

THINK COLLEGE NATIONAL COORDINATING CENTER

Annual Report on the Transition and Postsecondary
Programs for Students with Intellectual Disabilities

Year 4 (2013–2014)



Institute for Community Inclusion
University of Massachusetts Boston



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Year 4 (2013–2014)

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DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST

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

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EXECUTIVE SUMMARY

The Higher Education Act as amended in the Higher Education Opportunity Act contained several provisions aimed at increasing access to higher education for youth and adults with intellectual disabilities (ID). One outcome of these provisions was the appropriation of \$10.6 million by Congress to create a model demonstration program aimed at developing inclusive higher education options for people with ID.

In 2010, the Transition Postsecondary Education Program for Students with Intellectual Disability, or TPSID, model demonstration program was implemented by the Office of Postsecondary Education (OPE), which awarded five-year grants to 27 institutes of higher education (IHEs). These IHEs were tasked with creating, expanding, or enhancing high-quality, inclusive higher education experiences to support positive outcomes for individuals with ID.

Congress also appropriated \$330,000 for the establishment of a national coordinating center for the TPSID program. OPE awarded the TPSID National Coordinating Center (NCC) to the Institute for Community Inclusion at the University of Massachusetts Boston in October 2010. The mission of the NCC is to provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with ID. The NCC also evaluates the TPSID projects, creates recommended standards for programs, and builds a valid and reliable knowledge base around program components.

This Year Four report describes the types of colleges that received TPSID grants, characteristics of attending students, and detailed information about academic access, employment and career development, campus membership, and program elements that supported self-determination, such as person-centered planning. The report also details the TPSID programs' efforts at collaborating with internal and external partners, the extent to which the TPSID programs are integrated into the existing policies and practices of the college, efforts aimed at sustaining these programs, and evaluation strategies employed by the TPSID programs beyond those used by the NCC.

PRIMARY FINDINGS OF THE YEAR FOUR REPORT

DEMOGRAPHICS

The fourth year of the Transition Postsecondary Program for Students with Intellectual Disability (TPSID program) commenced on October 1, 2013, and projects were implemented on 50 college or university campuses in 23 states. In 2013–2014, 15 programs operated on single college campuses, and 12 operated as consortia, with various satellite college campuses. Fifteen of these sites were located at two-year institutes of higher education (IHEs), and 35 sites were located at four-year IHEs.

During Year Four, 883 students attended the 50 TPSID programs, for an average of 18 students per site. As of September 2014, 12 TPSID sites had been approved as a Comprehensive Transition Program and were able to offer eligible students access to certain forms of Title IV student aid. In the 2013–2014 school year, 883 students attended TPSID programs; of these, 438 students were newly enrolled and 445 were continuing students.

In 2013–2014, 58% of students were male and 42% female.¹ The majority of students were white (73%), 15% were black or African American, and 10% were Hispanic or Latino. Over 90% of students were between the ages of 18 and 25, and 92% of enrolled students had an intellectual disability (ID) and/or autism. Just under a quarter of students (24%) were dually enrolled, i.e., receiving special education transition services from a public school system while attending the TPSID program.

ACADEMIC ACCESS

In Year Four, course enrollment information was reported for 746 of the 806 students who attended TPSID programs and for whom we had individual (as opposed to aggregate) data. These 746 students enrolled in a total of 5,302 college or university courses. This is an average of seven courses per student taking courses per year.² Students at two-year IHEs took an average of between five and seven courses, while those at four-year IHEs took an average of eight courses a year. A majority of course enrollments (52%) were in academically specialized courses, i.e., courses designed for and delivered to only students with ID in the TPSID. The remaining 48% were in academically inclusive courses, i.e., typical college courses attended by students with ID and other college students. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs.

The most common accommodations were academic supports, such as note-takers and readers. Students also received enrollment accommodations, such as modified course loads, substitutes for required courses, and priority registration, as well as academic accommodations, such as access to professors' notes, advance access to materials, and alternative test formats. A majority of students attending TPSIDs (79%) were seeking a credential in 2013–2014. A majority (86%) of TPSID programs use peer mentors to provide academic supports to students in the programs.

CAREER DEVELOPMENT AND EMPLOYMENT

Of the 883 students attending TPSID programs in 2013–2014, 347 (39%) held a total of 437 paid jobs. Ninety students with paid jobs had two or more paid jobs in Year Four.³ Seven of these jobs (2%) were those that the student also worked in during Year One, 36 (8%) were jobs the student worked in during Year Two, and 123 (28%) were jobs that students worked in during Year Three. Forty-eight percent of students employed in Year Four had never held a paid job prior to entering the TPSID.

¹ Omits data reported at the aggregate level

² Some students did not take any courses because they were in a stage of their program where the focus was not on academics, but rather on employment and career development. Therefore, course enrollment data were not reported for some students.

³ Omits data reported at the aggregate level

Individual paid jobs accounted for 271 of the paid jobs held by students (62%), and paid internships (credit and non-credit) accounted for 31%. Ninety-three percent of jobs paid at or above minimum wage. In Year Four, 77% of students participated in career development activities, including paid employment, internships, or other paid or unpaid career development activities. Length of student attendance impacted rates of employment: the longer students attended, the more likely they were to be employed. Challenges to engaging in paid employment included lack of preparation and career assessment prior to students entering their college program, as well as a lack of staff knowledge and training about state-of-the-art customized and integrated employment practices.

SELF-DETERMINATION

In Year Four of the program, person-centered planning was used in 98% of TPSIDs. Students sought academic advising from existing academic advising offices in 54% of TPSIDs, and 46% (n=23) used only a separate advising system specially designed for students who attend the TPSID.

Common motivations for students to enroll in coursework were that the course was required for the TPSID credential (62% of course enrollments), was related to the student's career goals (35%), was related to a personal interest (32%), or was required for a degree or certificate (33%). Year Four saw a decrease in students taking courses because they were related to their career goals (35% of enrollments) when compared to Year Three (52%). Virtually all TPSIDs offered students' families information about IHE-related issues such as social activities (84%), IHE code of conduct (78%), disability-related services available at the IHE (72%), the Family Educational Rights and Privacy Act (FERPA) (64%), non-disability-related services (64%), and financial aid (64%).

CAMPUS MEMBERSHIP

In 2013–2014, every TPSID reported facilitating or supporting student participation in campus social activities, including attending events on campus, going out with friends, and attending or participating in sporting events. Some students participated independently; others received support from TPSID staff or peer mentors. A small minority (3.8%) of students was reported as not participating in any social activities.

In 2013–2014, half of TPSIDs (50%) were commuter schools that did not provide housing for any students. Of those TPSIDs located at IHEs that did offer housing, 16 provided students in the TPSID access to that housing, and nine did not. Most of the 174 students living in TPSID- or IHE-provided housing lived in residence halls or off-campus apartments where most residents were other students attending the college. Nearly two thirds of those living off-campus (but not with their families) lived independently, with another 20% in supervised living settings. Students who lived in TPSID or IHE housing generally had higher levels of participation in social activities.

EXITING STUDENTS

A total of 316 students exited their TPSID program in Year Four. Overall, 41% of students who exited had a paid job when they exited their program. The most common reason for exit was having completed the program and earned a credential (59%).

Overall, 77% of the students who exited earned one or more credentials before exiting. This is the highest percentage of exiters who earned a credential observed across all four years of data collection. Students who exited programs at four-year IHEs were slightly more likely to have earned a credential than students who exited programs at two-year IHEs (82% versus 71%). A certificate specifically for students in the TPSID program granted by the IHE was the most common credential at both two-year and four-year IHEs.

Three quarters of students who exited in Year Four (75%) were reported as having a paid job, participating in unpaid career development activities, or doing both at the time they exited. At exit, 118 students were working in a paid job and 150 participated in some sort of unpaid career development activities. Forty-three students were both employed for pay and participating in unpaid career development activities when they exited their program. Students who were dually enrolled in high school and college in their final year were less likely to exit their program with a paid job than students who were enrolled as an adult student.

EVALUATION

Each TPSID, in addition to using the NCC evaluation system, created its own mechanisms for self-assessment. The evaluation tools used by TPSIDs included assessment of students' academic and career interests and progress, goal attainment, and self-determination. TPSIDs regularly sought feedback from students, faculty, peer mentors, family members, TPSID staff, and employers of students via interviews and meetings. Fifty-four percent of TPSIDs also collected follow-up data on students who exited the program, reflecting a steady increase over time starting with 23% in Year One.

ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES

In Year Four, TPSID programs followed the academic calendar used by the IHE at 92% of the reporting TPSIDs (N=50). Almost all (98%) indicated that they held students to the IHE's code of conduct, and 91% issued students college or university ID cards. Eighty-two percent issued students a transcript. Almost two thirds of programs issued regular transcripts. Forty percent of TPSIDs stated that students accessed all campus resources that were listed as options in the evaluation system. The most commonly accessed resources were the student center, dining hall, computer lab or IT services, bookstore, and library. Growth in the percentage of campuses at which students use career and tutoring services grew consistently from Years One through Three and stabilized at around 60% in Year Four.

COORDINATION AND COLLABORATION

The 50 participating TPSIDs partnered with 240 external organizations. The most common external partnerships in Year Four were with vocational rehabilitation (VR) agencies, local education agencies (LEAs), employers, University Centers for Excellence in Developmental Disabilities, and state IDD services agencies. Year Four is the first year that VR agencies were the most frequent partner, with LEAs being the most frequent partner in Years One through Three. The three most common partner roles were participating in a project advisory committee, providing services directly to students, and providing career development services to students. The percentage of TPSIDs partnering with employers increased from 29% in Year One to 46% in Year Four. Staff from 74% of TPSIDs participated in professional development provided by their IHE, and 78% had staff that participated in professional development provided by an entity external to the IHE.

SUSTAINABILITY

In Year Four, 90% of TPSIDs received financial support from external sources, such as state VR agencies and state IDD services agencies. In 20 of the 37 instances where VR agencies partnered with TPSID programs, the agency provided funds for student tuition. For tuition and non-tuition expenses, private pay (i.e., personal funds) was the option most commonly used. Tuition was waived for various reasons for 10% of students. Twelve TPSID sites were approved comprehensive transition programs (CTPs), and could offer eligible students access to certain forms of federal student aid. Pell Grants were the most common form of federal student aid. Annual costs of the TPSID programs varied widely, ranging from no cost at all to \$51,000, and depended upon the type of institution (two-year or four-year) and whether the IHE charges were residency-dependent, e.g., in-state, out-of-state, city resident, etc.

The TPSID programs described here have provided an unprecedented opportunity for 883 students with ID to access college courses, participate in internships and integrated competitive employment, and engage in the same social and personal development activities that other college students enjoy throughout the country.



INTRODUCTION

In the 21st century, going to college is becoming a minimum requirement for getting a good job and succeeding in the workforce. College and career readiness is now the driving force behind school improvement efforts such as the Common Core State Standards Initiative (ACT, 2010), and college access and completion initiatives are consistently part of the research and funding agenda of the Department of Education. Higher education is frequently seen as a pathway toward better employment outcomes and better life outcomes.

However, up until recently these research practice and funding initiatives focused primarily on certain groups: those students who come from disadvantaged populations, first-generation college students, or those who may face challenges in adequate preparation and access to higher education. These efforts were not directed at increasing access to higher education for students who were the least likely to be prepared for or to gain access to colleges or universities in the United States—people with intellectual disabilities (ID).

Students with intellectual disabilities have the least inclusive educational experiences, the lowest levels of academic achievement, and the fewest postsecondary education goals reflected on their transition plans (Grigal, Hart, & Migliore, 2011; Newman, Wagner, Cameto, Knokey, & Shaver, 2010). Only 11% of high-school students with ID have the goal of attending a two-year or four-year college in their education plan (Grigal et al., 2011).

Subsequently, students with ID also have the poorest college access and employment outcomes of all disability groups (Windsor & Butterworth, 2007; Newman, Wagner, Cameto, & Knokey, 2009). The lack of opportunity to prepare or plan for higher education or meaningful paid work leads to long-term inadequacy and inequality in these students' education and employment outcomes.

Most students with ID exit high school and enter into a lifetime of sheltered employment (earning subminimum wage) or day habilitation (Gidugu & Rogers, 2012; Siperstien, Parker, & Drascher, 2013). A recent survey of 11,599 adults with ID in 16 states found that only 14.7% were competitively employed (HSRI, 2012). In 2011, the employment rate for transition-age individuals with ID and/or autism (ages 16–21) was 18%—less than half the employment rate for transition-age students without disabilities (Butterworth et al., 2013). This inequity becomes worse as people with ID and/or autism age. Only 32% of adults in this population between the ages of 20 and 30 are employed, compared to 74% of those without disabilities (Sulewski, Zalewska, Butterworth, & Migliore, 2013).

In response to these deplorable outcomes, when the Higher Education Act was reauthorized in 2008 as the Higher Education Opportunities Act (HEOA), it contained several new provisions aimed at increasing access to higher education for youth and adults with ID. To address these provisions, Congress appropriated \$10.6 million for creation of a new model demonstration program via the Office of Postsecondary Education (OPE) (Duncan, 2010).

In 2010, the OPE awarded grants to 27 institutes of higher education (IHEs) to fund model demonstration projects. These are referred to as Transition and Postsecondary Programs for Students with Intellectual Disability (TPSIDs). The goal of the TPSID program is to create, expand, or enhance high-quality, inclusive higher education experiences to support positive outcomes for individuals with ID.

The OPE also awarded a TPSID National Coordinating Center (NCC) grant to the Institute for Community Inclusion at the University of Massachusetts Boston. Among the responsibilities of the TPSID NCC was the development of a valid and reliable evaluation framework for the TPSID programs. This Year Four Report provides an overview of the evaluation framework and a comprehensive look at critical components of the TPSID program throughout the U.S. in the 2013–2014 academic year, the fourth year the program was funded.

The report describes the types of colleges that received TPSID grants, characteristics of attending students, and detailed information about academic access, employment and career development, campus membership, and program elements that supported self-determination, such as person-centered planning. The report also details the TPSID programs' efforts at collaborating with internal and external partners, the extent to which the TPSID programs are integrated into the existing policies and practices of the college, efforts aimed at sustaining these programs, and evaluation strategies employed by the TPSID programs beyond those used by the NCC.

