

Think College REPORTS

EXECUTIVE SUMMARY

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

BACKGROUND ON HIGHER EDUCATION FOR PEOPLE WITH INTELLECTUAL DISABILITY

In 2020, the Office of Postsecondary Education in the US Department of Education funded 22 model demonstration projects called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs). These grantees are charged with creating or expanding inclusive higher education programs for students with intellectual disability. This is a summary of the complete findings shared in the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022-23).

CURRENT STATUS OF TPSIDS

PROGRAM CHARACTERISTICS

In 2022-23, 22 TPSID grantees implemented 41 programs at 39 college and university campuses in 16 states. Of the 41 programs, 10 were at 2-year colleges and 31 were at 4-year colleges and universities. Thirty-nine programs enrolled students in 2022-23, and the remaining two programs were in a planning year. 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 CHARACTERISTICS

On average, programs enrolled 14 students per site (N = 534 total students). Ninety-eight percent of enrolled students had intellectual disability and/or autism. Fifty-eight students were high school students receiving college-based transition services (11% of enrolled students). Most students (94%) were between the ages of 18 and 25, with the majority of students (61%) identifying as male.

ACADEMICS

Students enrolled in both inclusive or typical college courses and specialized courses designed for and offered only to students with intellectual disability. In 2022-23, students enrolled in 4,240 courses, for an average of eight courses (inclusive or specialized) per student per year. Fifty-nine percent of all enrollments were in academically inclusive courses.

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 courses. 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.

32

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



21

programs had 100% of their course enrollments in inclusive courses

ACADEMIC SUPPORTS

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

CREDENTIALS

Students were able to earn a credential at 38 of the 39 (97%) active programs. One program's credential was still under development at the time of data collection.

TPSID programs offered 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 a credential aligned with an industry-recognized credential.

RESIDENTIAL OPTIONS

In 2022-23, 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. 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.

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

EMPLOYMENT


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

Almost all students (97%) participated in at least one employment or career development activity, such as work-based learning, job-seeking, and career awareness/exploration. Sixty-five percent of students (n = 345) had at least one paid position (employment or paid work-based learning) while enrolled. Forty-two percent of students (n = 222) had an individual paid job earning at or above minimum wage while enrolled. Ninety-four students (41%) who were employed while enrolled in a TPSID, never held a paid job before enrolling.

VOCATIONAL REHABILITATION

In 2022–23, 188 students (35%) were enrolled in vocational rehabilitation (VR) and 109 students (20%) received VR services. The most common services VR provided to students were work-based learning experiences, such as internships and trial work experiences, job coaching, job readiness training, benefits counseling, rehabilitation counseling and guidance, social skills instruction, and self-advocacy instruction. Seventeen of the 27 TPSIDs partnering with VR reported they collaborated to provide pre-employment transition services as defined in the Workforce Innovation and Opportunity Act (WIOA, 2014).

20% of students received services from a VR program



PROGRAM COMPLETION AND CREDENTIAL ATTAINMENT

Of the 201 students who exited their program during the reporting period, 150 (75%) completed

their program. The exiting students earned 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, 75% (n = 128) were approved by the college/university governance structure. All completers (n = 150, 100%) earned at least one credential.

POST-EXIT OUTCOMES

ONE YEAR OUTCOMES

TPSIDs reported 1-year outcomes for 88 (of 173) graduates who completed their Cohort 3 TPSID program in Year 1 (2020–21) or Year 2 (2021–22). This reflects a 51% response rate for all students who completed a program in Cohort 3. Seventy-four percent of students (n = 65 of 88) who responded to the outcome survey reported being engaged in paid employment. This is significantly higher than the 16% national employment rate of adults with intellectual and developmental disability (National Core Indicators, 2023).

Forty-seven percent of TPSID program completers (n = 41) reported having pursued some type of continued postsecondary education in the year after program completion. Two-thirds (n = 58, 66%) of students were living with family one year after completing their TPSID program. This is consistent with current trends in living arrangements. In 2023, over half of young adults aged 18–24 were living at home (U.S. Census, 2023). 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 respondents (n = 73) 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 2-year follow-up outcomes. This reflects 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.

74%



of graduates who completed a TPSID program in Cohort 3 (n = 70) were engaged in paid employment one year after graduation

CONCLUSION

During the third year of the Cohort 3 TPSID model demonstration program, the 22 TPSID grantees planned or implemented access to higher education in 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 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.

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



REFERENCES

- National Core Indicators. (2023). Intellectual and Developmental Disabilities National Report 2021-22: Employment. National Association of State Directors of Developmental Disabilities Services and Human Services Research Institute. https://idd.nationalcoreindicators.org/wp-content/uploads/2023/05/IPS-21-22-Employment_FINAL.pdf
- U.S. Census Bureau. (2023, November). Historical living arrangements of adults: Table AD-3 by age group: 18-24 years old. <https://www.census.gov/data/tables/time-series/demo/families/adults.html>

ThinkCollege NATIONAL COORDINATING CENTER

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

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

RECOMMENDED CITATION: Grigal, M., Hart, D., Papay, C., Bukaty, C., Choiseul-Praslin, B., & Pound, S. (2024). Executive Summary of the Annual Report of the Cohort 3 TPSID Model Demonstration Projects (Year 3, 2022–2023). Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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