPSID programs enrolling students) in which students took fewer than 50% inclusive courses overall. When combined, these seven programs accounted for 35% (n = 188) of all students enrolled in TPSID programs and were responsible for 43% of all course enrollments

and 73% of all specialized course enrollments. Therefore, a small number of programs had a substantial impact on the overall percentage of inclusive course enrollments. Within these seven TPSID programs, rates of inclusive course enrollments ranged from 22% to 47%. When we excluded course enrollment data from these seven programs and re-analyzed enrollments, students from the remaining 32 TPSID programs serving students in 2022–23 were enrolled in 80% academically inclusive courses.

32 programs had at least 50% of their course enrollments in inclusive courses

21 programs had 100% of their course enrollments in inclusive courses
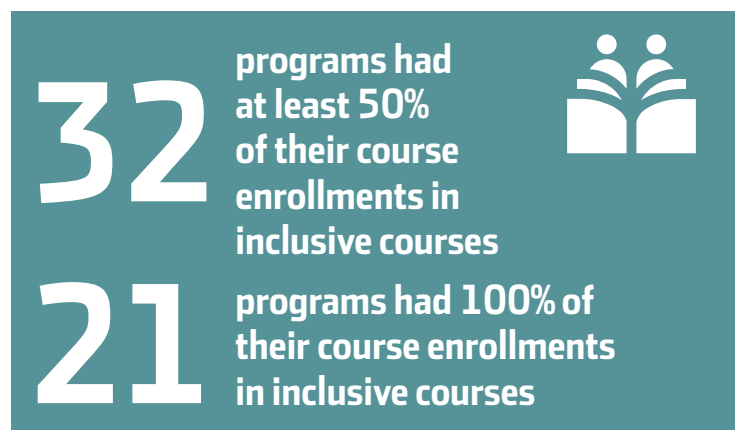
Contact hours

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 perspective on the degree of academic inclusion in TPSID programs.

Contact hour data showed slightly higher levels of academic inclusion when compared to course enrollment data. Sixty-three percent of all contact hours were in inclusive courses. Thirty-four of the TPSID programs (87% of programs enrolling students) had at least 50% of contact hours in inclusive courses. Twenty-one TPSID programs reported 100% inclusive contact hours. The percentage of contact hours in inclusive courses was higher at 4-year colleges/universities (65% of contact hours were inclusive) than at 2-year colleges/universities (52% of contact hours were inclusive).

FIGURE 5. PROGRAMS WITH 50% OR MORE COURSE ENROLLMENTS IN INCLUSIVE COURSES (n = 32).

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*
Lock Haven University*
Millersville University*
Mohave Community College*
Northern Arizona University*
Northland Pioneer College*
Saint Joseph's University*
Temple University*
Texas A&M University - San Antonio*
University of Hawaii at Manoa*
Utah Valley University*
Windward Community College*
University of Missouri St. Louis - Succeed+
University of North Texas
Washington State University
University of South Alabama - 2 year program
University of South Alabama - 4 year program
University of South Carolina
Utah State University Eastern
U of AL - CrossingPoints Tier 3
Calvin University
University of Illinois Chicago
Georgian Court University

*Programs that had 100% inclusive course enrollments (n=21)

34 programs (87%) had at least 50% of contact hours in inclusive courses

As with enrollments, a closer look at contact hour data revealed five TPSID programs (13% of TPSID programs enrolling students) in which less than 50% of contact hours across the program were inclusive. All five programs were included in the seven programs that did not meet the inclusive course enrollment goal described previously. The other two programs had at least 50% inclusive contact hours despite having a lower percentage of inclusive enrollments.

Types of course enrollments

The type of course enrollment was reported for 99% of all course enrollments. Fifty-one percent of course enrollments were in courses offering credits that could only be used toward a TPSID credential, 27% were for standard college/university credit, 19% were auditing courses, and 2% were in not-for-credit or non-credit courses. The type of course enrollment was missing for 1% of course enrollments. Students were reported to receive a grade in 82% of all course enrollments. Students' motivation for 45% of course enrollments was the relationship of the course to their career goals.

Course format

In-person courses accounted for the majority of overall course enrollment formats with 95% of course enrollments being in-person courses, 3% in a fully online format, and 2% in a hybrid format (online and in-person combined). Course format was not reported for less than 1% of course enrollments.

For academically inclusive courses, 93% of enrollments were in-person courses, 5% were in fully-online courses, and 2% were in a hybrid format.

For specialized courses, 97% of course enrollments were in-person courses, 3% in hybrid format, and no courses were in a fully online format.

Skill Instruction

For the first time, in 2022–23, the NCC asked TPSID programs to report on instruction offered to students in the following five areas:

1. **Academic skills:** The skills necessary to be successful in college/university courses, such as time management, organization, note-taking, studying, research skills, presentation skills, writing, and more.
2. **Social skills:** The ability to make and maintain interpersonal relationships through pro-social interactions and communication.
3. **Independent living skills:** The skills an individual needs to live a productive and independent life, such as personal care, money management, communication, navigation, and more.
4. **Self-advocacy skills.** The ability to recognize and communicate one's needs.
5. **Career skills.** The abilities needed to work for pay and have a career.

All TPSID programs serving students in 2022–23 offered instruction in academic skills. Ninety-seven percent of programs offered instruction in self-advocacy skills, 97% in career skills, 95% in social skills, and 92% of TPSID programs offered instruction in independent living skills.

TPSID programs also reported how they taught each skill area. Across all skill areas, the most commonly used teaching method was one-on-one instruction used by 72% to 82% of programs reporting instruction in each skill area.

For academic skills, the next most popular instructional methods were college or university seminar and program-specific course, each reported by 36% of programs, followed by other methods used by 23% of programs.

For self-advocacy skills, career skills, social skills, and independent living skills, the second most popular instructional method was program-specific course, used by 42% to 49% of programs teaching each skill. This was followed by other methods used by 25% to 37% of programs.

The least used instructional method for career, self-advocacy, social, and independent living skills was college or university seminar, reported by less than 25% of programs teaching each skill.

Academic Support

Seventy-six 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 8% received all their supports and accommodations from this office. The remaining 92% also received support or accommodations from TPSID program staff, faculty, peer mentors, and others. A small number of students (n = 19) were reported to have been denied services from the DSO on their campus in 2022–23 because the DSO office did not provide services to anyone in the TPSID.

For the first time, in 2022–23, TPSID programs were asked to report on the use of individualized learning plans or contracts for students enrolled in inclusive courses. These plans include elements, such as accommodations, modifications, assessments, student work to be completed, or individualized learning objectives. Twenty-six programs (67%) reported using individualized plans or contracts for students taking inclusive courses.

Credentials

Students were able to earn a credential at 38 of the 39 (97%) active programs. One program's credential was under development at the time of data collection and was anticipated to be finalized and approved for the first graduating students.

TPSID programs offered a total of 109 credentials. At 18 programs (47% of programs where students were able to earn a credential) a single credential was available to students. At 20 TPSID programs (53%), more than one credential was available.

The majority of credentials available to students were certificates (n = 71; 65% of credentials) but additional types included associate degrees (n = 14; 13%), industry certifications (n = 12; 11%), bachelor's degrees (n = 5; 5%), other types of credentials such as digital badges (n = 5; 5%), and licenses (n = 2; less than 2%).

Thirty-two TPSID programs (82%) offered a credential approved by the college/university. Twelve programs (31%) offered an industry recognized credential. See Figure 6 for examples of credentials available to students at TPSID programs.

Natasha Achieves a Career Goal

Natasha Sayer

Natasha emigrated to the United States when she was a pre-teen. She enrolled in the Turning Point Program at Bergen Community College (BCC) in the fall of 2021, with a specific goal in mind. Natasha dreamed of working with young children in a daycare or early childhood setting. During her time at BCC, Natasha completed internships at the college's childhood development center. She also worked toward her goal by taking courses, like American Sign language I & II, Introduction to Sociology, and Yoga.

As a part of her program of study, Natasha completed the coursework, practicum, and exam requirements to obtain an industry-recognized credential as a Child Development Associate (CDA). The non-credit course is 120 hours and is a nationally recognized program through The Child Development Council. Natasha enrolled in a 2-semester course offered through the college's Division of Continuing Education and completed it in May of 2023. She first began her community internship hours as an unpaid classroom assistant and was then hired for a part-time position in April 2023. While continuing her coursework, by June 2023, Natasha had completed the 480-hour practicum requirement needed to take the CDA exam. She successfully passed the exam and was then hired by her employer as a full-time classroom assistant, with benefits, the following month. Due to her success, Natasha was invited to speak to families at the launch event in October 2023 for the new inclusive higher education program at Montclair University, Certificate in General Education Studies.

FIGURE 6. EXAMPLES OF CREDENTIALS AVAILABLE TO STUDENTS AT TPSIDS

Associate in Science—Teaching

Bachelor of Science—
Human Development and Family Studies

Certified Dietary Aide: Blood borne Pathogens

Certified Guest Service Professional

Comprehensive Certificate in Postsecondary Studies

Forklift (powered industrial truck) Safety Training

Google IT Support Professional Certificate

Parapro

Transition & Career Studies Certificate of Completion

Culminating credentials

A *culminating credential* signifies the completion of the student's program of study and is awarded prior to exit from the TPSID program.

For the first time, in 2022–2023, the NCC asked TPSID programs to report whether each credential they offered was a culminating credential.

Of the 109 credentials offered across TPSID programs, 64 (59%) were reported as culminating credentials. The number of culminating credentials offered by programs ranged from 1 to 8. Most TPSID programs (n = 25) reported offering one culminating credential, six programs offered two culminating credentials, and six programs offered three or more culminating credentials.