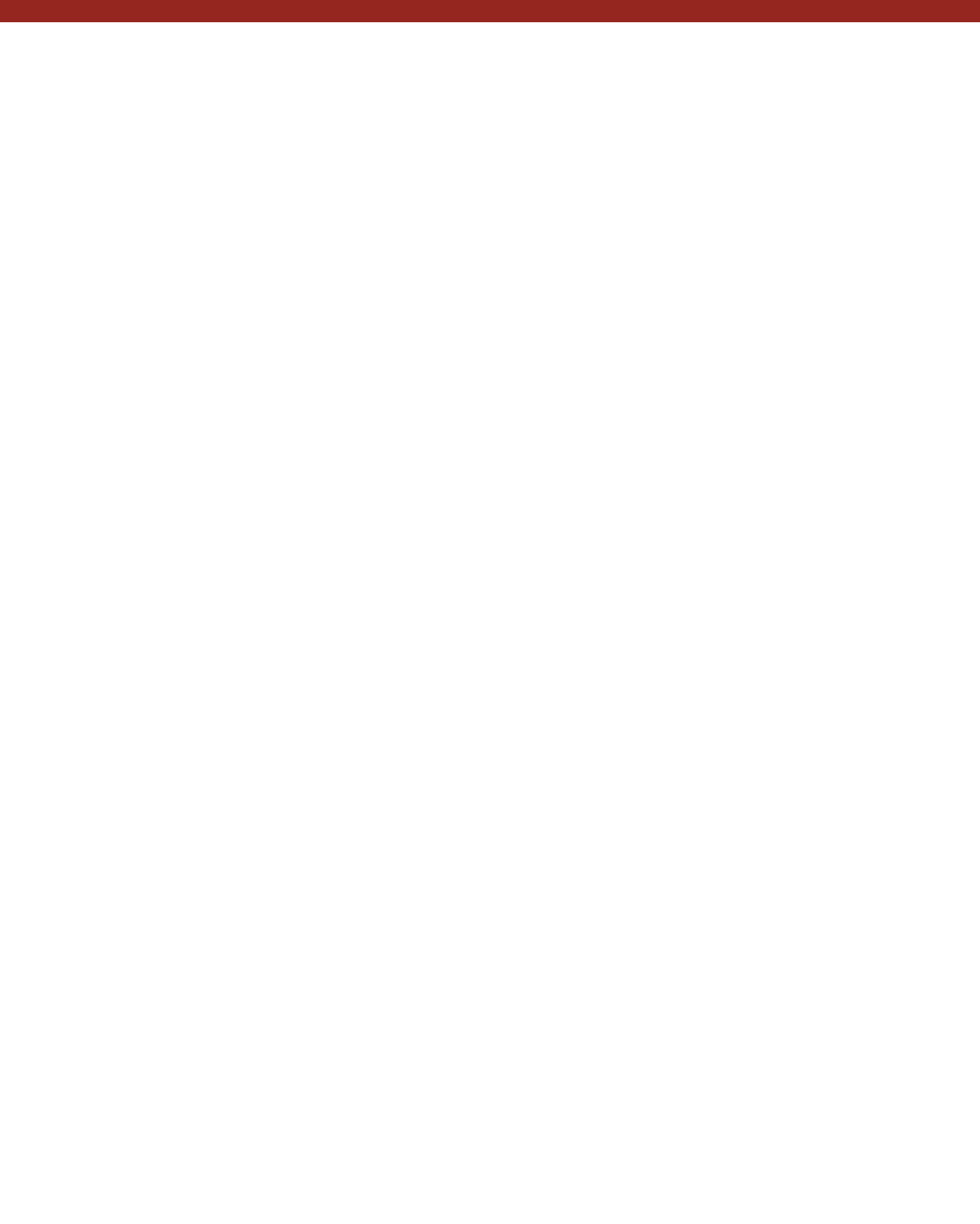
Additionally, the report addresses changes in each of these areas over time, and highlights student stories that demonstrate a more person-centered perspective on the activities and outcomes of these higher education options.

METHOD

The NCC was charged with development and implementation of a valid and reliable evaluation framework to evaluate the overall TPSID program. Work commenced with a comprehensive review of each TPSID grant application to determine the common measures and terminology that would best reflect the various programs. NCC staff also reviewed online data management tools to ensure that the platform chosen for the evaluation system would be both reliable and flexible, meeting the needs of the NCC and the TPSID users. We selected a management system that provided TPSID personnel with ease of access and use.

Tool Development. A draft evaluation tool was developed reflecting the Government Performance and Results Act (GPRA) measures that TPSID grant recipients were expected to report on, which were aligned with the Think College Standards for Inclusive Postsecondary Education (Grigal, Hart, & Weir, 2012). In February 2011, draft versions of the tool were shared with all TPSID principal investigators to gather input on clarity of questions, adequacy of response options, and comprehensiveness of the variables. The extensive comments received from TPSID personnel were reviewed in detail by project staff in March 2011 and incorporated into the second version of the tool. This tool was then programmed into a secure online database using software purchased from Intuit Quickbase (quickbase.intuit.com).

From May through August 2011, the online evaluation system was piloted in three waves of nine sites each. Further feedback on content as well as function was obtained, and a third version of the tool was created. The resulting tool was submitted in August 2011 to the Office of Management and Budget (OMB) for approval under the Paperwork Reduction Act (44 U.S.C. 3501). After extensive feedback and revision, the OMB approved the evaluation tool in July 2012. Upon receipt of this approval, NCC staff made the required modifications to the tool and the system as deemed necessary by the OMB. One of the required modifications was to provide a version of the student tool that would allow TPSIDs to report student data at the aggregate (program) level, rather than individually for each student. The evaluation system was then made available to the TPSIDs for ongoing data entry starting in August 2012. The findings of years one through three were summarized in the previous annual reports, Think College National Coordinating Center: Annual report on the transition and postsecondary programs for students with intellectual disabilities, which are available on the Think College website (www.thinkcollege.net).



TPSID PROGRAM, YEAR FOUR: 2013–2014

The fourth year of the TPSID program commenced on October 1, 2013, and projects were implemented in 23 states. In 2013–2014, 15 programs operated on single college campuses, and 12 operated as consortia, with satellite college campuses. In total, TPSIDs comprised 27 model demonstration projects being implemented on 50 college or university campuses. Fifteen of these sites were located at two-year IHEs, and 35 sites were located at four-year IHEs.

Thirty-one of the 50 IHEs implementing a TPSID project had previously supported students with intellectual disability (ID) in a program prior to receiving the TPSID grant. The remaining 19 programs were at IHEs that had not served students with ID prior to receiving the TPSID grant. Programs at two-year IHEs were more likely to have served students with ID prior to receiving TPSID grant funding than four-year IHEs (67% versus 60%). Seven satellite sites began serving students in Year Four, and one site stopped participating as a TPSID satellite campus.

In addition to establishing the TPSID model demonstration program, the Higher Education Opportunity Act (HEOA) also created a new type of Title IV federal student aid program called a comprehensive transition program (CTP). CTPs allow approved IHEs to provide eligible students with intellectual disability access to certain forms of federal student aid.

The CTP approval process is coordinated by the Office of Federal Student Aid, and is separate from the TPSID Program, which is overseen by the Office of Postsecondary Education. As of July 2014, 12 TPSID sites had been approved as a CTP. Only approved CTPs are able to offer federal student aid (e.g., Pell Grants, Supplemental Education Opportunity Grants, work-study) to students with ID. Therefore, students with ID who are attending TPSIDs that are not approved CTPs are unable to access federal financial aid to help pay for college. The NCC has created a variety of resources including insight briefs and online modules to support the development of a CTP applications.

During Year Four, 883 students attended the 50 TPSID programs, for an average of 18 students per site. An overview of student enrollments at TPSID sites appears in Table 1, and the complete list of campuses serving students appears in Table 2. The NCC collected data for 806 students from programs that report student data individually, and data for 77 students from programs that report student data in the aggregate.

TPSID satellite sites that began serving students in Year Four (host IHEs shown in parentheses)

- » **Franklin College and Indiana Wesleyan University (Indiana University)**
- » **Marietta College and University of Cincinnati (Ohio State University)**
- » **Leeward Community College (University of Hawaii)**
- » **Murray State University (University of Kentucky)**
- » **College of Albemarle (Western Carolina University)**

TPSID sites that were approved Comprehensive Transition Programs as of Year Four

- » **Appalachian State University**
- » **California State University, Fresno**
- » **Camden County College**
- » **College of Charleston**
- » **Kent State University**
- » **Monroe Community College**
- » **Roberts Wesleyan College**
- » **Taft College**
- » **The College of New Jersey**
- » **University of California Los Angeles**
- » **Western Carolina University**
- » **Western Piedmont Community College**

TABLE 1. STUDENT ENROLLMENTS IN YEAR FOUR BY PROGRAM ATTRIBUTES

	Number of sites in Year Four	Mean # of students per site
All programs	50	18
Served students with ID prior to TPSID Program	31	23
Did not serve students with ID prior to TPSID Program	19	10
Two-year IHE	15	23
Four-year IHE	35	16

TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES GRANTEES

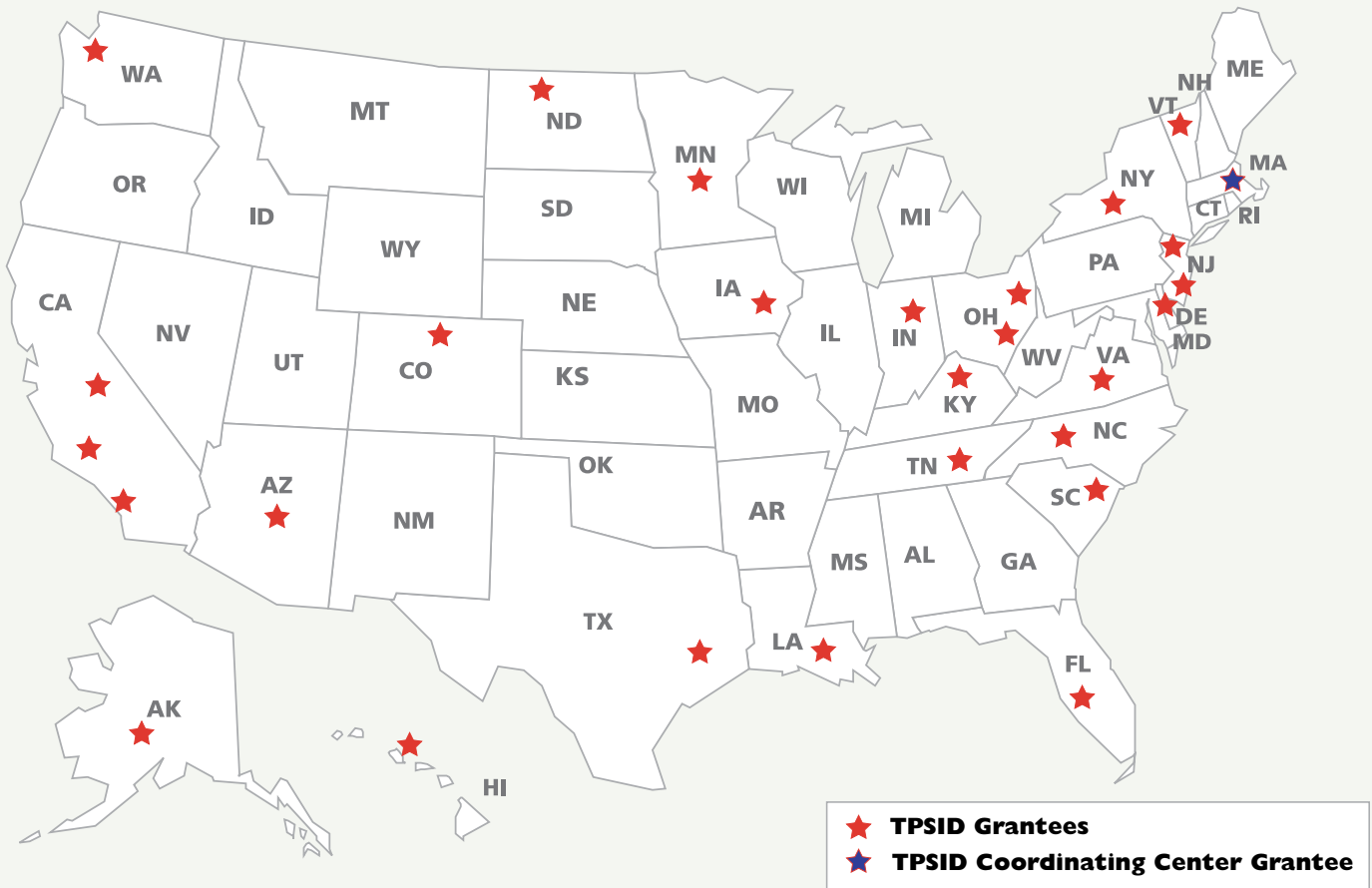


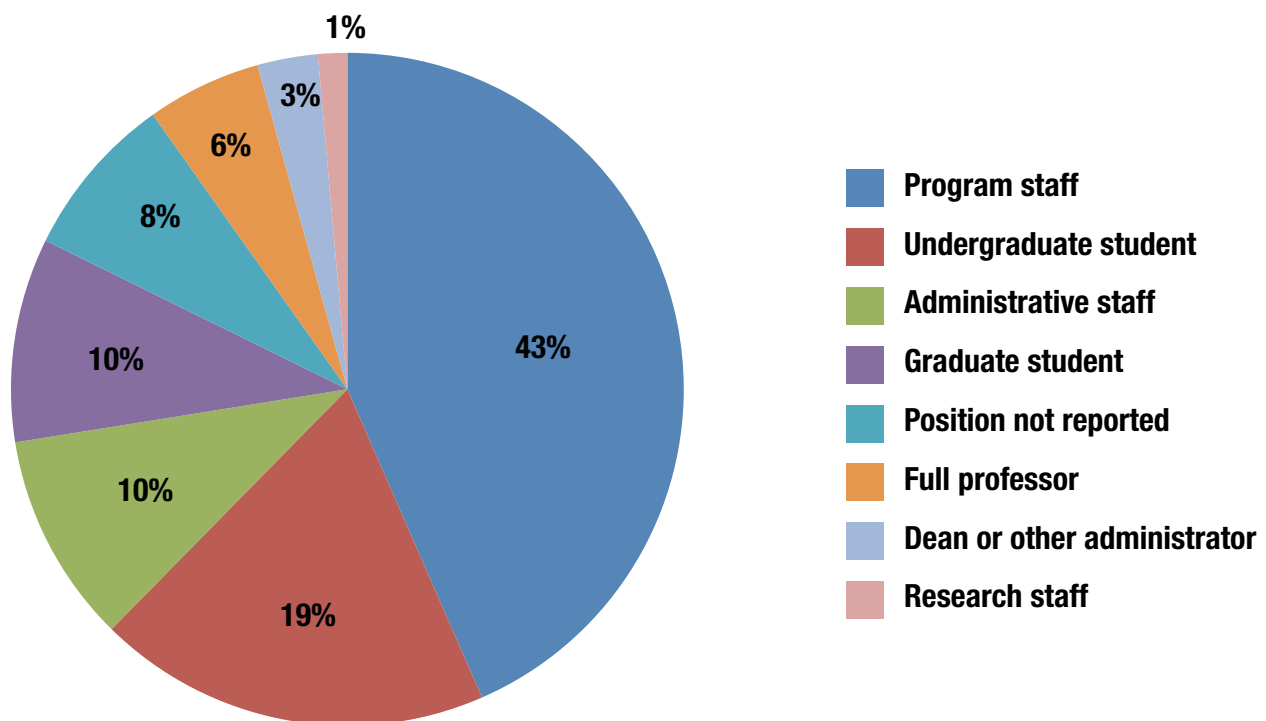
TABLE 2. CAMPUSES OPERATING A TPSID PROGRAM IN 2013–2014

Grantees operating on a single campus	Grantees operating as a consortium
California State University Fresno	* Bergen Community College: Camden County College
College of Charleston	* Central Lakes College: Ridgewater College
College of New Jersey	* Colorado State University: Front Range Community College
Highline Community College	* Houston Community College: HCC Central, HCC Northwest (Spring Branch)
Kent State University	* Indiana University: Franklin College, Indiana Wesleyan University, Indiana University – Purdue University Indianapolis, Vincennes University Jasper Campus
LSU Health Sciences Center	* Ohio State University: Marietta College, Ohio State University, University of Cincinnati, University of Toledo
Minot State University	* University of Hawaii at Manoa: Hawaii Community College (Hilo), Honolulu Community College, Leeward Community College
Taft College	* University of Kentucky: Murray State University, Northern Kentucky University
The University of Arizona	* Univ. of Rochester: Keuka College, Monroe Community College, Roberts Wesleyan College
UCLA	* Univ. of South Florida St. Petersburg*: Lynn University, University of North Florida
University of Alaska Anchorage	* University of Vermont: Johnson State College
University of Delaware	* Western Carolina University: Appalachian State University, College of the Albemarle, Western Piedmont CC
University of Iowa	
University of Tennessee	
Virginia Commonwealth University	

*Indicates TPSID Lead Applicant for programs operating as a consortium

A total of 417 staff worked for the TPSID programs in Year Four (Figure 1). Program staff and undergraduate students, who were often paid to provide support to students in the TPSID, were the most common type of position. More than half of the staff worked no more than 25% of full-time equivalent, indicating that TPSIDs rely heavily on part-time employees.

FIGURE 1: TPSID STAFF BY JOB TYPE IN YEAR FOUR (N=417 STAFF AT 50 SITES)



OVERVIEW OF STUDENT CHARACTERISTICS

STUDENT DEMOGRAPHICS

In the 2013–2014 school year, 883 students attended TPSID programs across the 50 sites. Eight hundred six student records were collected from campuses that reported student data at the individual level, and the remaining 77 student records were collected from campuses that reported student data at the aggregate level. Of these 883 students, 438 were newly enrolled and 445 were continuing students. Among the continuing students, 42 had originally enrolled in Year One, 119 in Year Two, and 244 in Year Three. The remaining 40 students were enrolled at programs where data was collected at the aggregate level, and information about their year of entry was unavailable.

In 2013–2014, 58% of students were male and 42% female.³ As shown in Table 3, the majority of students were white (73%), 15% were black or African American, and 10% were Hispanic or Latino. Programs at two-year IHEs had a higher proportion of minority students (see Table 3) and of Hispanic or Latino students (16% vs. 4%). The higher representation of minority racial and ethnic groups at two-year IHEs is consistent with enrollees in the United States college population as a whole (U.S. Department of Education, 2013).

Both women and minorities continued to be less present in TPSID programs than in the general college population, in which 57% were female, 42% were non-white, and 14% were Hispanic in 2012 (U.S. Department of Education, 2013). The lower percentage of women in TPSID programs may be due to the fact that there are fewer females who are diagnosed with ID, resulting in a lower number of potential female TPSID students. Research studies have shown that approximately 30% more males are diagnosed with ID in the United States than females (Kaufman, Ayub, & Vincent, 2010).

Students' ages ranged from 16 to 61, with a median age of 21. The majority (over 90%) of students were between the ages of 18 and 25, a typical age range for college students.

TABLE 3. RACE OF PARTICIPATING STUDENTS, 2013–2014, BY TYPE OF IHE

	Number	Percent	Percent by School Type	
			2-year	4-year
White	641	73%	60%	81%
Black or African American	136	15%	21%	13%
Asian	43	5%	8%	3%
American Indian or Alaska Native	6	1%	1%	<1%
Native Hawaiian or Other Pacific Islander	12	1%	3%	<1%
Unknown	47	6%	9%	4%

DISABILITY

The most common disabilities reported for students attending TPSID programs in 2013–2014 in order of prevalence were ID, autism, other health impairment, and developmental delay (Table 4), with students with ID the overwhelming majority (79%).

Ninety-two percent of enrolled students had an intellectual disability and/or autism. The majority of students had more than one reported disability, and nearly one quarter had three or more disabilities.

Among the 150 students not identified as having an intellectual disability, the most common disabilities were autism (85 students), specific learning disability (22 students), speech or language impairment (20 students), and emotional disturbance (20 students).

As noted by Folk, Yamamoto, and Stodden (2012), it can be challenging for TPSIDs to identify or document students' disabilities due to factors such as parents' reluctance to label their children and schools' use of alternative classifications.

TABLE 4. MOST COMMON STUDENT DISABILITIES, 2013–2014*

	Number	Percent	Percent by School Type	
			2-year	4-year
Intellectual disability	699	79%	82%	81%
Autism	233	26%	26%	25%
Other health impairment	118	13%	14%	15%
Developmental delay	117	13%	7%	21%
Speech or language impairment	115	13%	16%	13%
Specific learning disability	98	11%	16%	10%

*Omits data reported at the aggregate level

PREVIOUS EDUCATIONAL SETTING

When asked to describe students' previous educational setting, respondents indicated that the majority of students had been partially included in general education while in high school (Table 5). Partial inclusion ranged from being in a segregated classroom most of the time and taking one or two general education classes, such as physical education or art, to being included in general education most of the time.

Nearly one fifth of the students had not been included in any general education classes in their previous setting, demonstrating that a substantial portion of students with ID remain completely segregated in their high school.

TABLE 5. EDUCATIONAL SETTING WHILE IN HIGH SCHOOL*

	Number	Percent
Fully included in general education curriculum in general education classes	121	15%
Spent part of their time in general education and part in special education	444	55%
Not included in general education curriculum or classes/only in special education classes (e.g., life skills)	175	22%
Don't know	3	<1%
Other or status unknown**	63	8%

*Omits data reported at the aggregate level

**"Other" responses include: home-schooled, private school

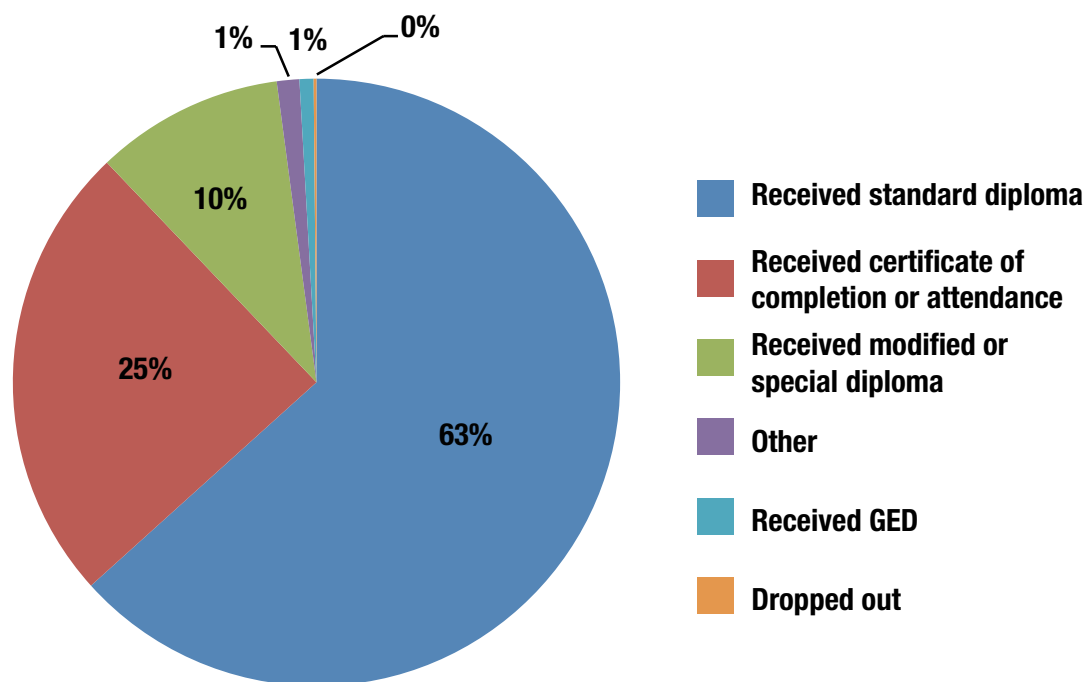
STUDENT STATUS

Just under a quarter of students (24%) were dually enrolled, i.e., receiving special education transition services from a public school system while attending the TPSID program. Students at two-year IHEs were less likely to be dually enrolled than those at four-year IHEs (19% versus 29%).

Of the remaining 76% of adult students, i.e., those who were no longer in high school, the majority received a standard diploma from their high school (Figure 2). Various types of diplomas and certificates are used as evidence that a student has completed secondary education. Graduation requirements and diploma options vary from state to state and district to district. Some of these diplomas and certificates are just for students receiving special education services. Some states only use a standard diploma available to all students, including students with disabilities (e.g., New Jersey, Ohio, South

Carolina, and Texas). Some states have tests that students must pass to earn a diploma, while others do not (Urbina, 2010; Thurlow et al., 2008; Johnson, Thurlow, & Stout, 2007). As a result, data on the number of students who received a standard diploma should be interpreted with caution.

FIGURE 2: STATUS OF STUDENTS NO LONGER IN HIGH SCHOOL, 2013–2014 (N=639)



STUDENT CHARACTERISTIC TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Over the four years that TPSID programs have operated, student profiles have remained fairly consistent. Between one fifth and one quarter of the students were dually enrolled in each year. The majority of students have been between the ages of 18 and 25 in each year, but each year has also shown a wide age range across all students served. The split between male and female students has been about 60% male and 40% female in each year. The racial and ethnic makeup has also been similar across each of the four years. One exception is black or African-American students, whose presence has declined from 22% in Year One to 15% in Year Four.

One attribute that has changed over the four-year period is the type of secondary credential held by those students who have completed their secondary education. Among students who were not dually enrolled, the percentage of students who received a standard diploma when graduating from high school has increased each year, going from 38% in Year One to 63% in Year Four.

The percentage of students with a certificate of completion or attendance as their secondary credential decreased each year from Year One (37%) to Year Three (21%), but increased to 25% in Year Four. This change could be indicative of an increase in standard diploma attainment across the sending schools that feed into the TPSIDs. This increase may also be due to changes in state graduation/diploma policies, through which more students with disabilities are receiving standard diplomas in lieu of certificates of attendance. It could also reflect the increasingly stringent admissions processes or intake criteria used by the IHEs that host the TPSID programs.

There is no federal requirement that students with ID who attend TPSIDs must have (or must not have) a standard diploma. But if this change reflects that fewer students who have more significant disabilities are being served by the TPSIDs, then it may not be a positive trend.

ACADEMIC ACCESS

Colleges and universities serving students with intellectual disabilities offer varying opportunities for inclusive academic access. Some IHEs offer access to a wide array of inclusive or typical college courses. Other IHEs limit the access of students with ID to a smaller subset of what their college peers can access (Grigal, Hart, & Weir, 2012; Plotner & Marshal, 2014). Some colleges only offer access to specialized courses that are attended only by students with disabilities; therefore, the students with ID are segregated instructionally from their college peers without disabilities. There are also courses that are deemed “reversed inclusion classes,” where the course is primarily designed for and attended by students with ID, but students without disabilities are invited or recruited to attend (and in some instances to teach) the course.

This continuum of access to inclusive courses is not surprising, given that many of the programs that exist throughout the United States were implemented prior to the passage of the Higher Education Opportunity Act. This legislation provided the first federal guidance regarding the provision of higher education to individuals with intellectual disability.

To differentiate between the types of academic courses in TPSID programs, we use the term “academically inclusive courses” to describe college classes that are a part of the typical college course catalog and are available to all students in the college. The manner in which students enroll in academically inclusive courses can include taking the course for credit, enrolling as a non-credit student, auditing the course, taking the course pass/fail, or informally sitting in on a course. Reversed inclusion classes are not considered to be academically inclusive courses.

The term “academically specialized courses” is used to describe courses that have been designed for, and are only attended by, students with intellectual disabilities in the TPSIDs. This includes classes that use a reversed inclusion approach. This also includes mini-courses, workshops, etc. only for students with ID, when the main purpose is to teach a life skills, usually independent living skills.

The NCC faces challenges when interpreting “inclusive” and “specialized” course enrollment data, particularly as it relates to how inclusive a course’s actual enrollment and attendance was. While a course may be inclusive, i.e., available to both TPSID and non-TPSID students, the NCC has no way of verifying how many non-TPSID students, if any, enrolled in and attended these courses.

TPSID programs, for the most part, offer both academically inclusive courses and academically specialized courses. The subject matter addressed in the academically inclusive coursework ranged widely, as shown in the box below.

Year 4 Sample Inclusive “For Credit” Course Enrollments

- » **Crime in America**
- » **Art Appreciation**
- » **Music Appreciation**
- » **Food & Society**
- » **Introduction to Business**
- » **The Theatre Experience**
- » **World Civilization to 1600**
- » **Intro to Sociology**
- » **Environmental Science**
- » **Spanish I**
- » **Introduction to Social Work**
- » **Intro to Graphic Design**
- » **Sports Management II**
- » **Foundations of College Writing II**
- » **African American Music**
- » **Intro to Computers**
- » **Music In Your Life**
- » **Formatting/Word Processing**

COURSES ATTENDED

Course enrollment information in Year Four was reported for 746 of the 806 students who attended TPSID programs and for whom we have individual level data. These 746 students enrolled in a total of 5,302 college or university courses. This is an average of seven courses per student per year.¹ Students at two-year IHEs took an average of six or seven courses, while those at four-year IHEs took an average of eight courses a year.

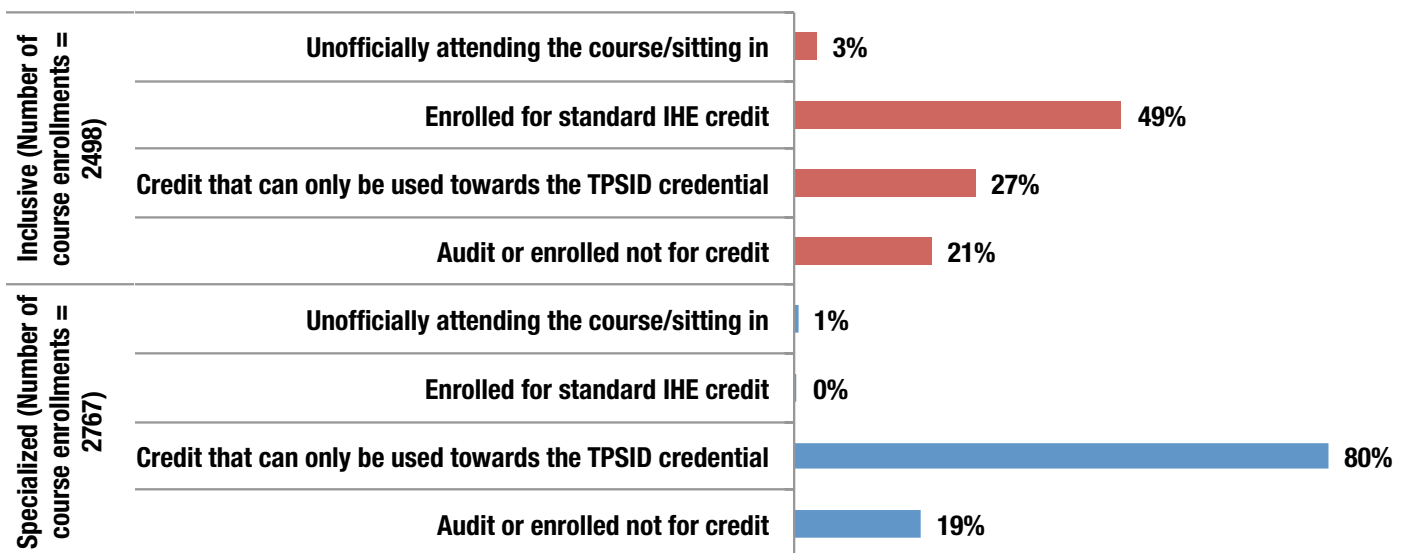
A slight majority of course enrollments (52%) were in academically specialized courses. The remaining 48% were in academically inclusive courses. The percentage of enrollments in inclusive courses was higher at two-year IHEs than at four-year IHEs (58% compared to 40%).

Figure 3 shows the enrollment methods used by students accessing inclusive and specialized courses in Year Four. Slightly fewer than half the students in inclusive courses were enrolled for standard IHE credit (49%). In most specialized courses (80%), students earned credit that could only be used towards the TPSID credential.

Given that the TPSID grants were provided to IHEs to enable them to create or expand high-quality, *inclusive* programs for students with intellectual disabilities, it is concerning that the majority of college coursework being accessed remains academically specialized and not academically inclusive. Some TPSID programs offer predominantly (or in some cases completely) separate curriculum to their students with intellectual disabilities.

All TPSIDs were charged with providing individual supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program. It will be imperative that any future federal initiatives directed at expanding or improving higher education programs for people with intellectual disabilities provide clear and unequivocal guidance regarding the inclusive expectations of funded programs.

FIGURE 3: ENROLLMENT METHOD BY INCLUSIVE AND SPECIALIZED COURSE ENROLLMENT STATUS, 2013–2014



¹ Some students did not take any courses because they were in a stage of their program where the focus was not on academics, but rather on employment and career development. Therefore, course enrollment data were not reported for some students.

ACCOMMODATIONS

An important component to academic access for students with disabilities is receiving necessary accommodations. During the fourth year of TPSID funding, most TPSID students (96%) received one or more accommodations. As can be seen in Figure 4, most accommodations were provided by program staff rather than the IHE's disability services office.

The most common accommodations were academic supports provided by individuals such as note-takers and readers. Also common were academic accommodations, such as access to professors' notes, advance access to materials, and alternative test formats, as well as enrollment accommodations, such as modified course loads, substitutes for required courses, and priority registration. Information technology and assistive technology were used less frequently as accommodations.