The expected length of time needed to earn a culminating credential ranged from one academic year to nine semesters. The most common lengths of time it took to earn a culminating credential were two academic years/four semesters (n = 29 credentials) and four academic years (n = 23 credentials).

Microcredentials

Definitions of microcredentials vary across the fields of higher education and industry. The Think College National Coordinating Center, based on the findings of Salmon (2023), defines microcredentials as focused learning modules targeting specific skills and competencies. Microcredentials may prepare learners for work in a specific industry or contribute to development of a pervasive skill set. Microcredentials may represent stand-alone achievements or may "stack" with other modules to lead to broader credentials.

New for 2022–23, the NCC took a closer look at microcredentials available to students in TPSID programs.

Twelve programs reported their college/university offered all students the opportunity to earn microcredentials. In seven TPSID programs, students were expected to earn a microcredential as part of their program of study. Seven TPSID programs reported developing their own microcredentials specially for the students enrolled in the TPSID program. Some examples of microcredentials students earned include: a UNH-4U Campus and Community Engagement Badge, Google's IT Support Professional Certificate, a diploma in Hospitality and Tourism Management, and Certified Restaurant Server (CRS) certificate through the American Hotel & Lodging Educational Institute.

The majority of students (n = 507; 95%) were reported to be enrolled in at least one credential program. Eighty-seven students (16%) were enrolled in two or more credential programs. Of students not enrolled in a credential program 21 (4%) were enrolled in the TPSID program where the credential was still under development and six students (1%) had not yet decided on a credential program.

Calvin University Students Build Community in their Residence Hall

At Calvin University, Social Events Teams (SETs) are made up of small groups of first– and second–year students along with their floor Resident Assistant. They plan outings and activities to help everyone on their floor get to know each other and create a strong floor identity. Being part of a SET is a great way for students to join in with hall leadership and make a positive impact on their community. Adriana De Falco and Ashley Thurston have been part of this residence hall leadership team since the first week of classes. They have worked closely with other SET members to organize events like bowling, thrifting at local second–hand stores, cupcake baking, and sharing treats with residents in the lobby—contributing to the friendly and connected atmosphere in the residence hall.

Jane Standal has been working on her own to create a sense of community on her floor. She has instituted what is now known by her floormates as "Treat Tuesday". Jane works hard to bring her floor together through her hospitality and sweet treats. On any Tuesday, Jane's room is a great place for conversation and friendship.

Ashley Thurston, Adriana De Falco, Erynn Boersema, Emma Moro

Jane Standal

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 identify areas of practice quantified by data where practices are well-aligned with TPSID requirements and where the data show need for technical assistance to support improved practices. 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 3 data-driven technical assistance calls with each TPSID site in February 2023. NCC staff met with each TPSID program, sharing selected data from their program that quantified practices related to documentation of disability, enrollment in academically inclusive college courses, employment experiences of students in the program, 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 for mental health counselors for students with intellectual disability; strengthening communication between programs and families around levels of support, expectations, and supervision within the program; and helping programs reduce reliance on separate classes.

 As a result of this data review and subsequent discussions, the NCC Technical Assistance team provided technical assistance through resource development and sharing and initiating connections with other programs for issue-specific support. Areas of technical assistance provided through this process included planning to meet accreditation standards, admissions procedures, CTP application and financial aid procedures, employment practices, family/guardian engagement strategies, and student support.

RESIDENTIAL

Residential Options

In 2022–2023, nine TPSID programs (23% of programs enrolling students) were located at commuter colleges/universities that did not offer housing for any student. Of the 30 TPSID programs located at residential schools, 25 (83%) offered college/university housing to students in the TPSID program, and five did not. However, of the five TPSID programs on residential campuses that did not offer college/university housing to students enrolled in the program, four reported availability of other housing options not owned by or affiliated with the college/university, meaning housing was available to students at TPSID programs in all but one residential school. The one TPSID program on a residential campus with no housing available to students planned to offer housing at some point in the future.

Eight programs that offered college/university housing also indicated other housing options not owned by or affiliated with the college/university were available to students, as did one TPSID program at a commuter college.

83% of programs at residential schools offered college / university housing to students in the TPSID program
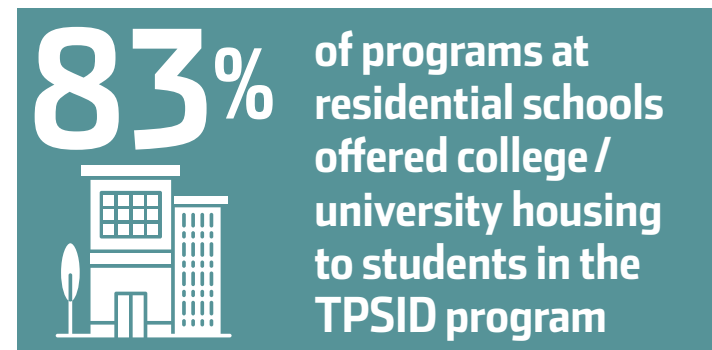
Residential Supports

The most common residential supports were those provided by a residential assistant or advisor (20 programs) and supported by intermittent or on-call staff (13 programs). At five TPSID programs, students received residential support via continuous staff support. At four programs, uncompensated roommates/suitemates provided residential support to students while at two programs, roommates/suitemates who received compensation provided support. Two programs provided residential support from peer mentors. Three TPSID programs reported students did not receive residential supports.

For the first time, in 2022–23, TPSID programs were asked to provide insight into the move-in process for students living in campus housing. Twelve programs offered students a priority move-in date or time different from the traditional college/university move-in dates and times.

The most common support offered to students to help them transition to living on campus was a campus housing orientation provided by the college/university, available to students at 20 TPSID programs. Eight TPSID programs offered students access to both the college/university orientation and a TPSID program-specific housing orientation. At two programs, students only participated in a program-specific housing orientation.

Students at nine TPSID programs had access to a summer experience for all incoming students from the college/university. Twelve programs offered summer experiences unique to the program. Students at 11 TPSID programs attended a program-specific meet-and-greet for students and families.

Student Housing

Nearly two-thirds of students enrolled in TPSID programs (n = 341; 64%) lived in college/university housing or housing affiliated with the program at some point during the academic year. Fewer than one-third of students (n = 164, 31%) lived with their family throughout the academic year, and twenty-nine students (5%) lived in non-college/university or TPSID-related housing, not with family (see Figure 7).

Only 12% of students (n = 64) attended TPSID programs in 2022–23 with no access to college/university or other TPSID-affiliated housing. Of the 470 students with opportunity to access housing, 73% lived on campus or in other accommodations affiliated with the college/university or TPSID program.

Most of the students accessing college/university housing lived in either residence halls (n = 198; 58%) or in on-campus apartments (n = 88, 26%). Fifty-five students (16%) 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 housing available to all college/university students.

Of students not living with family or in college/university housing (n = 29), twenty-six students lived independently, two students lived in group homes, and one lived in a supervised apartment/supported living.

FIGURE 7. STUDENT PLACE OF RESIDENCE

64% Lived in college/university housing

31% Lived with family

5% Lived in non-college/university housing, not with family
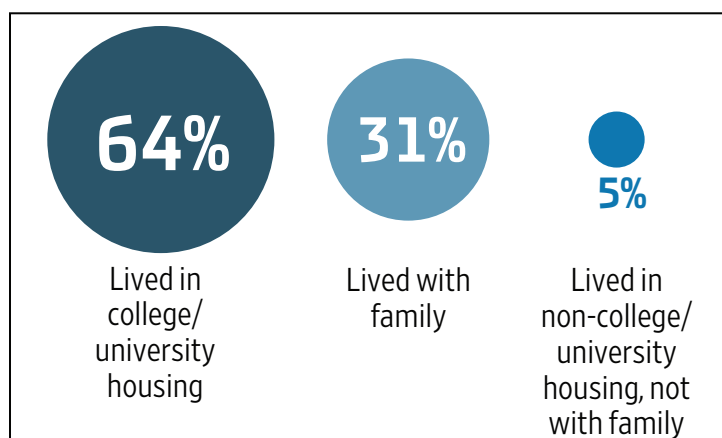
EMPLOYMENT SERVICES

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 (CAE):** workforce preparation activities that build awareness of careers and 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 (WBL):** time-limited 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 paid or unpaid and can be related or unrelated to coursework. Types of WBL include:

  » **Internships:** A temporary position, paid or unpaid, with an emphasis on on-the-job training rather than merely employment. An internship is an opportunity to develop specific job-related skills before a worker is qualified for an actual job.

  » **Service learning:** WBL activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

  » **Student enterprise:** School-based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).

  » **Apprenticeships:** A combination of paid, on-the-job training with classroom instruction to prepare workers for highly-skilled careers.

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

- **Paid employment:** 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 = 519; 97%) participated in at least one employment or career development activity (employment, WBL, CAE, or job-seeking). The majority of students (n = 461; 86%) were engaged either through paid employment, paid or unpaid WBL experiences (such as paid internships, work training experiences, 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 CAE activities for each student in each term (semester, trimester, or quarter) of the academic year. See Table 3 for a list of specific CAE activities reported by TPSIDs.

TABLE 3. 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. It involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing them 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 labor market research tool.	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.	
Resume creation or revision	Students write a resume that can be used when applying for a job.	
Reference gathering	Students gather names and contact information of people who can give a reference when they apply for a job.	
LinkedIn profile creation or revision	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 here.	

CAE participation during the year

Table 4 reflects student participation in each CAE activity during the 2022–2023 academic year. The majority of students (n = 501, 94%) participated in at least one CAE activity. The most common CAE activity was creating or revising a resume (81% of all students), followed by participating in a mock interview (71%), completing an interest inventory (69%), and gathering references (67%).