ACADEMIC SUPPORTS FROM PEER MENTORS

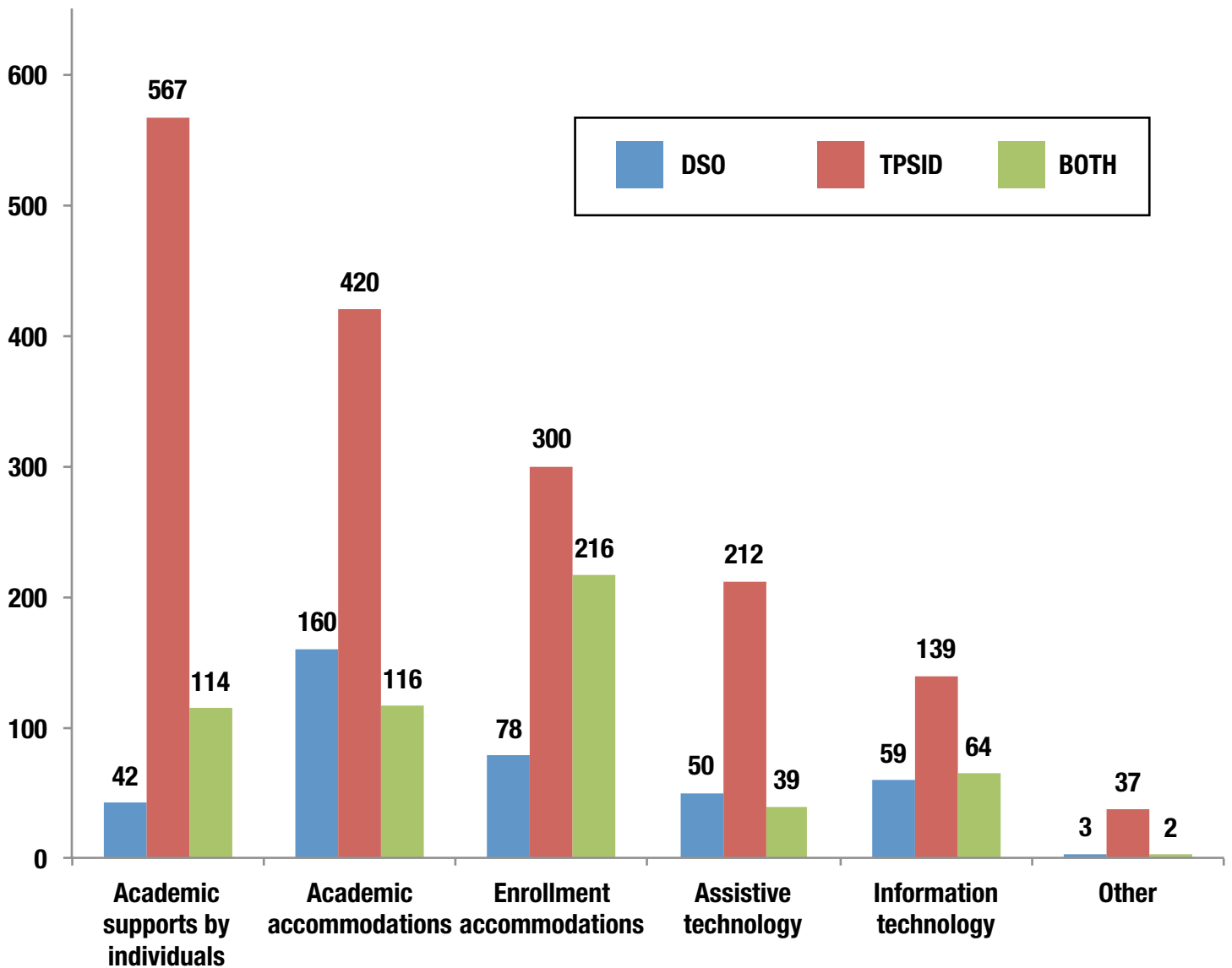
A majority (86%) of TPSID programs use peer mentors to provide academic supports to students in the programs. These peer mentors are selected and trained by the program staff.

Some peer mentors receive academic credit, others are paid, and others are either volunteering or earning service-learning hours. The number of programs that paid mentors rose during the first three years of implementation, but leveled off at 75% during Year Four. Fluctuation was seen in the percent of programs that aligned mentoring with a required practicum, with 39% of programs doing so in Year One, increasing to 53% in Year Three, and decreasing to 40% in Year Four. The number of peer mentors receiving no compensation has decreased each year since the program began.

Some programs see the peer mentors as an extension of program staff, while other programs have various peer mentor roles (social, academic, employment). However, the most common role for mentors is providing academic or social supports to students.

The most frequent programs of study of peer mentors in the TPSIDs are liberal arts and social science majors, or education and rehabilitation majors. Less common, but still present, are peer mentors focusing on business, biological and physical sciences, or engineering.

FIGURE 4: ACCOMMODATIONS RECEIVED BY STUDENTS IN THE TPSID, 2013–2014 (N=806)*



*Omits data reported at the aggregate level

CREDENTIALS

Each TPSID is required to create and offer a meaningful credential for students with intellectual disabilities upon completion of the program. In Year Four, most TPSIDs (44 out of 50) offered some type of credential (Figure 5). All but one of the 15 programs at two-year IHEs offered a credential to students. Five of the 35 programs at four-year IHEs did not offer a credential to students. Credentials included certificates or degrees available to all students at the IHE, as well as those only available to students in the TPSID program.

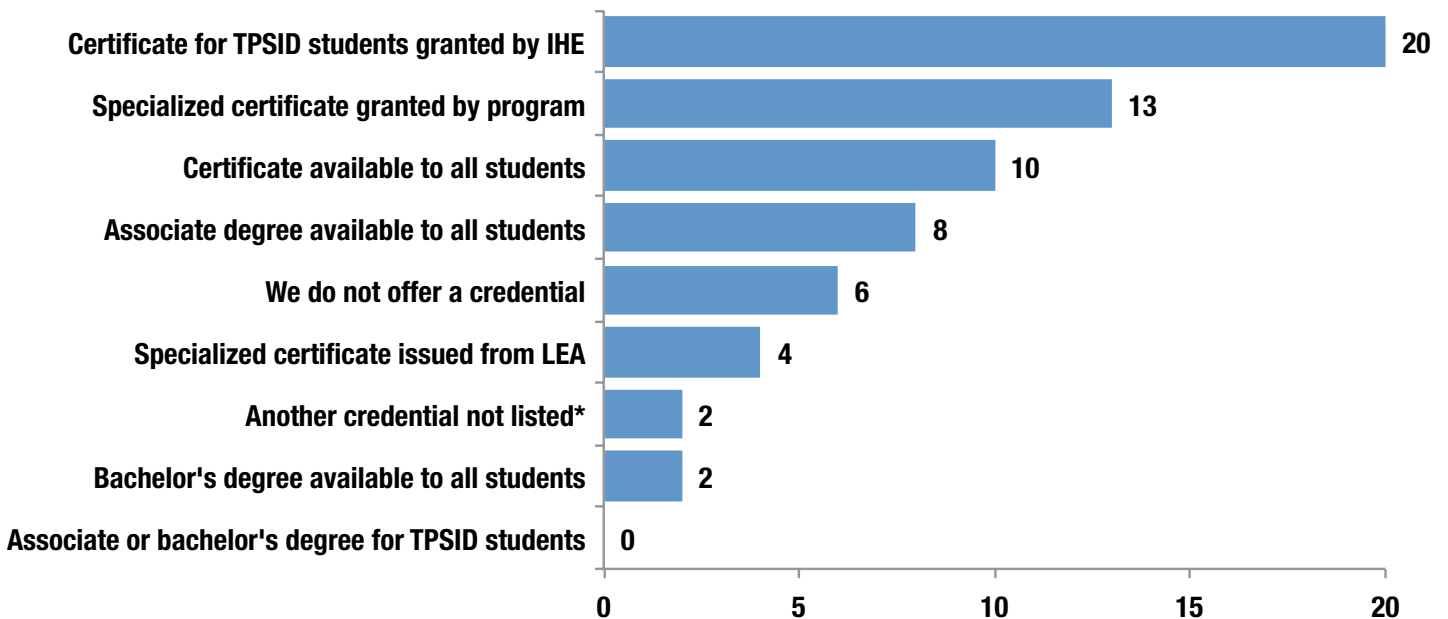
Credentials were granted by the IHE, by the TPSID program, or by a partnering local education agency (LEA). The most common credentials were certificates, and the most prevalent type of certificates issued were those granted by the IHE only to students in the TPSID. It was more common for TPSIDs to offer specialized credentials specifically for students with intellectual disabilities than to offer credentials available to all college students.

Two-year IHEs were more likely than four-year IHEs to offer an associate degree (33% vs. 3%) or a certificate available to

all students (47% vs. 10%). There were two four-year IHEs that offered bachelor's degrees to students with ID. Four-year IHEs were more likely to offer a specialized certificate granted by the TPSID than were two-year IHEs (41% vs. 13%).

A majority of students attending TPSIDs (79%) were seeking a credential in 2013–2014. Another 4% were not seeking the credential, and 18% were enrolled in programs not offering a credential. Students at four-year IHEs were more likely to be seeking a credential than students at two-year IHEs. Dually enrolled students were less likely to be seeking a credential (65% vs. 83%).

FIGURE 5: CREDENTIALS AVAILABLE TO STUDENTS ATTENDING TPSIDS, 2013–2014 (N=50 SITES)



* "Career Readiness Credential (WorkKeys)" and "specialized certificate available to both TPSID and non-TPSID students."

ACADEMIC ACCESS TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Access to inclusive courses is critical to providing a meaningful postsecondary experience for students. The percentage of course enrollments in inclusive courses has held steady between 46% and 48% in Years Two through Four; in Year One, it was 38%. Despite slight increases over time toward more inclusive enrollments, the majority of courses taken by students in TPSID programs are specialized rather than inclusive, and the associated credits earned are not widely recognized by the host IHE. It appears that access to inclusive college courses remains a challenge for grantees.

To address the need for greater access to inclusive courses, the National Coordinating Center (NCC) has created a Special Interest Group (SIG) on the topic of inclusion to facilitate communication among the grantees about effective strategies. The SIG also created a forum for discussing and addressing challenges related to inclusive course access.

Upon request, the NCC has provided onsite training and technical assistance to a number of TPSIDs on strategies that promote greater access to inclusive courses. Training has covered topics such as Universal Design for Learning and the role of tablet technology in creating greater access and success in courses. Additionally, the NCC hosted a webinar, entitled Inclusive Campus Communities, and has developed an Insight Brief, all focused on further defining what inclusion in higher education is and practices and policies that support an authentic college education for students with ID. Finally, the NCC has developed an online module on Universal Design for Learning in Higher Education that is available on the Think College website.

The percentage of course enrollments that were for some type of credit, whether it was standard IHE credit that could be used towards a certificate or degree, or a credit that could only be used towards a TPSID credential, has been around 80% since Year Two, with most IHEs awarding credits that can only be used towards a TPSID credential. TPSIDs should continue to pursue credit-bearing course opportunities for their students to ensure they are on a path to earning a credential that will be meaningful within and outside of the IHE.

There has been little variation in the types of credentials available to students attending a TPSID over the four years of the program. Overall, the proportion of TPSIDs offering a credential has been high every year, ranging from 86% to 88%. While most students do have access to some sort of credential, there are still some sites that do not award any sort of credential to their students. Twelve percent of all students were enrolled at campuses that did not provide access to a credential.

In every year, credentials designed specifically for students attending the TPSID have been the most common. The NCC conducted outreach to TPSIDs regarding their training needs related to credential development. In February 2013, the NCC hosted a webinar that focused on the process of planning for and developing a credential. The NCC has also created an Insight Brief and a Credential Action Planning Tool that can be used to guide credential implementation and evaluation. These are available at www.thinkcollege.net.

The overall percentage of students who received at least one accommodation, regardless of who provided it, has increased each year, from 77% of students in Year One to 96% in Year Four. The percentage of students who received academic accommodations from the disability services office (DSO) or from both the DSO and the TPSID more than tripled between Years One and Three (from 17% to 56%). This percentage remained at 55% in Year Four, reflecting a sustained level of partnership and engagement with the DSO by the TPSID programs. Students only receiving accommodations from the TPSID, and never from the DSO, were very rare (1%). If the TPSID programs continue to support greater access to inclusive courses, it is likely that students will require increased supports from the DSO.

CAREER DEVELOPMENT AND EMPLOYMENT

A primary goal of the TPSID program is to facilitate career development and the supports necessary for students to seek and sustain integrated competitive employment. The benefits of integrated competitive employment include higher wages, access to benefits, greater independence and economic self-sufficiency, greater integration with people without disabilities in the workplace and the community, more opportunities for choice and self-determination, and expanded career options and increased job satisfaction (Wehman & Scott, 2013). The issue of competitive employment for people with intellectual and developmental disabilities has gained significant focus given the recent passage of the **Workforce Innovation and Opportunity Act (WIOA)**, which sets up limits on subminimum wage and supports “competitive integrated employment” as an optimal outcome (Hoff, 2014).

Despite years of investment in special education, the poor outcome choices afforded to people with ID have prevented any substantial change in their transition and adult life outcomes (Grigal & Hart, 2013). Youth with ID have the lowest rates of education, work, or preparation for work after high school of all disability groups (Migliore, Butterworth, & Hart, 2009; Siperstein, et al., 2013; Erickson, Lee, & von Schrader, 2010). In 2011, 81% of people with intellectual and developmental disabilities were being served in facility-based and non-work settings (Butterworth et al., 2013). Low expectations, and little to no access to further education post high school, has limited their potential for real jobs and real wages.

In 2011, employment rates for transition-age individuals with disabilities (ages 16–21) were 18%, less than half the employment rate for people without disabilities (Butterworth et al., 2013). This gap becomes worse as people with ID age, with only 32% of adults ages 20–30 having employment, compared to 74% of people without disabilities in the same age range (Sulewski, Zalewska, Butterworth, & Migliore, 2013).

The TPSID programs address career development and employment via a variety of activities, including providing access to job coaches/developers; offering internships, service learning opportunities, and paid work experiences; and connecting with service providers to sustain employment.

Each year, TPSIDs report the paid employment experiences and other career development activities in which students participate.

Other career development activities (unpaid internships, volunteering) are unpaid but contribute to future employment.

During Year Four, 77% of students participated in career development activities, paid employment, or both (Table 6). Twenty-three percent of students did not participate in any career development activities.

TABLE 6. CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS, 2013–2014 (N=806)*

	Count	Percent
Paid employment only	127	16%
Other career development only	294	36%
Paid employment and other career development	196	24%
No career development activities	189	23%
Total	806	100%

*Omits data reported at the aggregate level

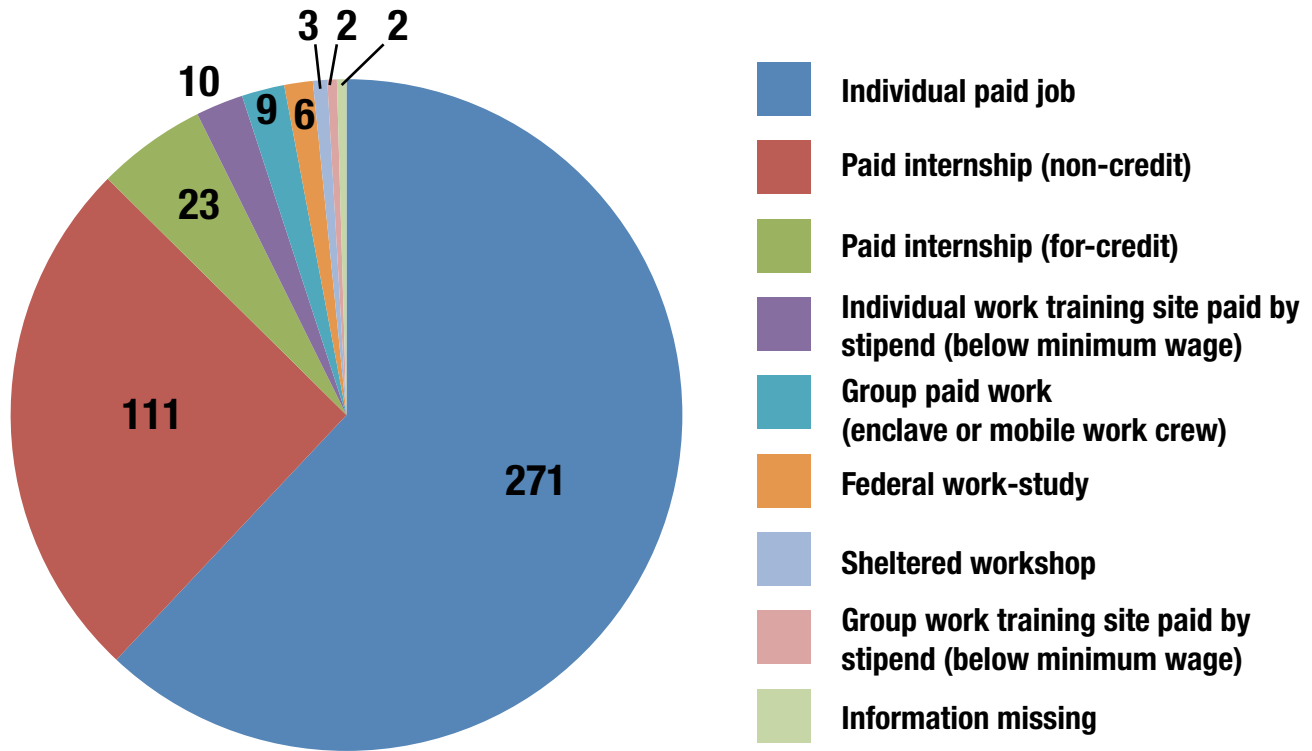
STUDENT PAID EMPLOYMENT

Of the 883 students who attended TPSID programs in 2013–2014, 347 (39%) held a total of 437 paid jobs. Some students have held the same job for multiple years while also attending a TPSID program. Ninety students with paid jobs had two or more paid jobs in Year Four.¹ Seven of these jobs (2%) were those that students also worked in during Year One, 36 (8%) were jobs that students worked in during Year Two, and 123 (28%) were jobs that students worked in during Year Three.

¹ Omits data reported at the aggregate level

Employment First initiatives around the country are emphasizing the importance of integrated competitive employment as the first choice and goal for people with ID (Niemic, Lavin, & Owens, 2009; U.S. Dept. of Labor, 2014). It is encouraging that in the fourth year of the program, individual paid jobs accounted for 271 of the paid jobs held by students (62%). Participation in individual paid jobs is encouraging because at these jobs a person works in the competitive labor market and receives at least minimum wage paid by the employer directly related to the work performed. Paid internships (credit and non-credit) accounted for 31% of jobs held by students in Year 4 (see Figure 6).

FIGURE 6: PAID JOBS HELD BY STUDENTS ATTENDING TPSIDS, 2013–2014 (N=437 JOBS)

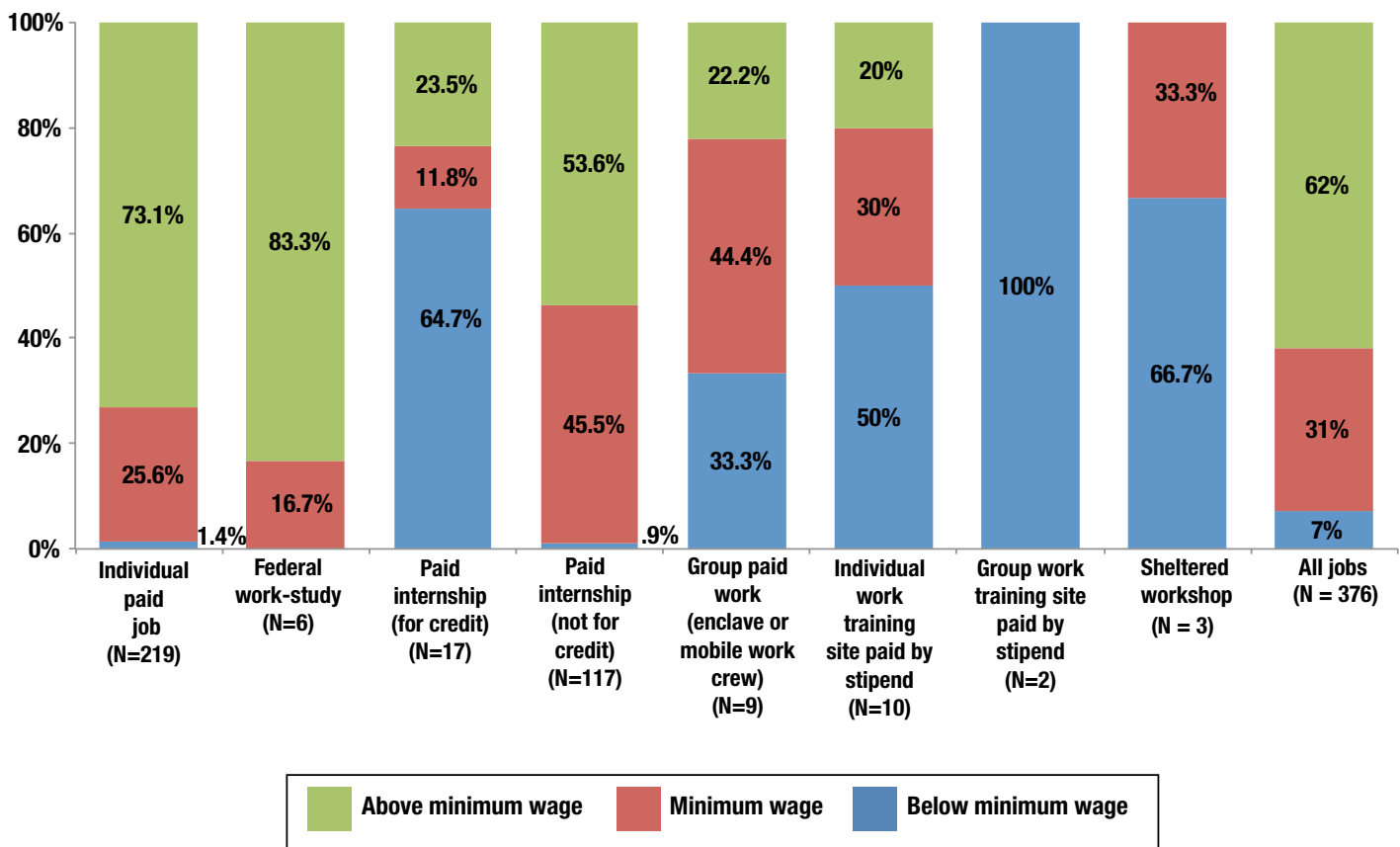


Eighty percent of all jobs paid at or above minimum wage, 6% paid less than minimum wage, and wage status was unknown for the remaining 14% of jobs. As reflected in Figure 7, 99% of individual paid jobs reported paying students at or above minimum wage. The majority of students (80%) worked between five and 20 hours per week at their job. Twenty percent of students working in individual paid jobs worked 20 or more hours per week.

Students in the TPSID programs have the opportunity to address both academic and employment goals while in higher education. In the fourth year of this program, 39% of these students were in paid employment while simultaneously accessing college courses. This employment rate is more than double the national employment average for transition-age youth with ID. Moore and Shelling (2014) also found noteworthy employment outcomes for individuals with ID who went to college compared to those who did not go to college.

Clearly, we are seeing employment data trending in a positive direction. But it is still a concern that some students in TPSID programs are in sheltered work and group work training sites. To address these concerns, the TPSID programs where these practices are still occurring have hired a customized employment specialist to work with employers in the region to create more integrated employment opportunities.

FIGURE 7: WAGE DISTRIBUTION BY JOB TYPE, 2013–2014 (N=376 JOBS)*



*Jobs with missing wage and job setting information are omitted from this chart. Omits data reported at the aggregate level.

Rohan Dawkins

Rohan Dawkins was born in Jamaica, and immigrated with his mother and sister to Delray Beach, Florida during his teenage years. Upon graduation from high school, he was accepted to the ACCESS program at Lynn University. His goals were to obtain his work permit, obtain employment to help support his family, get a driver's license and become a DJ. During his 2 years there, he audited several college classes, including Radio Production. He also had a radio show at the university and was actively involved in the Lynn Black Student Union. Rohan graduated from Lynn University in May 2014. He has purchased equipment to use in his DJ business. In addition to his business, he works full time at Home Depot. He is currently working in the lot, but will soon be working in the receiving department. Rohan still has dreams that he is working on. He would like to increase his DJ business, purchase a new car and eventually work as a fork lift operator at Home Depot. When asked for a quote to describe his success in life, Rohan says "I take my days one day at a time."



Examples of paid jobs held by students, 2013–2014

- » Prep chef
- » Server
- » Greeter
- » Personal care attendant
- » Child care assistant
- » Crew member
- » Operations assistant and event staff
- » Oil change specialist
- » Textbook assistant
- » Life guard
- » Baking assistant/food prep
- » Sale associate
- » Landscaper
- » Chef
- » Stocker
- » Doggie daycare attendant
- » Certified nursing assistant
- » Technology lab assistant

JOB SUPPORTS

For each reported paid job, respondents were asked to identify which job supports students used. Students received supports at 70% of all jobs. Natural supports, job coaching, and off-site coaching and support were the most commonly provided supports (see Figure 8). In the 139 instances where a student received job coaching at their job, the percentage of time the job coach was present varied (see Table 7).

FIGURE 8: PERCENT AND TYPE OF JOB SUPPORTS USED BY STUDENTS IN 2013–2014 (N=437 JOBS)

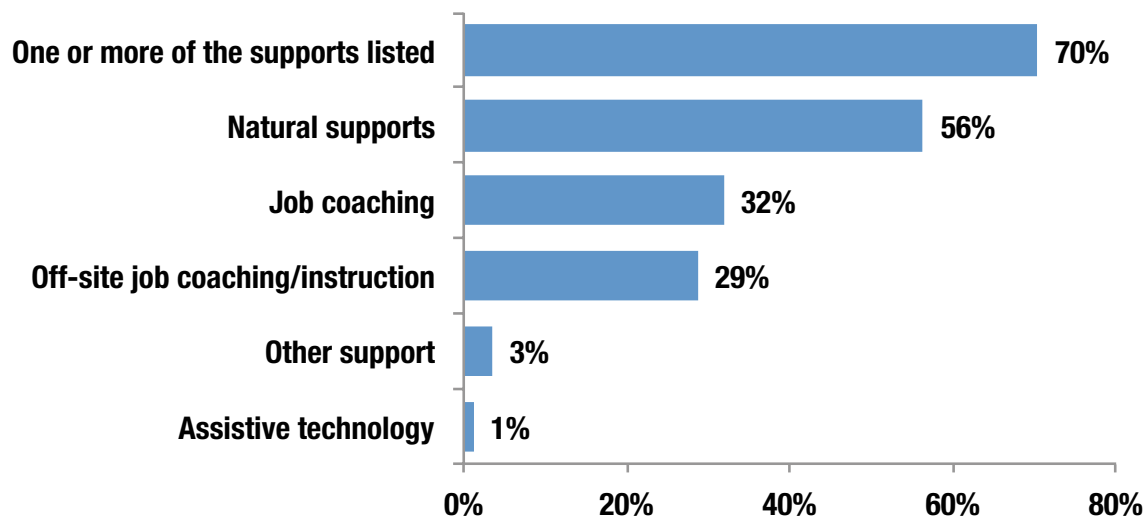


TABLE 7. PERCENTAGE OF TIME THAT JOB COACH WAS PRESENT WHILE STUDENT WAS WORKING (N=103 JOBS WHERE COACHING WAS PROVIDED)*

	Count	Percent
0–25% of the time	45	44%
26–50% of the time	14	14%
51–75% of the time	16	16%
76–100% of the time	28	27%
Total*	103	100%

*Omits data reported at the aggregate level

OTHER CAREER DEVELOPMENT ACTIVITIES

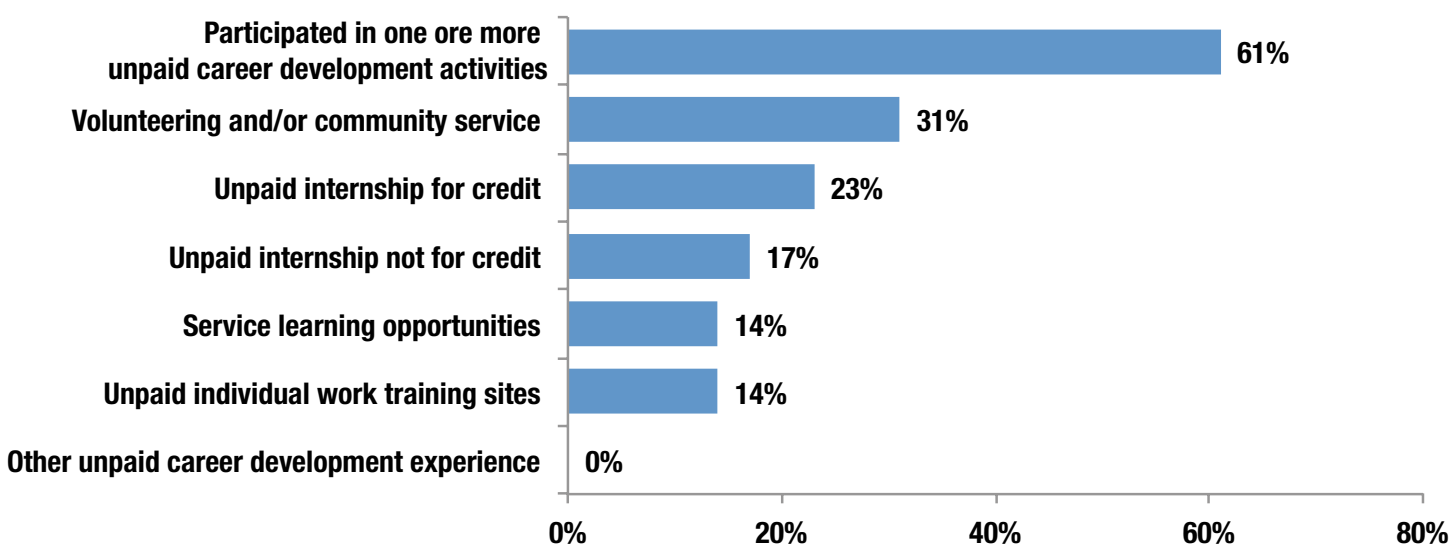
In addition to paid employment, over half of the enrolled students in Year Four (61%) participate in other career development activities to prepare for the workforce (Figure 9). The most common career development activities were volunteering and/or community service (31%) and unpaid internships for credit (23%).

Many more students participated in career development than in paid employment. Many programs include a requirement or expectation for volunteer hours or another non-work career development activity that can limit the amount of time a student is available for paid work. In Year Four, 128 students participated in service learning opportunities.

Other programs have indicated that they have limited their focus on employment in favor of greater time and attention to student coursework. However, TPSIDs have consistently indicated that one area in which they continue to struggle is having access to staff who are highly trained and skilled in customized employment strategies.

Given that one of the primary outcomes TPSIDs are charged with is to help students achieve integrated competitive employment, the finding that 23% of students are not engaged in any career development activities, paid or unpaid, demonstrates a need for continued expansion of both career development and employment activities in the TPSID programs.