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

94% of students participated in at least one career awareness and exploration activity
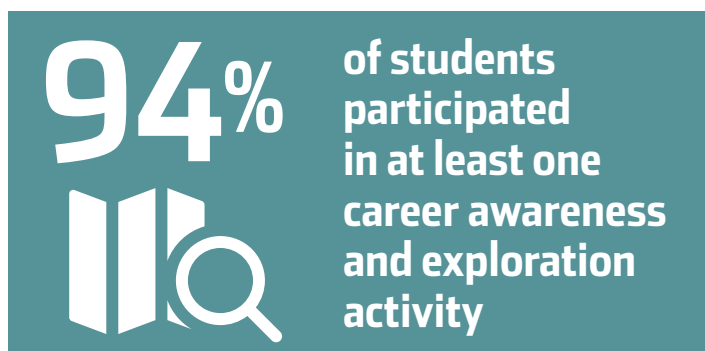
Work-Based Learning

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.
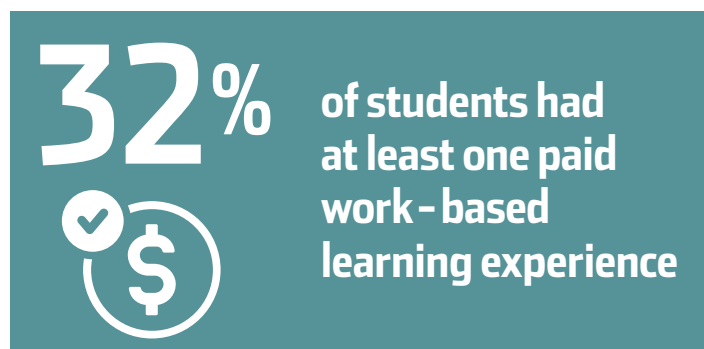
Paid WBL

Paid WBL experiences included internships, work training experiences, and service learning. Close to a third of students (n = 170, 32%) had at least one paid WBL experience. These students had a total of 240 paid WBL experiences. Sixty-four students had multiple paid WBL experiences during the year.

The majority of paid WBL experiences were paid internships (n = 216 internships; 90% of all reported paid WBL experiences). The other types of paid WBL were apprenticeships (n = 15), service learning (n = 5), or another type of paid WBL (n = 4).

TABLE 4. PARTICIPATION IN CAE ACTIVITIES IN 2022–2023

	Number of students who participated in activity (N = 534)	Percentage of students who participated in activity
Any CAE Activity	**501**	**94%**
Resume creation or revision	432	81%
Mock interview	380	71%
Interest inventory	368	69%
Reference gathering	360	67%
Informational interview	332	62%
Labor market research	325	61%
Career fair	315	59%
LinkedIn profile creation	231	43%
Company tour	219	41%
Job shadow	159	30%
Other activity	39	7%

**32%** of students had at least one paid work–based learning experience

Wages and hours

The majority of paid WBL experiences (n = 214, 89%) paid at or above the federal minimum wage of $7.25 per hour, whereas 26 (11%) paid WBL experiences paid below minimum wage (see Figure 8). Half of the WBL experiences that paid below minimum wage were paid internships, and the other half were apprenticeships. Twenty-five of these 26 WBL experiences were paid at $5 per hour and occurred at a single TPSID program.

For most paid WBL experiences (n = 167, 70%), students worked between 5 and 10 hours per week. For 37 (15%) experiences, students worked more than 10 hours per week, and for 36 (15%) paid WBL experiences, students worked less than five hours per week. Students were paid by the employer (n = 82, 34% of WBL positions), another entity (n = 80, 33%), or the TPSID program (n = 77, 32%). Information on the entity paying students was missing for one position.

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

89% At or above minimum wage

11% Below minimum wage
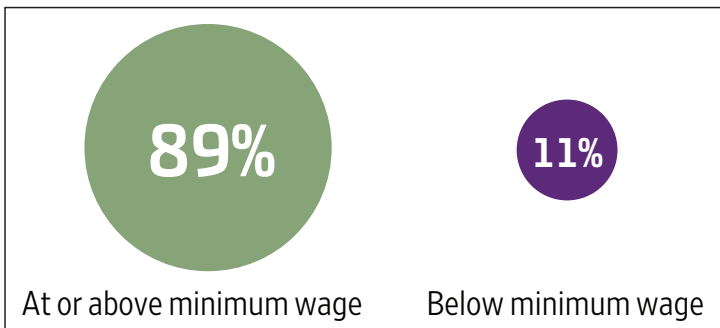
Unpaid work-based learning

Over a third of the students (n = 208, 39%) participated in 330 unpaid WBL experiences in 2022–23. These included 269 unpaid internships (81% of all reported unpaid WBL experiences), 47 service-learning experiences (14%), and 5 apprenticeships (2%). All other types of unpaid WBL accounted for less than 3% of all unpaid WBL experiences. Unpaid internships were more common than paid internships (269 unpaid vs. 216 paid internships). Sixteen percent of students who participated in unpaid WBL (n = 85) completed more than one such experience in 2022–23. Figure 9 provides examples of unpaid internship sites.

FIGURE 9. EXAMPLES OF UNPAID INTERNSHIP SITES IN 2022–2023

Archeology Museum
Campus Radio Station
Children's Hospital
Environmental Center
Food Pantry
Nursing Home
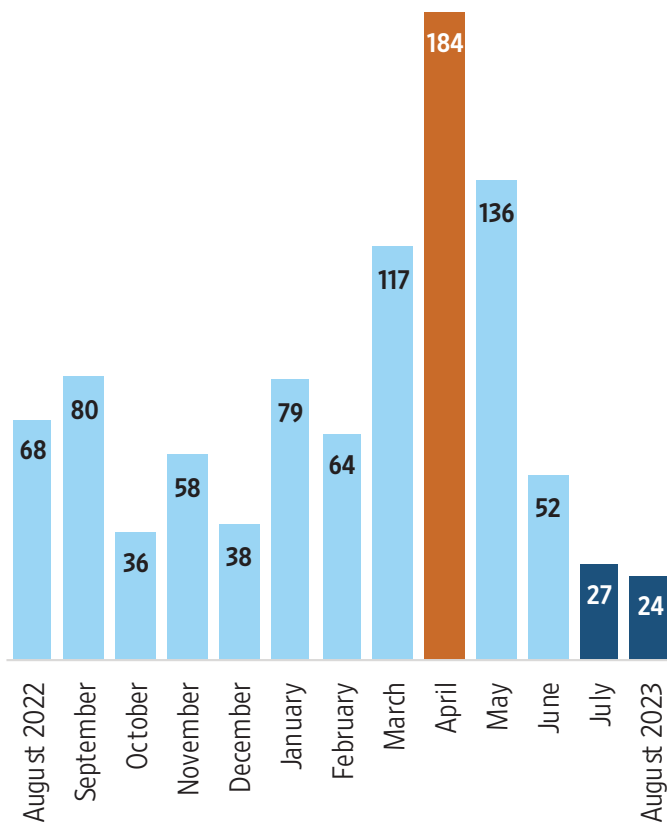Public Library
Red Cross
Veterans Affairs Hospital

Job-Seeking

The NCC collected data on job-seeking activities, including submission of employment applications, participation in interviews, and receipt of paid employment offers. Sixty-two percent (n = 329) of students enrolled in 2022–23 participated in job-seeking activities. By student, 316 (59% of all 534 students) applied for paid employment, 278 students (52%) interviewed for paid employment, and 241 students (45%) were reported to have received one or more offers for paid employment. Students attending TPSID programs were reported to have applied to a total of 963 employment positions, interviewed for 482 employment positions, and received 315 offers. July and August 2023 were the least active months for submitting employment applications and April was the most active. See Figure 10 for the number of employment applications by month.

62% of students participated in job-seeking activities

FIGURE 10. STUDENT JOB APPLICATIONS BY MONTH

Month	Applications
August 2022	68
September	80
October	36
November	58
December	38
January	79
February	64
March	117
April	184
May	136
June	52
July	27
August 2023	24

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 2022–2023, 231 students (43%) engaged in paid employment while enrolled. Students held a total of 294 paid employment positions. Fifty-three students (23% of students 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 (41%) of the students who were employed never held a paid job prior to entering the TPSID.

Students held

294

paid employment positions

Wages and hours

TPSIDs reported wage information for 290 employment positions. All but five positions paid at or above the federal minimum wage of $7.25 per hour. Wage information was missing for four employment records.

Hours were reported for 293 paid employment experiences. Most of these were positions in which students worked between 5 and 10 hours per week (47%, n = 138); with a quarter (25%, n = 72) of positions between 11 and 20 hours per week. Students worked fewer than five hours per week at 17% of employment positions, 21 to 30 hours at 6% of positions, between 31 and 40 hours at 5% of positions, and for one position, a student was reported to work more than 40 hours per week. Data on hours worked was missing for one position.

The employer paid the student directly at 97% of employment positions for which this information was reported (data were missing for 17 of 294 positions). In the remaining jobs, three students were paid by the host college or university, two students were paid by the TPSID program, and two by another entity.

Individual paid jobs

Two hundred and twenty-two students (42%) held 270 individual paid jobs and earned at least the federal minimum wage (wage data were not reported for two individual paid jobs). The remaining paid jobs were federal work study (n = 14), self-employment (n = 5), and sheltered workshop positions (n = 2). See Figure 11 for examples of individual paid jobs held by students.