FIGURE 9: OTHER CAREER DEVELOPMENT EXPERIENCES IN 2013–2014 (N=883 STUDENTS)

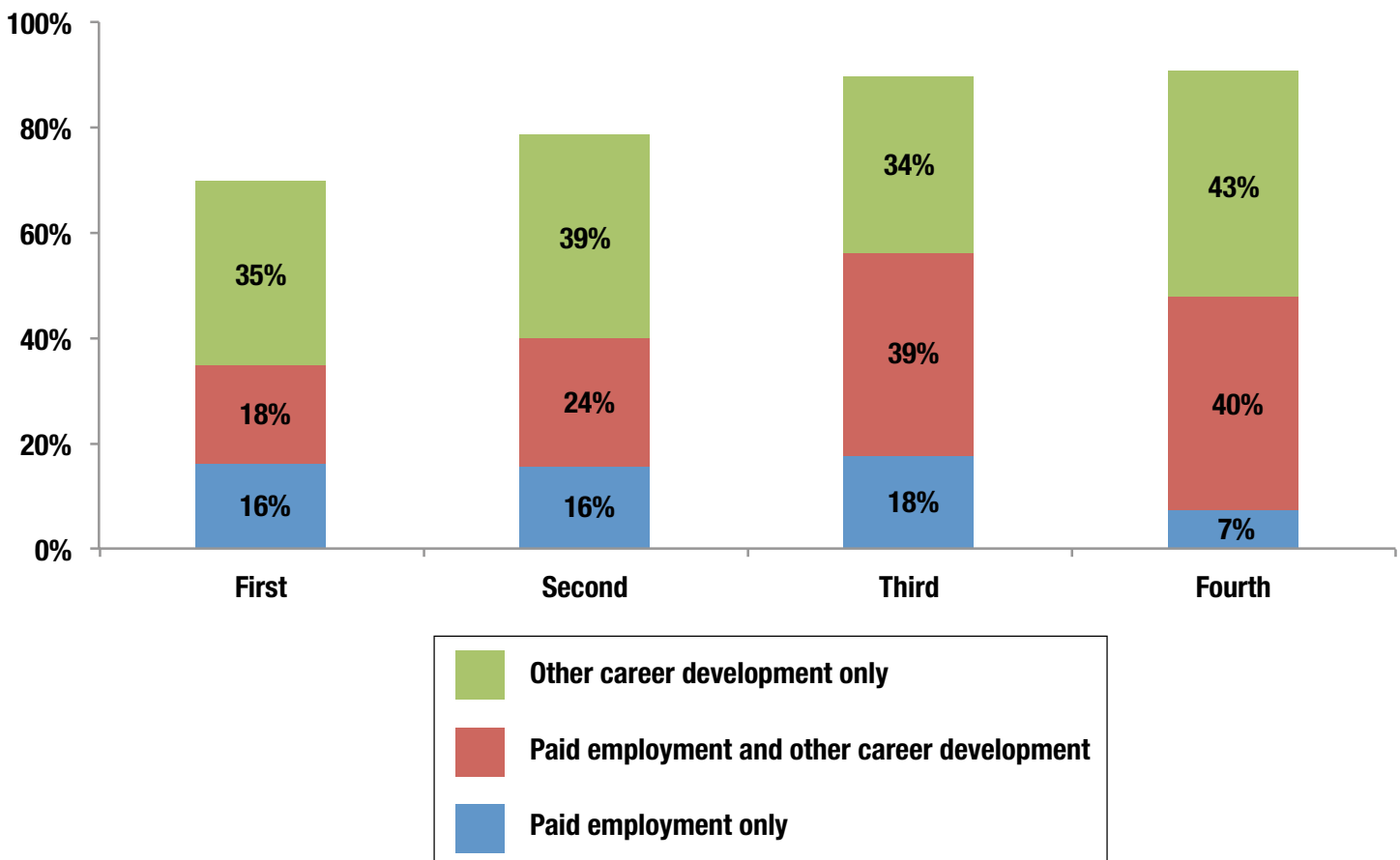


Employment and career outcomes by number of years attending TPSID program

Analysis showed differences in career development participation and outcomes based on the number of years students had been attending the TPSID program. Figure 10 splits the 806 students into categories for students in their first, second, third, and fourth year of TPSID attendance.

Students who had attended their program for a longer amount of time were more likely to be employed. In Year Four, 35% of students in their first year were employed, compared to 40% of students in their second year, 56% of students in their third year, and 48% of students in their fourth year. The longer students are in their program, the more likely they are to be participating in either paid employment and/or other career development activities. Seventy percent of first year students participated in either paid employment or other career development, compared to 81% of second year students and 90% of students in either their third or fourth year of enrollment.

FIGURE 10: CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS BY YEAR IN PROGRAM, 2013–2014 (N=806)*

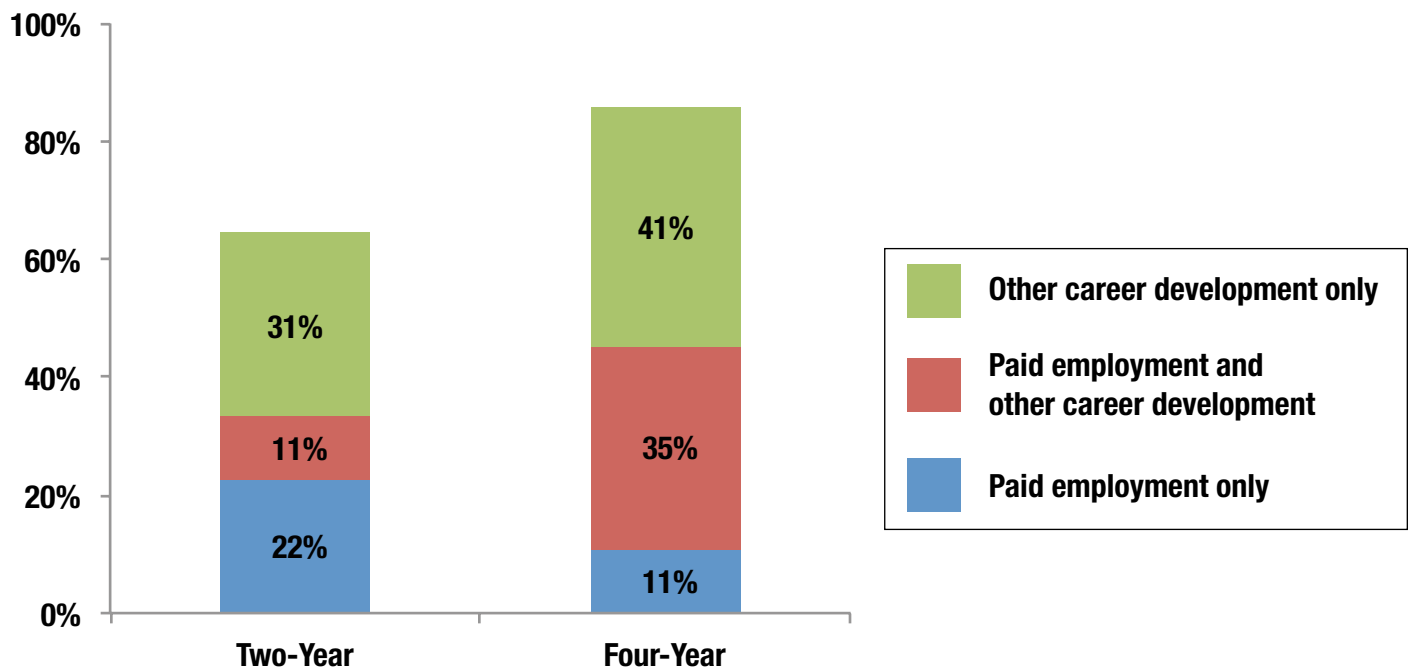


*Omits data reported at the aggregate level

Employment and career outcomes for students at two-year and four-year institutions

Differences were observed in levels of participation in career development activities based on whether the student attended a program at a two-year or four-year IHE. Students at four-year IHEs were more likely to participate in both paid employment and other career development activities. Figure 11 illustrates that most students at four-year IHEs were participating in career development activities (86%), while over half of the students at two-year IHEs (64%) participated in career development. Thirty-three percent of students at two-year IHEs had paid work, compared with 45% of students at four-year IHEs.

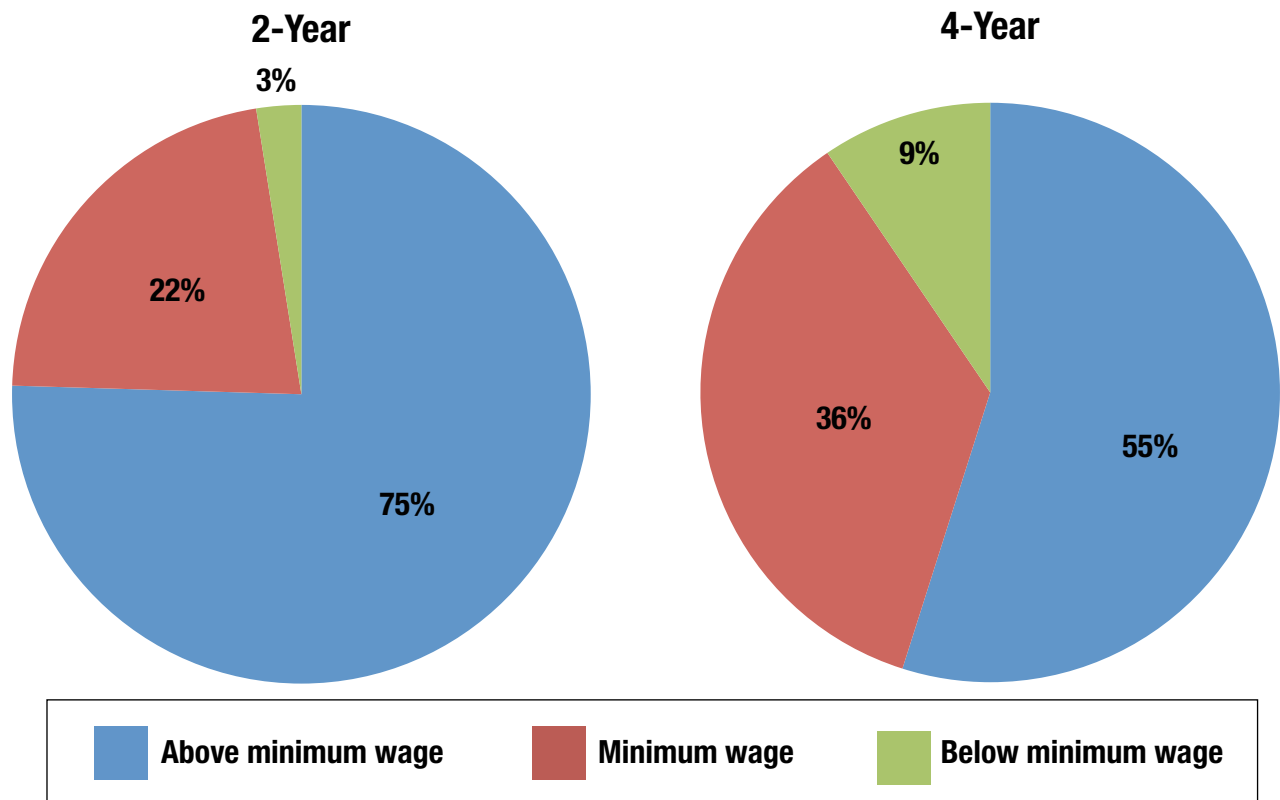
FIGURE 11: CAREER DEVELOPMENT ACTIVITIES BY TYPE OF INSTITUTION, 2013–2014 (N=806)*



*Omits data reported at the aggregate level

In Year Four, 73% of employed students at two-year IHEs had an individual paid job compared to 66% of employed students attending four-year IHEs. Figure 12 illustrates that among employed students, those enrolled at two-year IHEs were more likely to have a job that paid above minimum wage than students at four-year IHEs (65% vs. 50%).

FIGURE 12: WAGE DISTRIBUTION BY INSTITUTION TYPE, 2013–2014 (N=323 STUDENTS WITH JOBS)*

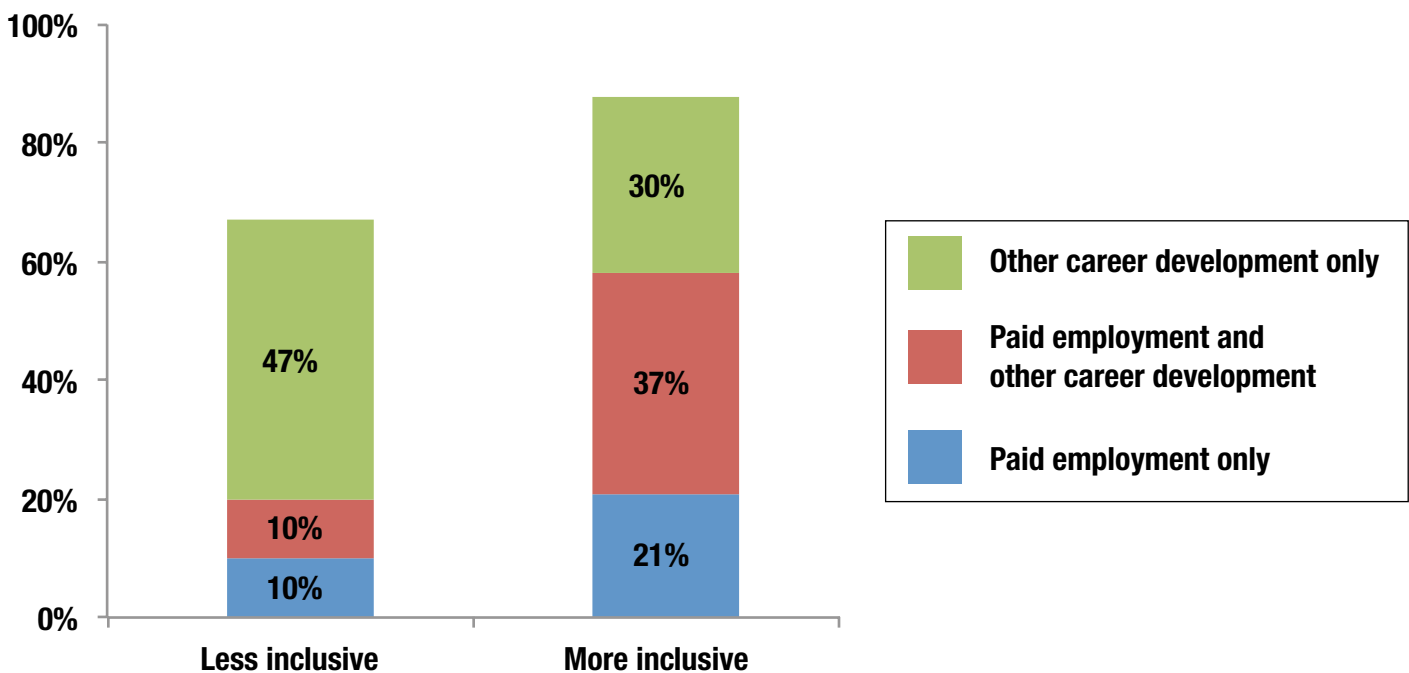


*Jobs records that are missing wage and job setting information are omitted from this chart. Chart also omits data reported at the aggregate level.

Employment and career outcomes for students at programs that have higher rates of enrollment in inclusive courses

Students who attended more academically inclusive programs, i.e., programs where more than 50% of course enrollments across all students were in inclusive courses, were more likely to participate in both paid employment and other career development activities than students who attended programs that are less academically inclusive, i.e., those that primarily enroll students in specialized courses. As shown in Figure 13, most students enrolled in programs that have higher rates of inclusive enrollments were participating in career development (87%). The percentage of students from less inclusive programs who participated in career development was 20% lower (67%). Fifty-eight percent of students at more inclusive programs had a paid job in Year Four. This is the highest percentage of students employed across all subgroups examined.

FIGURE 13: CAREER DEVELOPMENT ACTIVITIES AMONG STUDENTS IN THE TPSID BY ACADEMIC INCLUSIVITY OF PROGRAM, 2013–2014 (N=784)*



*Only includes students from programs for which we could determine percentage of course enrollments into inclusive courses. Omits data reported at the aggregate level.

Paid job settings differed between programs based on whether they were more or less academically inclusive. Paid internships were much more common among students in more inclusive programs. Thirty-four percent of jobs held by students in these programs were paid internships, compared to 16% of jobs held by students in less academically inclusive programs. Students in less inclusive programs were more likely to work in individual paid jobs (71% of paid jobs, compared to 60% of paid jobs held by students in inclusive programs). Students in more inclusive programs were slightly more likely to hold jobs that paid above minimum wage than students in less inclusive programs (62% versus 59%). Students in more inclusive programs were more likely to earn minimum wage or higher than students in less inclusive programs.