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

> **Assistant Teacher at The LEAD School**
> **Cart Attendant at Sam's Club**
> **Cleaning Crew at Wrigley Field/Chicago Cubs**
> **Guest Services at Heron Lakes Country Club**
> **Inclusive Education Facilitator/Peer Mentor at Honolulu Community College**
> **Security Guard at Axis Security**
> **Tour Guide at St. Louis Arch National Park**

Summary of Paid Positions

Next, we present a composite of paid employment and paid WBL data for the 2022–23 academic year to assist in comparisons with previous annual reports. In Year 3, 65% of students (n = 345) had at least one paid position while enrolled. Students attending TPSID programs held a total of 534 paid positions (including paid WBL). Forty-two percent of students with a paid position (n = 144) had more than one position, with some students having between two and six paid positions. The most common type of paid positions held by students were individual paid jobs (n = 270, 51% of all paid positions) followed closely by paid internships (n = 216, 40%). All other types of paid positions, including federal work study, apprenticeship, self-employment, service learning, and other sites accounted for about 9% of all paid jobs (n = 48).

65% of students had paid employment or a paid work–based learning experience

Vocational Rehabilitation Services

In 2022–23, 188 students (35%) were enrolled in their state vocational rehabilitation (VR) program, and 109 (20%) received services provided or purchased by the state VR office during the year. VR denied services to seven students[2]. The most common services provided by VR to students enrolled in a VR program were WBL experiences, such as internships and trial work experience (45% of the 109 students who received VR services), job coaching (37%), job readiness training (33%), benefits counseling (32%), rehabilitation counseling and guidance (28%), social skills instruction (26%), and self-advocacy instruction (25%).

Other services VR provided to students included assistive technology (6%); disability restoration services, such as therapy, medical/surgical/medicinal interventions, and cognitive strategies (4%); other supports like transportation and driver's education (4%); and supported or customized employment services (2%).

20% of students received services from a VR program

Twenty-seven programs partnered with VR agencies in 2022–23. VR provided career development opportunities at 10 TPSID programs (37% of programs that partnered with VR), participated in advisory boards or consulting at nine TPSID programs (33%), provided direct services to students at five TPSID programs (19%), and trained TPSID staff at five programs (19%). At two TPSID programs (7%), VR provided paid jobs for students. VR enabled collaboration across postsecondary education programs at two TPSID programs (7%). Two TPSID programs (7%) reported VR working with their program in other ways; one example included connecting students with VR to prepare them for their transition out of the TPSID program.

In eleven of the 27 programs (41% of those partnering with VR), VR provided funds for student tuition. In nine programs (33%), VR provided funds for other student expenses. In three TPSID programs (11%), VR provided funds for other program expenses like operating expenses.

Seventeen of the 27 TPSIDs partnering with VR (63%) 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 (15 programs, 56%)
- self-advocacy instruction (15 programs, 56%)
- workplace readiness training to develop social skills and independent living (14 programs, 52%)
- counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs (14 programs, 52%)
- work-based learning experiences (13 programs, 48%)

Impact of Employment Partnerships

The University of North Texas (UNT) ELEVAR (**E**mpower, **L**earn, **E**xcel, en**V**ision, **A**dvance, **R**ise) program, in its third year, has been successful in developing relationships with on and off campus employers. Currently, 100% of students are employed or participating in paid internships. Employers are selected to match the specific career that students want to pursue, from sports management to business and radio/television.

John, a junior and part of the original cohort, states "I love my current job with the parks and rec because I get to watch kids play basketball and learn more." John is currently completing a full year of paid employment through Denton Parks and Recreation, part of the City of Denton programs. This matches his career goal in pursuing a career in sports management, aligning with the UNT Sports Management courses he has completed.

John Martin

INTEGRATION WITH COLLEGE AND UNIVERSITY SYSTEMS AND PRACTICES

Students at all 39 TPSID programs were able to join registered student organizations, and students joined these organizations at 82% of programs. At all TPSID programs, students enrolled in the TPSID program had the opportunity to attend social events on campus available only to students at the college/university and attended these events.

All TPSID programs reported enrolled students were held to the college/university's code of conduct. A code of conduct outlines principles, policies, and procedures governing the activities of the college/university and to which faculty, staff, students, and others who represent the college/university must adhere. Most programs (n = 33, 85%) reviewed the code of conduct with students, 67% provided students with a copy of the code of conduct, and 15% of programs indicated the code of conduct was available to students but it was not reviewed nor was a copy provided to them.

Almost all TPSIDs (95% of programs enrolling students) followed the college/university academic calendar. All TPSIDs issued official student identification cards from the college/university. Official transcripts from the college/university were issued at 90% of programs. Seventy-two percent of programs issued only an official transcript from the college/university and 18% of programs issued an official transcript as well as a program transcript (i.e., a transcript that is not officially from the college/university). Ten percent of TPSID programs only issued program transcripts.

In 2022–23, students at 36 TPSID programs (92% of programs enrolling students) accessed various campus resources. The most common campus resources accessed by students were the library (92% of programs), computer lab/student IT services (90%), registrar/bursar/financial aid office (90%), the disability services office (DSO; 87%), bookstores (87%), and the student center/dining hall (82%). Health center/counseling services (79%), tutoring services (79%), sports and recreational facilities or arts/cultural centers (74%), career services (72%), and residential life (59%) were also commonly accessed by students in TPSID programs. Off-campus housing services (n = 7 programs, 18%) was the only resource accessed at relatively few campuses. Three programs did not report students accessing any of these campus resources in 2022–23.

Thirty-five TPSID programs (90%) reported students attended the college/university orientation for new students. Twenty-seven of

these programs also held a special orientation for students in the TPSID program. Four programs reported only holding their own orientation events for new students and reported students did not attend the college/university orientation. Fourteen programs offered a summer transition program for incoming students.

At 22 TPSID programs (56%), family members attended the college/university and the programs' orientation events for families. Nineteen of these programs also held a special orientation for families of students in the TPSID program. Eight programs reported only holding their own orientation events for families. Nine programs in two consortia reported that families did not have access to any orientation events for families.

Service Learning with Calvin University Students

A group of Calvin University students chose to spend their spring break in Mayfield, Kentucky, lending a hand to the ongoing recovery efforts after the 2021 tornado. The Mayfield–Graves Long–Term Recovery Group, dedicated to sustained tornado and flood recovery efforts, welcomed the students' assistance.

The service–learning trip aimed to be an inclusive travel and community engagement experience, with three students from Calvin University's Life and Career Studies program joining nine other undergraduates. Together, they tackled tasks, such as yard clearing, house cleaning, debris removal, and landscaping to help prepare homes for displaced families.

Beyond the physical work, the trip offered opportunities for reflection, community exploration, and growing new relationships. Trip leaders emphasized the importance of slowing down and connecting with others, fostering an environment where students could learn and grow. Cooking meals together, playing games, living in a shared space, and caring for one another offered opportunities for everyone to build strong relationships and foster a sense of community and teamwork.

One of the students, Tessera Hovermale, has a deeply personal connection to damage caused by tornadoes. Ten years ago, her neighborhood was devastated by a tornado, motivating her to learn everything she could about natural disasters. Tessera aspires to work for organizations like the Red Cross, dedicating her life to storm recovery efforts. For her, this trip was not just about serving in Mayfield but also about exploring her future career path and connecting with her passion and commitments.

Returning from their week of service, the students brought back memories of hard work, new friendships, closer connections, and a deeper appreciation for community resilience.

Ava Davis, Tessera Hovermale, Emilio Tobar

Tessera Hovermale

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 TPSID programs in a planning year and those enrolling students. Thirty-eight TPSID programs partnered with 317 external organizations in 2022–2023, an average of eight partners per program. Three TPSID programs reported no external partnerships for 2022–23. One program was in a planning year and had not yet established partners, the other two reported working to establish partnerships for future years.

About three-quarters (76%) of all TPSID programs partnered with education agencies, 66% partnered with state VR agencies, and 46% partnered with University Centers for Excellence in Developmental Disabilities (UCEDDs). See Table 5 for the frequency of TPSID external partnerships.

Programs had the greatest number of partnerships with education agencies, including K–12, higher education, and local and/or regional education agencies (n = 129 partnerships). TPSID programs also had partnerships with community rehabilitation providers (CRPs, n = 40), VR agencies (n = 30), employers (n = 24), advocacy groups (n = 20), UCEDDs (n = 19), state intellectual and developmental disabilities (IDD) agencies (n = 17), and developmental disabilities (DD) councils (n = 14).

Twelve TPSID programs reported partnering with 13 statewide alliances of postsecondary education programs and one program partnered with a regional alliance in 2022–23. Other TPSID partners (n = 10) included a study abroad program, a charitable foundation, local government and community agencies, and other TPSID programs.

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)	31	129
Community rehabilitation providers (CRPs)	19	40
Vocational rehabilitation (VR) agencies	27	30
Employers	9	24
Advocacy groups	11	20
University Centers for Excellence in Developmental Disabilities (UCEDDs)	19	19
State IDD agencies	15	17
Developmental disabilities (DD) councils	14	14
Statewide alliances of postsecondary education programs	12	13
Regional alliances of postsecondary education programs	1	1
Other	7	10

Programs indicated the types of functions each partner served. In many cases, programs stated partners supported the TPSID program through multiple roles. The most common partner role was serving on an advisory board or as a consultant (38% of all partnerships), followed by providing services directly to students (17%), and providing training to TPSID staff (15%). Partners also enabled TPSID programs to collaborate across programs (11%), provided career development opportunities for students (10%), conducted recruitment or outreach (4%), and provided paid jobs for students (4%). Eleven percent of partners served other functions.
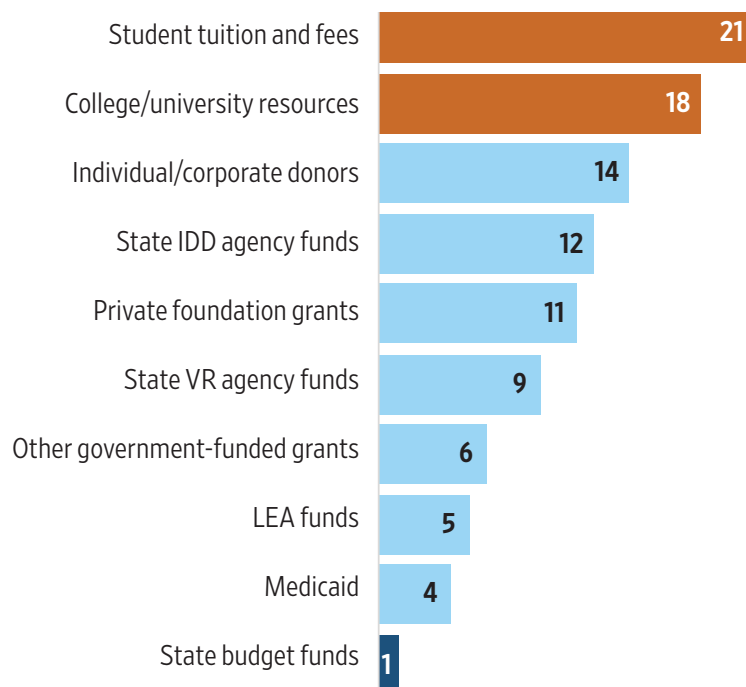
FINANCES

Sustainability

Fiscal sustainability of TPSID programs includes consideration of 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 (2-year or 4-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, or city resident).