Employment and career outcomes and program partners

Programs that partnered with state intellectual and developmental disability (IDD) services agencies showed better career development outcomes than programs that did not partner with these organizations. Forty-eight percent of students attending programs that partnered with IDD agencies had a paid job, compared to 36% of students at programs that did

not partner with these agencies. This is not surprising, since IDD agencies are often the primary source to coordinate services and supports, including long-term employment services for adults with ID (Domin & Butterworth, 2014). Less than half of all students in Year Four (36%) were enrolled at programs that partnered with IDD agencies. TPSID programs that are not already partnering with state IDD agencies should work to partner with these organizations.

Collaboration with Community Rehabilitation Providers (CRPs) did not seem to impact student employment. However, students attending TPSID programs that partnered with CRPs were slightly more likely to be participating in unpaid career development than those who did not partner with CRPs.

The percentages of students with paid jobs at programs that did and did not partner with VR programs were similar. We expect that some programs that partner with VR might focus on education while students are enrolled, and keep the student and VR program connected as they go through the TPSID program. The passage of WIOA increased VR's role in transition and provided support for Rehabilitation Services Administration to fund technical assistance to better enable individuals with intellectual disabilities and other individuals with disabilities to participate in postsecondary educational experiences and to obtain and retain competitive integrated employment (Hoff, 2014). This new emphasis could lead to increase collaborations between IHEs that host TPSID programs and state and local VR organizations.

CAREER DEVELOPMENT TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Analysis of career development data over time shows some promising trends. Both the percentage of students working in at least one paid job and the percentage of students participating in other career development activities have increased each year since the TPSID program began. Participation in paid employment has increased each year, from 30% in Year One to 39% in Year Four, while participation in other career development activities increased from 52% to 62% over the same period.

Additionally, students who participate in other forms of career development are participating in more types of activities. Students in Year One participated in 1.29 other career development activities on average, compared with 1.60 per student in Year Two, 1.67 per student in Year Three, and 1.72 in Year Four. Fostering participation in multiple types of career development activities supports a broader range of student experiences that will be applicable to paid jobs.

Other trends indicate areas where employment outcomes need to improve. Six percent of paid jobs in Year Four paid below minimum wage. While this is an improvement over Year One, when the rate was more than 20%, students in these programs should not be receiving less than minimum wage in any job.

While the hours worked by students have varied each year, students typically worked between five and 20 hours per week at their paid jobs. Jobs where students worked fewer than five hours per week or more than 20 hours per week typically accounted for around 20% of all paid jobs held by students in a given year. It is unclear what the optimal number of hours per week at a paid job is for a student attending a TPSID program who is balancing employment with their course of study.

Supports were provided at 70% of all paid jobs held by students in Year Four, slightly up from 67% in Year Three. Like the average hours per week, it is difficult to determine whether this trend is a negative or positive one. If the need for supports is stable but they are provided at fewer jobs, the observed trend is negative. Alternatively, if students are being placed in jobs that are a good fit and thus require fewer supports, the trend is positive.

SELF-DETERMINATION

College and university campuses provide learning and living environments that offer opportunities for growth in self-efficacy and self-determination (Grigal, Weir, Hart, & Opsal, 2013). Getzel (2014) recognized the importance of self-determination skills and the need for intervention studies that identify evidenced-based practices that promote self-determination and improved overall outcomes for all students with disabilities in higher education.

All TPSIDs require that students actively engage in the learning process, and this experience can lead to both success and failure, both of which can be instructive for the student. To facilitate the development of self-determination in students with intellectual disabilities, the TPSID programs focused on student involvement in the establishment of personal goals through person-centered planning, academic advising, and a stated process for family involvement. While some programs addressed self-determination in additional ways, the following common measures reflect what was done at most of the TPSID sites.

PLANNING AND ADVISING

Person-Centered Planning

According to Orentlicher, “One method to ensure the facilitation of self-determination is the use of person-centered planning which provides a flexible yet structured approach to obtain the student’s perspectives about ‘his or her interests, preferences, and desired lifestyle ... and outline an action plan to achieve desired goals’” (as cited in Fleming-Castaldy & Horning, 2013). Further, when students’ interests and preferences are taken into account when establishing their goals, students are much more motivated to achieve their goals (Shogren 2013; Uphold & Hudson, 2012). The TPSIDs were required to use some type of person-centered planning (PCP) in the development of the course of study for each student to ensure student involvement in and control of academic and career goals.

In Year Four of the program, 98% of TPSIDs (all but one) reported using PCP with students. Over two thirds of TPSID programs reported using a combination of PCP models, 14% percent were using PATH (Planning Alternative Tomorrows with Hope), and 16% were not using a specific PCP model.

Student Advising

The role of academic advisors in college is to assist students to develop their course of study, establish a schedule, and achieve their academic goals. For students on a traditional college pathway, academic advising is geared toward credit accumulation, monitoring GPA, and advancing toward a desired degree. The role of the academic advisor in TPSIDs is somewhat different. The advisor must assist the student to achieve goals related to the person-centered plan and attainment of their desired credential.

Fifty-four percent of TPSIDs reported using the existing academic advising system. This is comparable to the level of usage found in a national survey of postsecondary programs that served students with ID, which found that 47% of respondents used existing academic advising structures (Grigal et al., 2012). Seventeen of these TPSIDs (34% overall) reported using an additional advising process that was provided internally by the TPSIDs. Forty-six percent (n=23) used only a separate advising system specially designed for TPSID students.

Enrollment Motivation

The most common motivations for course enrollment were that the course was required for the TPSID credential (62% of course enrollments), related to the student’s career goals (35%), required for a degree or certificate (33%), or matched their personal interests (32%).

SELF-DETERMINATION TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Person-centered planning (PCP) has consistently been standard practice at TPSID programs, with over 90% of TPSIDs using PCP each year. There has also been very little variation in the types of academic advising used with students. In each year, fewer than 50% of the programs used a separate advising system exclusively for students attending the TPSID program. All other campuses provided at least some access to the existing academic advising office used by other students.

Student motivations for enrolling in particular courses have varied over time. From Year Three to Year Four, the percentage of courses taken because they were related to students' career goals dropped from a high of 52% to a low of 35%; this rapid decrease in courses related to careers is troubling. The percentage of course enrollments that were based upon requirements for a TPSID credential increased each year. The consistent increase in courses required for a TPSID credential suggests an increased focus on credential attainment by the TPSID programs, but a decrease in coursework that aligns with student career goals.

FAMILY OUTREACH AND INVOLVEMENT

Marketing and Recruitment

Informing families of potential students about the availability of the TPSID program is a vital aspect of sustainability. Too often, families of transition-age youth with ID are not given sufficient information about available PSE options from transition professionals (Martinez, Conroy, & Cerreto, 2012). Goals related to college or any kind of postsecondary learning are often not included in a student's IEP or transition plan (Grigal et al., 2011; Migliore & Domin, 2011; Papay et al., 2011), and students are not supported to seek access to alternative pathways to college.

A survey of 108 family members of transition-age students with intellectual disabilities conducted by Griffin, McMillan, and Hodapp (2010) revealed that parents have limited knowledge of transition plans and postsecondary education options. The survey also indicated that educators' and parents' post-school expectations for students may not align, and more effective communication is needed. The authors concluded that educators should offer more information about postsecondary education options, even to families of students with lower academic skills.

TPSIDs have developed a variety of strategies to connect with families of prospective students. Out of 50 sites operating in Year Four, more than 50% engaged in the following outreach activities: distributed TPSID marketing materials, presented to local schools (public, private, charter), operated a TPSID website, participated in transition fairs, offered tours of the TPSID, presented at parent advocacy and support groups, and included information about the TPSID in general IHE marketing materials.

Information Shared with Students' Families

Sharing information in a postsecondary environment about a student's progress must comply with a variety of legal privacy guidelines. For example, all programs at IHEs must comply with the Family Educational Rights and Privacy Act (FERPA). FERPA gives students 18 years of age or older, or students of any age if enrolled in any postsecondary educational institution, the right to privacy regarding grades, enrollment, and billing information, unless the school has specific permission from the student to share that specific type of information.

TPSIDs shared various kinds of information with family members of attending students. This included general information about the IHE, transition information, and some student-specific information. More than 55% of TPSIDs offered students' families information about IHE-related issues.

In Year Four, TPSIDs offered information to family members about:

- Available social activities (84%)
- Disability-related services available at the IHE (72%)
- FERPA (64%)
- Non-disability-related services available at the IHE (64%)
- Financial aid (64%)
- Disability laws that impact higher education and how they differ from IDEA (58%)

Most programs also shared student-specific information with families. This included information about academics, social and career development, and independent living.

Other transition information was also shared with families, including the following topics:

- Person-centered planning (90%)
- Connections to agencies/service providers (88%)
- Career development/employment (84%)
- Employer/workplace expectations (76%)
- Benefits (68%)

CAMPUS MEMBERSHIP

A college experience is comprised of more than just the classes that are taken. Student learning also occurs during activities outside of the classroom, and this holds true for students in TPSID programs.

The TPSIDs facilitate campus membership, providing access to and supports for campus facilities and technology, as well as for participation in existing social organizations. Engaging students in campus activities may also change the nature of their social networks, making students less reliant on family connections and increasing their peer contacts (Eisenman, Farley-Ripple, Culnane, & Freedman, 2014).

SOCIAL LIFE

Facilitating the development of social networks is key to providing a well-rounded college experience for students with ID. A literature review by Test et al. (2009) showed a strong association between greater social competence, increased postsecondary educational participation, and improved employment outcomes after leaving high school. Folk, Yamamoto, and Stodden reported that in interviews of students in Hawaii, “opportunity for social interaction presented by participation in postsecondary education was a prevalent theme.”

In addition, possessing greater social skills may be associated with increased self-determination (Carter, Trainor, Owens, Swedeen, & Sun, 2010). Eisenman et al. (2014) suggest that social networks may impact future employment. Supporting students to access existing social organizations, supporting use of technology for social communication, and engaging students without disabilities as natural supports for social activities help provide a well-rounded, authentic college experience.

In 2013–2014, students participated in numerous social activities, including attending events on campus, going out with friends, and attending or participating in sporting events (see Figure 14). The majority of students participated in a variety of activities. Overall, 3.8% of students were reported as not having participated in any social activities. Fourteen of fifty sites reported one or more students who did not participate in social activities in Year Four.

Caution should be used in interpreting lack of participation in a negative light. Given that all of the TPSIDs were required to use person-centered planning to guide students’ programs of study, it is possible that some students chose not to participate in campus-based activities or organizations. Not all college students want to join campus clubs and organizations, and the students in the TPSID programs should not be coerced to join in activities in which they do not want to participate.

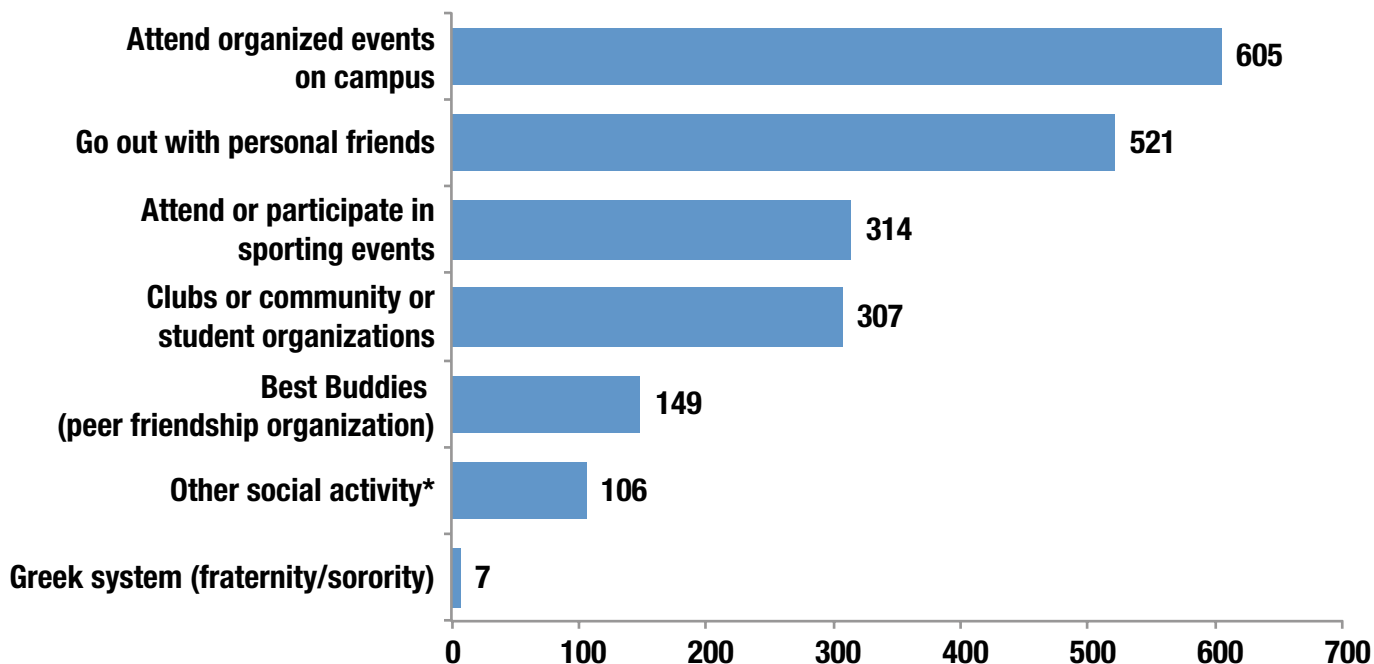
However, if programs had large percentages of students that did not engage in any activities, this may indicate that greater efforts could be made by the program staff to facilitate opportunities for student involvement.

As indicated in Figure 15, students who lived in IHE housing generally had higher levels of participation in social activities. One hundred percent of students who lived in IHE housing participated in at least one social activity, compared to 95% of students who did not live in IHE housing. Ninety-nine percent of students living in IHE housing were reported as going out with personal friends, compared to 49% living with family and 76% living in non-IHE housing but not with family. This suggests that campus residences foster socialization with peers. Interestingly, students in specialized IHE housing, i.e., housing specifically for students who attended the TPSID, typically had higher rates of participation than students not living in IHE housing, and for some activities had higher rates of participation than students in inclusive IHE housing.

Among those living off campus and attending commuter schools, students living with family were much less likely to go

out with personal friends or join student clubs or community organizations than students who did not live with family. Also among students at commuter schools, students who lived with family were slightly more likely to attend organized events on campus.

FIGURE 14: STUDENTS' SOCIAL PARTICIPATION, 2013–2014 (N=806)*



*Omits data reported at the aggregate level

As shown in Figure 16, students in more academically inclusive programs were more likely to participate in every type of social activity except organized events on campus (less inclusive programs had greater participation) and peer friendship organizations that had equal participation across both types of programs.

In 2013–2014, every TPSID reported facilitating or supporting student participation in campus social activities. A variety of approaches were used to facilitate social participation, with the most common being independent participation by TPSID students, facilitation by TPSID staff, and facilitation by peer mentors, and the least common being events organized by students, staff, and/or peer mentors associated with the TPSID (see Figure 17).

Almost all TPSIDs had mechanisms to track social activities students were participating in on campus (Figure 18). The most frequently used mechanism was student self-report, followed by peer mentor monitoring and follow-up to person-centered planning.