Annual costs of all TPSID programs enrolling students (n = 39) varied widely, ranging from $0–$73,373.08 per year. Mean annual total cost of attendance (including tuition, required fees, room and board) was:

- $28,966.44 for programs that charge the same rate for all students attending the TPSID (n = 16)
- $25,592.29 to attend a program as an out-of-state student at a program that had an out-of-state rate (n = 7)
- $10,625.89 to attend a program as an in-state student at a program that had an in-state rate (n = 27)
- $13,100 to attend a program as an in-county student at a program that had an in-county rate (n = 1)
- $11,743.68 to attend a program that charged another type of rate (n = 6)

In 2022–2023, 81% of TPSID programs (n = 33 of 41 programs, including sites in a planning year) received financial support from sources outside of TPSID grant funding. The most common external funding sources were student tuition and fees (reported by 21 programs) and college/university resources (18 programs). See Figure 12 for a complete list of external funding sources and the number of programs that received support from each source. Seven TPSID programs reported receiving no funds from external sources other than the TPSID grant. (One of those programs was in a planning year so external funding may not be finalized.)

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

Source	Number
Student tuition and fees	21
College/university resources	18
Individual/corporate donors	14
State IDD agency funds	12
Private foundation grants	11
State VR agency funds	9
Other government-funded grants	6
LEA funds	5
Medicaid	4
State budget funds	1

Sixteen TPSID programs (39%) had external partners who provided funds for student tuition. Eleven programs (27%) partnered with organizations providing funding for other student expenses, such as fees and room and board, and partners of nine programs (22%) provided funding for other program expenses, such as operating costs. Partners who provided support for these student expenses included VR, CRPs, LEAs, DD councils, and state IDD agencies.

TPSID programs are required to provide a match of at least 25% of the funds they receive from the U.S. Department of Education. Thirty TPSID programs reported using in-kind contributions to meet these match requirements, such as faculty/staff time (73% of all programs), physical space (59%), materials (34%), or rent (15%). One program reported in-kind contributions of tuition waivers. Four programs reported using other monetary contributions to meet match requirements. These contributions included state Department of Disability Services agency funds, donations, volunteer hours, services paid by VR, and money to cover expenses not covered by TPSID funding.

Seven programs operating as satellite sites within two TPSID consortia (Northern Arizona University and University of Hawaii at Manoa) do

not have operating budgets independent of their respective lead TPSID grantees. These programs meet the 25% match requirement within the budget of their lead grantee. An additional program operating as part of a TPSID consortium led by Millersville University also reported their match was met exclusively through an agreement with the lead TPSID grantee. Three additional TPSID programs did not report how they match contributions, two of these programs were in a planning year in 2022–23.

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 (for 68% of students), followed by state VR agency funds (22%), state IDD agency funds (21%), scholarships (21%), federal/state grants (12%), tuition waivers via VR or Social Security (7%), Home and Community Based Services (HCBS) Medicaid waiver (3%), and LEA funds (2%). Private student loans, foundation/private grants, national service plans, social security funds, and other funding sources each accounted for 1% or less of student financing sources. Tuition was waived for four students. Private pay was the most commonly used source of funds to pay non-tuition expenses (n = 472, 88% of students).

Seventy-two percent (n = 385) 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, some form of which was used by one-quarter (24%; n = 127) of all students. One hundred five students (20% 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 program approval. Thirty-seven students received federal work-study, eight students received a federal Supplemental Education Opportunity Grant, and one received a Parent Plus Loan.

Thirty students received federal student aid in 2022-23 while attending TPSID programs not approved as CTP programs. Twenty-seven students were awarded Pell Grants, three

received federal work study, and one received a Parent Plus Loan.

Medicaid provided financial support for 84 (67%) out of 125 Medicaid-eligible students. Of the students who received services through Medicaid, 39% received day support, 15% received transportation assistance, and 6% received a personal care attendant.

STUDENT STATUS AT EXIT

A total of 201 students exited their college/university program during the reporting period. Of the students who exited, 75% (n = 150) completed a program. In this report, exiting students who completed a TPSID program will be referred to as *completers*.

Among the 51 students who exited without completing a program, the reasons given for exit included:

- no longer wanting to attend the program (n = 21)
- dismissal from the program for reasons such as disciplinary action or lack of motivation to continue (n = 10)
- transferring to another postsecondary education program (n = 7)
- financial concerns (n = 6)
- medical and/or mental health concerns (n = 4)
- moving out of state (n = 1)

Multiple reasons for exit without completion were provided for some students. Five students exited without completing because the TPSID program they were attending (Bismarck State College) closed at the end of the 2022–2023 academic year.

Credentials Earned

Students who exited TPSID programs with or without completing[3] earned a total of 170 credentials; 139 of these credentials were certificates, 18 industry certifications, 11 micro-credentials, and 1 license. One student earned a bachelor's degree. Of the credentials earned, 128 (75%) were approved by the college/university governance structure. One-hundred fifteen students (57% of the 201 exiting students) earned a credential approved by the college/university governance structure.

Credentials earned by exiting students were awarded by the college/university (n = 83), the TPSID program (n = 24), college/university continuing education division (n = 23), an external entity (n = 10), or the LEA (n = 6). Another entity was reported for 17 credentials and the awarding entity was not reported for seven credentials. Thirty-six credentials awarded were reported to be industry-recognized. These credentials included electronic records management, OSHA 10-hour training, First Aid and CPR, and Google IT Support certificate.

Six exiting students completed coursework toward credentials but did not fulfill all requirements to receive the credentials. Of the six, two students were TPSID program completers who finished coursework toward certificates but had not yet passed required examinations; these students earned other credentials.

All completers (n = 150, 100%) earned at least one credential. Of the completers, 140 students earned a single credential, four students earned two credentials, and six students earned three credentials.

All Exiting Students: Activities at Exit

Sixty-two percent of students who exited (n = 125 of 201 exiters) 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.

Eighty-three students (41%) 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 = 26, 13%) or a paid job only (n = 57; 28%). Thirty-nine students (19%) were participating only in unpaid career development experience. Seven students (3%) continued to more postsecondary education. Seventy-six students (38%) were not reported to be engaged in any of these activities at exit (or within 90 days in the case of employment).

Program Completers: Activities at Exit

Sixty-nine percent of TPSID program completers (n = 103 of 150 completers) 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.

Seventy-one completers (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 = 25, 17%) or a paid job only (n = 46, 31%). Thirty-two completers (21%) were participating only in unpaid career development experience. Forty-seven completers (31%) were not engaged in any of these activities at exit (or within 90 days in the case of employment; see Figure 13).

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

Paid Job 46 | Both 25 | Unpaid Career Development 32

No Paid Job or Unpaid Career Development = 47
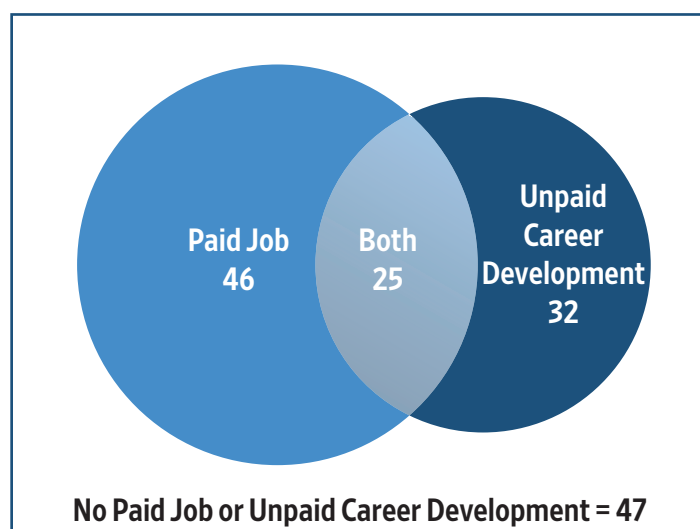
Over two-thirds of students who completed a TPSID program either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, or were doing a combination of these activities at exit.

## Bergen Community College Alumni Continues to Succeed

Denise is a 2020 graduate of the Turning Point program at Bergen Community College (BCC). Denise loved the idea of working in a customer service field and chose to focus on industry–specific credentials that would help her become employed. As with many students studying during the pandemic, Denise's path shifted as the college transitioned to remote learning for her last semester. She focused on completing coursework in the Hospitality Career Pathway, earning a ServSafe industry–recognized credential.

Working with vocational rehabilitation (VR) and program staff, Denise began her job search and was hired at Shoprite in June of 2020. She returned to BCC in the spring 2021 as a degree–seeking student, working toward her associate degree in General Science.

Denise has been an active Special Olympics basketball athlete since high school and continues her athletic pursuits. While studying for her degree, she continued her participation in campus–based clubs, becoming the vice president of Campus Connections, a Student Life club focused on fostering inclusive experiences for students.

Denise always dreamed of living independently, and she worked diligently during her time in the Turning Point program to achieve this goal for herself. She moved into her first apartment in January 2021 and loves being independent and having her own space to host friends.

Always looking for a new challenge, Denise is currently studying to take her driver's test and hopes to one day purchase her own car. Denise remains in contact with many Turning Point alumni and prioritizes bringing students together.
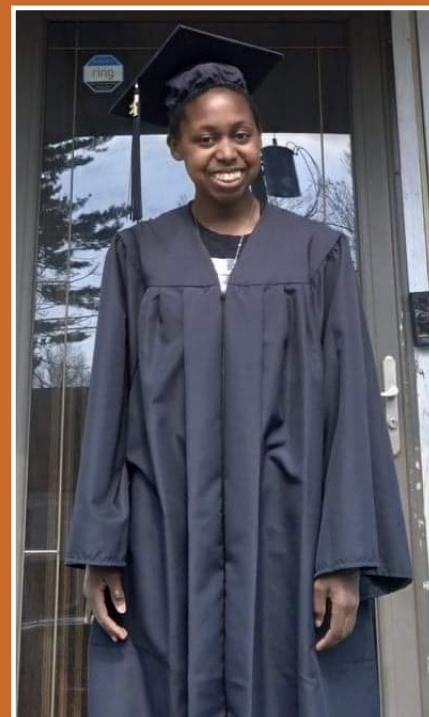
Denise Marain

POST-EXIT OUTCOME DATA

One-Year Outcomes

The NCC collects information on outcomes of students who complete TPSID programs annually for five years from a student's date of completion. In the first two years of Cohort 3, 173 students completed a TPSID program (63 in 2020–21 and 110 in 2021–22[4]). Of these completers, 88 responded to a survey of their outcomes one year after program completion for a response rate of 51%. Sixty-three responses were from Year 2 (2021–22) completers, reflecting a 57% response rate among the 110 students who completed a TPSID program in 2021–22. This represents an increase from the one-year response rate for Year 1 completers reported in the previous annual report (46%, 37 of 80 completers).

When looking at one-year outcomes of Year 1 and Year 2 TPSID program completers combined, 74% (n = 65 of 88) of respondents had a paid job one year after TPSID program completion. Forty-seven percent of TPSID program completers (n = 41) reported having pursued some type of continued postsecondary education in the year after program completion, and 10% of TPSID completers (n = 9) engaged in other types of career development (e.g., internships, group enclave or sheltered work, or unpaid work experience). There was substantial overlap of these activities among TPSID program completers who responded. Twelve respondents (14%) reported engaging in none of these activities one year after program completion.

74% of respondents to a one-year outcome survey had a paid job one year after completing a Cohort 3 TPSID program

Two-thirds (n = 58, 66%) of students were living with family one year after completing their TPSID program. Of the remaining 30 students, twenty-five (28%) rented an apartment or home, two owned their own home, one enrolled in postsecondary education and lived on campus, and two did not answer this question.

Eighty-three percent of students (n = 73) reported they were happy or very happy with their social life. Seven percent (n = 9) reported they were less than happy with their social life, and nine respondents did not answer the question.

83% of respondents reported they were happy or very happy with their social life

Two-Year Outcomes
Twenty-three students who completed a TPSID in 2020–21 responded to a survey of their two-year follow-up outcomes for a 37% response rate. Two years after completing a TPSID program, 70% of respondents (n = 16) had a paid job. Just over half (52%, n = 12) lived with family, 39% (n = 9) rented an apartment or home, one respondent lived in a group home, and one owned their own home.

TRENDS
Comparing Year 3 TPSID data with previous years provides insight about areas in which program practices have grown, plateaued, or declined. Some changes can be attributed to status shifts (i.e., some programs in a planning year are now

enrolling students). Other shifts may be due to program longevity, staffing changes, and other non-program related factors such as the economy. Comparisons in program and student data from Years 1, 2, and 3 of TPSID Cohort 3 are shown in Figure 14.
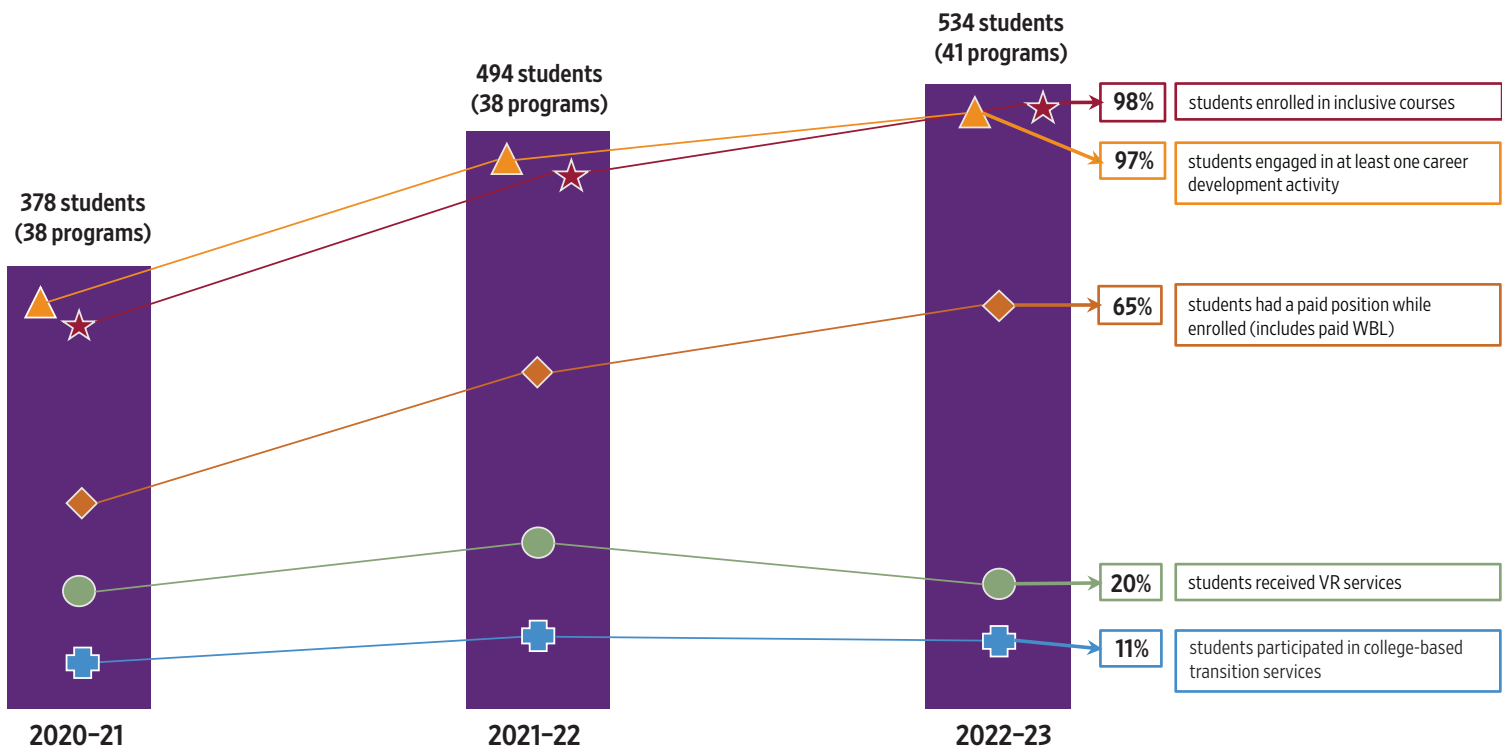
Between Years 2 (2021–22) and 3 (2022–23) of Cohort 3, the number of TPSID programs included in the NCC's evaluation increased from 38 to 41. Four new sites were added, two in a planning year, one as an addition to an existing consortium, and one as a second distinct program at a university with one existing TPSID. One program included in the Year 2 annual report was not included in the Year 3 report based on further consideration of program characteristics and determined by the TPSID Principal Investigator and the NCC.

Additionally, in Year 3, more TPSID programs were approved CTP programs (51%, increased from 47% in Year 2). This corresponded with an increase in the percentage of students receiving Pell Grants at programs with CTP program approval, rising from 16% in Year 2 to 20% in Year 3.

The number of students enrolled in TPSID programs increased 8% from 494 to 534. The percentage of high school students enrolled in TPSID programs returned to percentage seen in Year 1 (11% in Year 1, 13% in Year 2, and 11% in Year 3). This was expected as the one program removed from the Year 3 analysis had been enrolling exclusively high school students. Rates of high school students served in Cohort 3 are consistently lower than Cohort 2 when percentages ranged annually from 29% to 17%, decreasing over the course of that grant cycle.

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., 2023). Although the provision of college-based transition services by TPSIDs is waning overall, it is important to acknowledge TPSID grantees are not required to offer college-based transition services. However, TPSID grantees are required to partner with LEAs.

FIGURE 14. KEY TPSID PROGRAM AND STUDENT INDICATORS

534 students (41 programs)

494 students (38 programs)

378 students (38 programs)

98%	students enrolled in inclusive courses
97%	students engaged in at least one career development activity
65%	students had a paid position while enrolled (includes paid WBL)
20%	students received VR services
11%	students participated in college-based transition services

2020–21   2021–22   2022–23

Davis Spain: The Difference that College Can Make

In the bustling city of Tuscaloosa, Alabama, lives a self-described "hard working man [who] looks good." Davis Spain's journey began during his college years with a simple, yet powerful aspiration: to work with people and serve his community. Guided by this goal, while attending the University of Alabama's (UA) CrossingPoints Tier 3 program, Davis enrolled in hospitality management, public speaking, and Kinesiology courses, thereby laying the foundation for his future endeavors.

As Davis navigated through his college experience, he seized every opportunity to immerse himself in service-oriented roles: at a local public golf course in guest services as a cart attendant, in a guest services' support staff role at a local hotel, and in UA's Undergraduate Admissions Office as a student assistant doing college tours for prospective students and families. When he started at UA, Davis was involved in Greek Life as a member of the Beta Upsilon Chi (BYX) fraternity. In his final year, Davis moved from the dorms to an off-campus apartment that he shared with two roommates.

After graduation, Davis chose to live in Tuscaloosa instead of returning to his hometown of Birmingham, Alabama. He found employment in Tuscaloosa—not one, but three jobs! He holds a part-time position with benefits at UA as a program and recruitment associate, traveling extensively for recruitment, which allows him to share his passion for the university with prospective IPSE students. He balances his UA role with two part-time positions as a host at two popular Tuscaloosa restaurants. Davis thrives in environments that capitalize on his hospitality and people skills.

As a staff member at UA, current CrossingPoints students invite him to attend their person-centered planning meetings. Looking to the future, Davis says that he "wants a girlfriend and to get married, with a new house and some kids."

Davis Spain

Partnership activities can be in the form of information sharing and recruitment. Given the steadily increasing percentage of programs engaged in LEA partnerships throughout Cohort 3 (50% in Year 1, 60% in Year 2, and 76% in Year 3), it is likely this is the approach many TPSIDs have taken.

The percentage of enrollments in inclusive courses increased by nine points, rising from 50% in Year 2 to 59% in Year 3. In alignment with this trend, 98% of students enrolled in at least one inclusive course in Year 3, up from 94% in Year 2. In addition, 95% of students enrolled in more than one inclusive course, also an increase over Year 2. The average number of courses taken by students remained constant at eight courses per student per year. There was a continued shift in the balance of course types from Years 1 and 2, with inclusive course enrollments increasing to an average of five per student and specialized course enrollments dropping to three in Year 3.

The percentage of students receiving services from VR dropped from 29% in Year 2 to 20% in Year 3. This may be partially attributed to the exclusion of University of Alabama Tier 1 from data analysis as a TPSID program. In Year 2, 100% of the 16 students enrolled in that program received VR services. Also, TPSIDs have indicated they are not always able to obtain information from their students about VR services they may be receiving, so the true percentage may be higher.

A continued increase was noted in the percentage of students with paid positions while enrolled (i.e., employment or paid WBL) from 59% in Year 2 to 65% in Year 3. Students participating in any career development activity, such as career exploration, job seeking, paid or unpaid work-based learning experiences, paid employment, or a combination of these things increased from 95% of students in Year 2 to 97% in Year 3. Most TPSID programs support student engagement in multiple employment-related activities.

LIMITATIONS

Data from TPSIDs are self-reported by program staff, which may impact their accuracy. The NCC made every attempt to investigate and address discrepancies, but it is not feasible 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 takes several steps to ensure completeness of the data reported, but gaps persist in some responses. We note throughout this report where data were missing.

TPSID data do not provide a representative sample of all higher education programs serving students with intellectual disability in the United States (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 third year of the Cohort 3 TPSID model demonstration program, the 22 TPSID grantees planned or implemented access to higher education via 41 programs at 39 colleges and university campuses in 16 states. Thirty-nine programs were in operation, enrolling 534 students with intellectual and developmental disabilities; the remaining two programs were in a planning year.

The composition of enrolled students changed slightly, with a small decrease in students receiving college-based transition services and slight increase in white student enrollment. It is likely the removal of one previously included TPSID program contributed to these changes. Other student characteristics, such as age and disability, remained steady.

Inclusive Course Access and Academic and Campus Supports

Data from Cohort 3 TPSIDs in Year 3 reflect a notable increase in student access to inclusive college courses, with 59% of all enrollments being in inclusive courses. Most programs (82%) met or exceeded the minimum 50% inclusive course access required of comprehensive transition and postsecondary programs like TPSIDs, reflecting an increase of eight percentage points from last year. Additionally, 21 programs reported their students were enrolled only in inclusive courses. Forty percent of students, up from 33% from last year, took only inclusive courses. Both findings are significant achievements and demonstrate continued positive growth in inclusive academic practices.

The NCC continues to offer potential strategies to TPSIDS to increase access to inclusive courses for all students attending TPSID programs. Despite these efforts, seven TPSIDs 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 in the final two years of funding.

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 the strong and growing emphasis on inclusive course enrollments. However, the NCC will continue to prioritize support via our data-driven technical assistance efforts and targeted supports to further reduce reliance on specialized instruction.

This year's report provides additional information about peer mentors; a strong source of support for students enrolled in TPSID programs. The peer mentor relationship has reciprocal benefits with the mentor and mentee both deriving positive outcomes. Students with intellectual disability receive social, academic, and work supports and often develop friendships through these interactions. Peer mentors indicate mentoring experiences improve their professional trajectories, personal perspectives, attitudes toward others, and interpersonal relationships (Carter et al., 2021). Peer mentoring is a critical

aspect of TPSID programs with over 50,000 hours of total support provided across the programs this year. Students each received 100 hours of support on average.

With access to housing continuing to grow, the NCC sought additional information about the orientation and move-in process used by students enrolled in the TPSIDs. Strategies to successfully support students included offering access to existing or targeted summer programs and providing meet and greet events for students and their families. A majority of programs offered access to existing campus housing orientation experiences, and some added TPSID-specific orientation events. Involving students and their families in existing experiences provides opportunities for housing staff and other students to get to know the students enrolled in the TPSID and builds expectations about their belonging on campus.

CTP Status and Use of Federal Student Aid (FSA)

The percentage of TPSID programs approved as CTP programs increased from 18 (47%) programs in Year 2 to 21 (51%) programs in Year 3, meaning a higher number of students were attending programs where they could apply for federal financial aid. Seventy-two percent (n = 385) of students were attending programs approved as CTP programs. Pell Grants were the most frequently received form of aid, with 105 students (20% of all students) attending TPSIDs approved as CTPs receiving Pell Grants in Year 3. However, the percentage of undergraduate students in the United States who received a Pell Grant was 32% in 2021–2022 (National Center for Education Statistics, 2024), so students attending TPSIDs are below the national average in accessing this form of financial aid.

To provide a sense of how the use of FSA in TPSIDs aligns with national usage, it is helpful to share data from the Federal Student Aid Office. In the 2022–2023 academic year, there were 154 approved CTP programs. Of these, 121 colleges and universities awarded FSA to 859 students with intellectual disability. This means 14 more colleges and universities awarded FSA to students with intellectual disability this year

Student Advocacy Opens Doors to Employment Opportunities

Students from the University of Missouri St. Louis (UMSL) Succeed program, Jaylin Brown, Lucy Salamon, and Alex Psujek, visited the Missouri Capital of Jefferson City for Missouri Disability Rights Legislative Day on March 1, 2023. They met with their representatives to discuss issues important to them, including access to higher education, competitive integrated employment, and accessible transportation. The team was particularly excited to meet with Representative Melanie Stinnett, who left the House floor to speak with them. At the time, Representative Stinnett had proposed the Missouri Employment First Act. The team was thrilled to hear that the legislation was passed shortly after their visit. As of 2023, Missouri is an Employment First State! Representative Stinnett has since then joined the UMSL Succeed Employment Council and continues to advocate for access to higher education and employment opportunities for people with disabilities in Missouri. The team's trip to Missouri Disability Rights Legislative Day provided students with the opportunity to practice their advocacy skills, talk to representatives about issues important to them, and build connections for meaningful employment!

Jaylin

Jaylin's trip to the capitol also led to his first paid job. Throughout the day, Jaylin and Dr. Magen Rooney-Kron (Assistant Professor at UMSL) discussed Jaylin's goals for after he graduates. In Fall 2023, Jaylin started his first paid job as Magen's Active Learning Assistant in her Transition Issues and Planning course for pre-service teachers. Throughout the semester, Jaylin led course lectures, supported pre-service teachers, and led a parent panel discussion. Because of Jaylin's excellent work, he was offered another term as Active Learning Assistant in a different course for the 2024 spring semester.

Jaylin Brown

Lucy

Lucy Salamon

This trip also laid the groundwork for Lucy's involvement in the self-advocacy movement at the national level. Lucy Salamon was selected as a student representative to represent the UMSL Office of Inclusive Postsecondary Education (OIPE) as a Think College Policy Advocate with the Association of University Centers on Disabilities (AUCD) in November 2023. She presented at the AUCD conference and visited Capitol Hill to meet with Missouri legislators. In May 2024, Lucy will earn her UMSL Chancellor's certificate and start a remote paid internship with the University of Missouri - Kansas City Institute for Human Development. In addition to her advocacy activities, Lucy also works part-time as an usher at the Touhill Performing Arts Center.

Alex

Alex Psujek

After 2023 Missouri Disability Rights Legislative Day, Alex was offered a part-time position at St. Louis Zoo as a groundskeeper and earned her UMSL Chancellor certificate in May 2023. Alex demonstrated her autonomy and resourcefulness in her pathway to find a job by proactively participating in the St. Louis Zoo Open Interview Day to seek out employment opportunities and explore public transportation options for commuting to and from work without assistance. While working at the zoo, Alex completed industry-related credential (StLCC Animal Welfare Certification) with the support of UMSL Office of Inclusive Postsecondary Education.

compared to last year. Students received a total of $3,648,226 in Pell Grants (an increase of $586,202), $151,602 in Supplemental Education Opportunity Grants (an increase of $25,848), and $108,554 in Federal Work-Study (a decrease of $24,033; personal communication, Lindsay Wertenberger, March 18, 2024). Using these figures, the student aid recipients attending TPSID programs represent approximately 15% of the students with intellectual disability receiving FSA 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). The majority of TPSIDs continue to offer typical advising services and specialized advising by TPSID program staff and 23% offered advising services only through the typical advising office, a small increase from last year. Nine programs did not offer access to typical advising services. No substantial changes were found in the provision of advising in Year 3. Access to the Disability Services Office (DSO) increased seven percentage points from the previous year with 76% of students receiving services from the college or university DSO. This represents a positive change in the past three years on access to DSOs in the colleges and universities with TPSID programs.

Transcript receipt has also been found to be a predictor of inclusive course access (Papay et al., 2018). This year's data reflect growth in transcript receipt with 90% of students attending TPSID programs able to access an official transcript from the college/university (72% of the TPSIDs issued official transcripts from the college/university and 18% of TPSIDs, issued both an official transcript from the college/university and a transcript from the TPSID program).

This bodes well for TPSID programs seeking to pursue accreditation in the future. In 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

It appears the employment experience of incoming students has begun to change: 41% of students with paid employment while enrolled in a TPSID program this year reported they never held a paid job prior to entering the TPSID program. This percentage is down from 50% last year. Student engagement in career awareness and exploration and work-based learning (WBL) remained relatively stable in Year 3, with very small increases seen in unpaid and paid WBL. More students sought paid employment, with well over half (62%) participating in job-seeking activities. The number of student applications for employment, job interviews, and job offers were also substantially higher than last year. The percent of students receiving job offers also increased from 38% to 45%, another sign of successful job-seeking supports from TPSIDs. These efforts produced positive change in the percent of students in paid employment while enrolled, with it rising from 38% in Year 2 to 43% in Year 3.

Additionally, some shifts were evident in the entity paying students in paid WBL experiences. More students were paid for these experiences by their employers and fewer were paid with TPSID funds. Employers paying students directly reflects a higher commitment on their behalf to ensuring student success. It also represents a more sustainable approach to continued availability of these paid WBL experiences after the grant has been completed and TPSID funds are no longer available.

The NCC works individually with staff from each TPSID program to review employment and other key data points during our data-driven technical assistance efforts. The NCC technical assistance team has offered TPSIDs a wide array of support strategies and tools to assist them with increasing the rate of student employment, including information on employment assessments, internships leading to employment,

job search activities, and available employment related trainings. Additionally, the NCC hosted multiple affinity group meetings focused on establishing employment partnerships and collaborating with VR.

Paid Employment at Exit

While rates of paid employment while students were enrolled increased this year, the percentage of students with a paid job at exit or within 90 days dropped from 47% in Year 2 to 41% in Year 3, which is a bit surprising. It is not clear if the lack of paid employment at exit was impacted, as it had been in previous years, by continued job market issues resulting from the pandemic. But unlike last year, student program completion status did not appear to impact the rate of those employed at exit. Additionally, student enrollment in VR increased this year, however, fewer students received VR services than did the previous year. It is not clear if this had any relationship to the reduction in paid employment rates at exit.

Student Exit, Completion, and Credential Attainment

A larger number of students exited their TPSID program (n = 201) in 2023 and the percent of those completing the program rose to 75%. All (100%) students who completed their program earned at least one credential and 75% of all credentials were approved by the college/university governance structure, again demonstrating an increase from last year. These completion and credential attainment rates far exceed national rates of student college completion at 4-year colleges (60%) and community colleges (20%; Kantrowitz, 2021).

Similar to last year, a number of students exited the program without completing (n = 51). Reasons students exited without completing included no longer wanting to attend, being dismissed from the program, transferring to another postsecondary education program, financial issues, and medical and/or mental health concerns. While not overtly a cause for concern, TPSIDs should continue to monitor when and why students exit their program without completing to ensure they are being responsive to evolving student needs.

An area that is a cause for concern are the 76 exiting students (38%) who were reported as not being engaged in any of the three potential positive outcomes at exit: paid work, unpaid career development, or seeking enrollment in another institution of higher education. It is possible the reporting of these data during a period of transition in the students' lives (i.e., immediately after leaving college, and potentially moving back home or out on their own) may have impacted these findings. However, students exiting these programs should be engaged in or have plans for their next steps in their post-college life. TPSIDs should review their exit data annually and make plans to address gaps to ensure students are supported to transition to desired outcomes at exit.

Student Outcomes

This year, the NCC put considerable effort into enhancing support for the collection of student follow-up data. We offered the option of a new procedure for collecting these data and emphasized the importance of these data through training and support. TPSIDs responded positively and we have seen the 1-year follow-up response rate increase from 46% to 57% of students who completed their TPSID program in the previous academic year.

The 1-year outcomes of TPSID program completers continue to be positive with 74% of respondents having a paid job one year after TPSID program completion. This rate of employment is considerably higher than the 16% employment rate of adults with developmental disabilities in the general population (National Core Indicators, 2023). The number of students pursuing some type of continued postsecondary education increased this year. The NCC is working to better understand completers' interest and engagement in continuing to access higher education. Fewer graduates were living with family with two-thirds (n = 58, 66%) of students living with family one year after completing their TPSID program (down from 78% last year). This is consistent with current trends in living arrangements. In 2023, over half of young adults aged 18–24 were living at home (US Census, 2023).

Final Thoughts

The Cohort 3 TPSID programs have demonstrated growth in inclusive course access, CTP program approval, financial aid usage, and credential attainment. Job-seeking activities and attainment of paid employment while enrolled grew as well. Our capacity to capture and record student outcomes has also improved and the outcomes students are achieving are increasingly positive. The TPSID grantees continue to refine and improve their achievement of the program goals and continue to build capacity within their host colleges and universities to value and support college students with intellectual disability.

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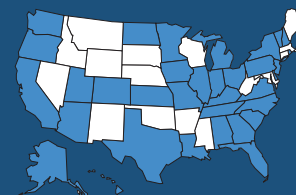
IMPACT OF TPSID MODEL DEMONSTRATION PROGRAM

Since 2010, there have been

60 TPSID grantees

in **34** states

with **134** programs

enrolling almost **5,000** students

Students have taken nearly **64,000** courses

including more than **29,000** inclusive college courses

ENDNOTES

[1] Four students did not enroll in any courses in 2022–2023. One student exited during the Fall 2022 semester, one student focused on employment throughout the year, and two students chose not to take classes for personal reasons but engaged in other parts of the TPSID program with the expectation of enrolling in classes in the following year.

[2] Reasons for denial of VR services included: students found ineligible or denial of support to attend specific TPSID program.

[3] Two students who did not complete their TPSID program earned two credentials each during their time in the program (one student earned CPR and ServSafe credentials and the other earned two microcredentials). Four non-completing students were pursuing associate degrees for which they had not yet completed coursework when their TPSID program closed.

[4] Counts of students completing a TPSID vary from previously reported numbers due to the removal of one TPSID from data reporting following Year 1 and a second TPSID following Year 2.
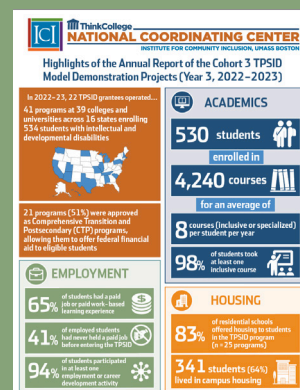
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Read the Executive Summary: the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023)

Think College **REPORTS**

ANNUAL REPORT OF THE COHORT 3 TPSID MODEL DEMONSTRATION PROJECTS (YEAR 3, 2022–2023)

Meg Grigal, Debra Hart, Clare Papay, Caitlyn Bukaty, Belkis Choiseul-Praslin, and Sara Pound

EXECUTIVE SUMMARY

Bethany Fong, student at Leeward Community College

ICI ThinkCollege NATIONAL COORDINATING CENTER INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Read the Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023)

ICI ThinkCollege NATIONAL COORDINATING CENTER INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Highlights of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023)

In 2022–23, 22 TPSID grantees operated... 41 programs at 39 colleges and universities across 16 states enrolling 534 students with intellectual and developmental disabilities

ACADEMICS
530 students enrolled in
4,240 courses for an average of
8 courses (inclusive or specialized) per student per year
98% of students took at least one inclusive course

21 programs (51%) were approved as Comprehensive Transition and Postsecondary (CTP) programs, allowing them to offer federal financial aid to eligible students

EMPLOYMENT
65% of students had a paid job or paid work-based learning experience
41% of employed students had never held a paid job before entering the TPSID
94% of students participated in at least one employment or career development activity

HOUSING
83% of residential schools offered housing to students in the TPSID program (n = 25 programs)
341 students (64%) lived in campus housing

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ICI ThinkCollege NATIONAL COORDINATING CENTER INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Debra Hart

June 5, 1951 – December 12, 2023

Debra began working at the Institute for Community Inclusion (ICI) in 1989, where she led ICI's Education and Transition team. Over the course of her career, Debra's work addressed a range of disability issues, and her work led directly to the creation of Think College and the establishment of the Think College National Coordinating Center.

Throughout her career, Debra was passionate about the full inclusion of people with disabilities in their communities. She led the development of postsecondary education options for students with intellectual disability when many others could not envision such an approach. She was a relentless advocate for inclusion; she firmly believed that, given the right opportunities and supports, anyone who wanted to go to college could succeed. Debra's legacy is also apparent in the striking number of leaders who have emerged in the field, and—most importantly—in the people who have had new opportunities because of the work she championed. Her visionary leadership transformed the educational landscape by providing inclusive opportunities for students with intellectual disability to access higher education.

Debra was at the center of the Think College team, and her passion and vision for our mission never wavered. All of us at Think College seek to honor Debra by continuing to expand and improve postsecondary education options for students with intellectual disability.