FIGURE 15: PARTICIPATION IN SOCIAL ACTIVITIES BY LIVING SITUATION

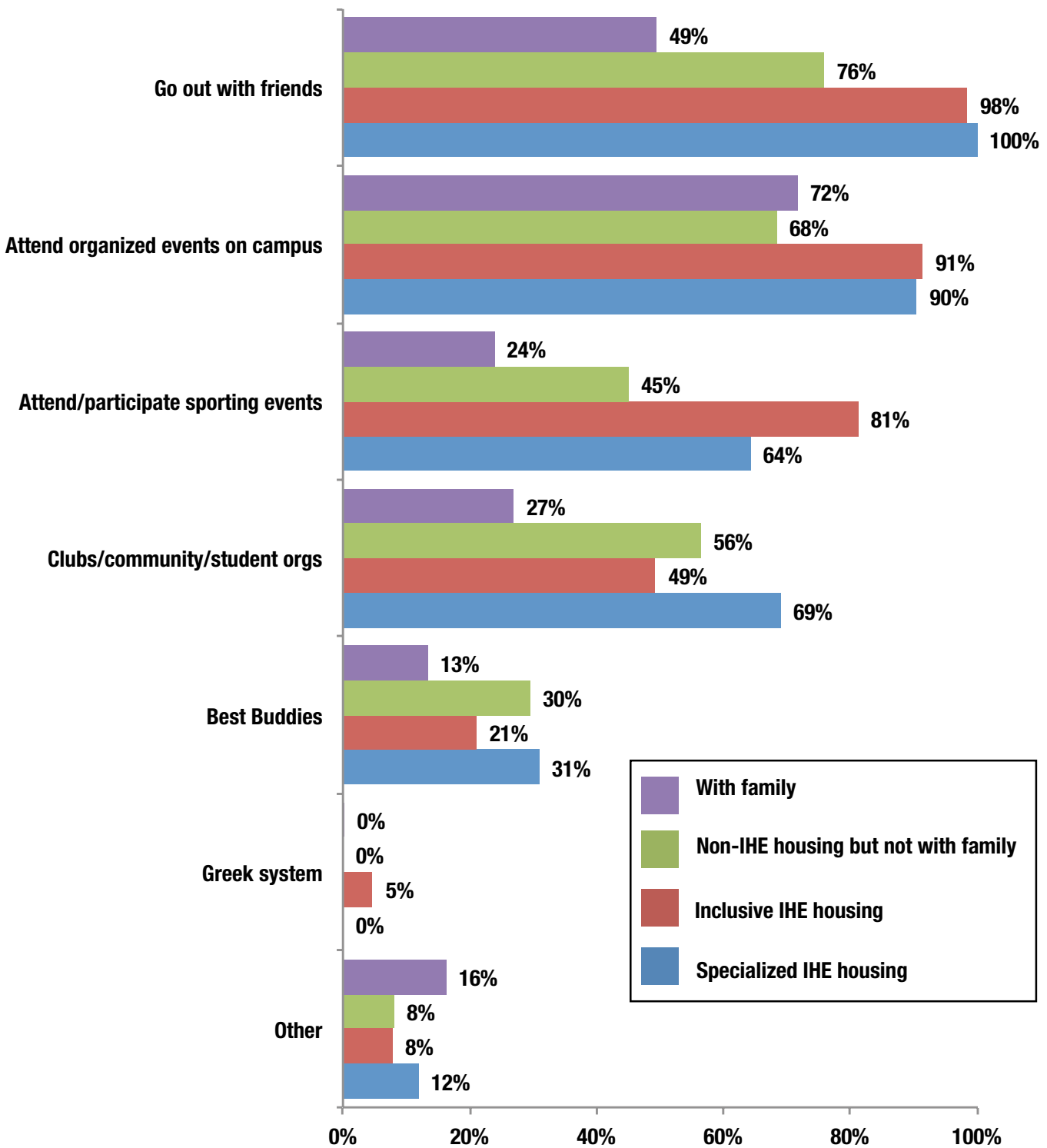


FIGURE 16: PARTICIPATION IN SOCIAL ACTIVITIES BY TYPE OF PROGRAM

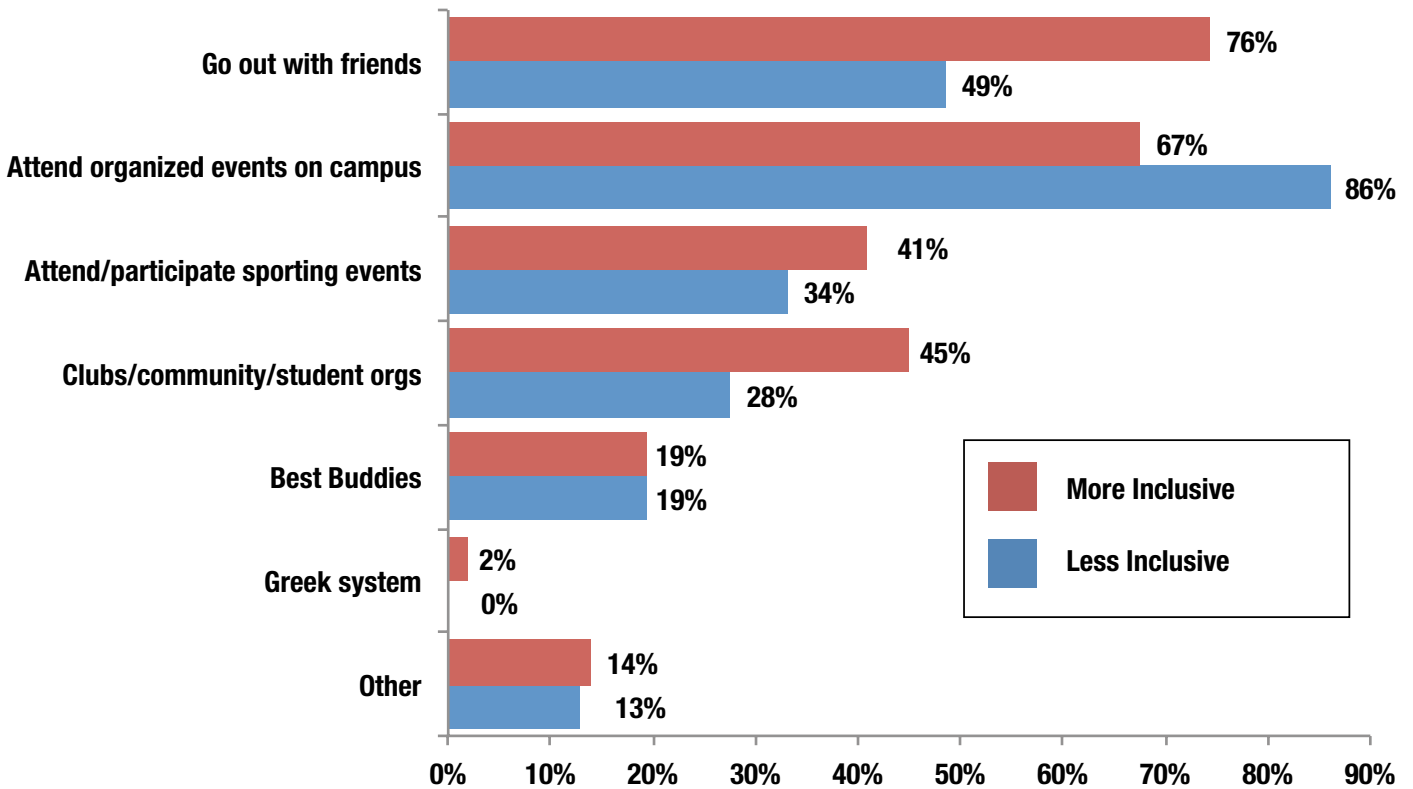


FIGURE 17: STRATEGIES USED TO SUPPORT PARTICIPATION IN SOCIAL ACTIVITIES, 2013–2014 (N=50 SITES)

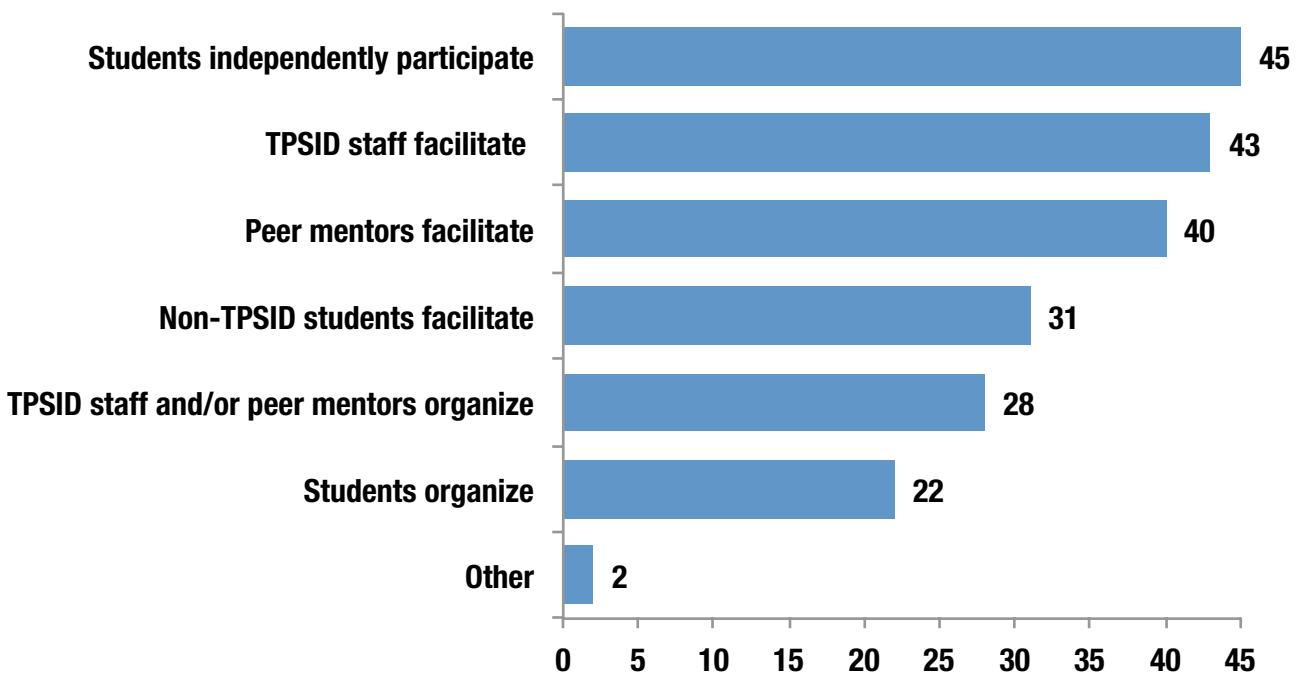
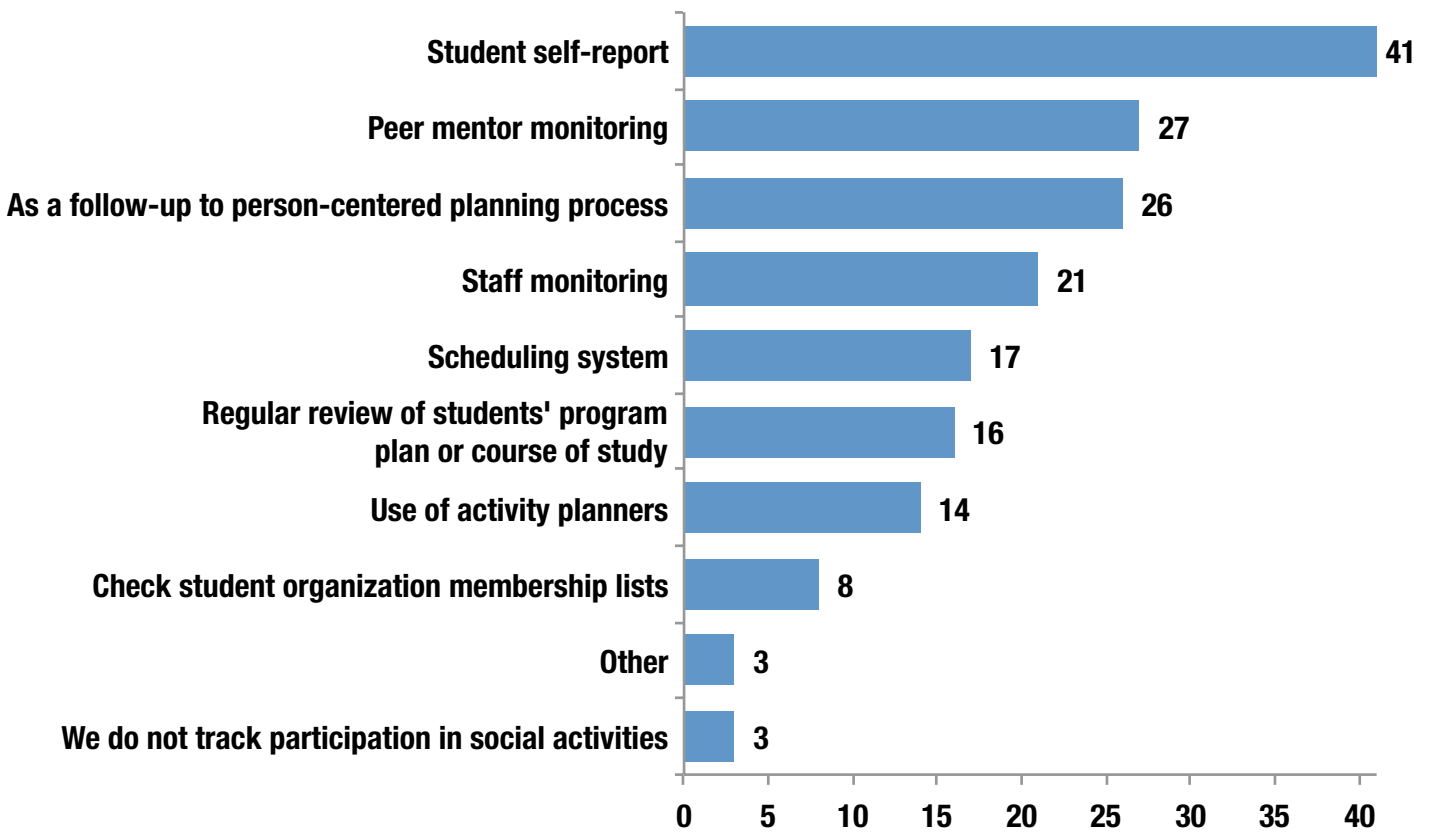


FIGURE 18: STRATEGIES USED TO TRACK PARTICIPATION IN SOCIAL ACTIVITIES, 2013–2014 (N=50 SITES)



RESIDENTIAL LIFE AND ACCESS

TPSIDs are encouraged to provide access to college campus resources for students such as inclusive courses, and when possible, access to housing options. On and off campus living contributes to a myriad of positive outcomes for college students, enhancing both their academic performance and their personal and social development (de Araujo & Murray, 2010).

For TPSID programs, providing campus living brings up several challenges. These include supporting students' self-determination, addressing parents' concerns about safety, and dealing with the adult interpersonal issues that inevitably arise on a college campus that may be exacerbated by social development challenges of students with ID (Latham, Carson, & Hendrickson, 2013):

In their initial applications for TPSID funding, 11 of the 27 grantees (40%) indicated on-campus housing would be available for TPSID students, and eight indicated they were working with their IHE administration to provide TPSID students access to on-campus housing. In 2013–2014, half of TPSIDs (50%) were at IHEs that did not provide housing to any students. Of those that did offer housing, 16 provided students in the TPSID access to that housing, and nine did not.

The majority (59%) of students lived with family. This is not atypical for young adults regardless of disability. A recent Pew research study found that 53% of young adults between the ages of 18 and 24 live with their parents. The remaining students were fairly evenly divided among residences provided by the IHE or TPSID (20%) and other residences not provided by the IHE or TPSID (21%).

Creating residential experiences presents a challenge for many of the host IHEs. Some of these challenges relate to logistics, such as finding space on campus or locating off-campus apartments that have access to transportation. Other challenges relate to issues of supervision, safety, and liability.

Most of the 174 students living in TPSID- or IHE-provided housing lived in residence halls or off-campus apartments where most residents were other students attending the college (Figure 19). Nearly two thirds of those living off-campus, but not with their families, (66%) lived independently, with another 20% in supervised or supported living settings (Figure 20).

TRAVIS MESSEMER

When Travis Messimer entered the University of Iowa, he came with specific goals – including learning how to be more independent and self-sufficient. Travis has always believed that self-reliance is achieved only through hard work and a willingness to try new things. Ever determined and focused, Travis achieved all of his goals with remarkable success. He now enjoys many friends on campus that he met in his classes, at university events and in student organizations. He communicates regularly with staff, family, and peers about his commitment to self-improvement. He serves as a role model for other students. He has come to enjoy being with others so much that he has periodically planned and hosted his own events in the residence hall communities. Travis's self-determination, his persistence, and his overall dedication to self-improvement makes him a model for all future students. He looks forward to graduating from UI REACH and enjoying life as an independent adult.



FIGURE 19: TPSID- OR IHE-PROVIDED LIVING SITUATIONS, 2013–2014

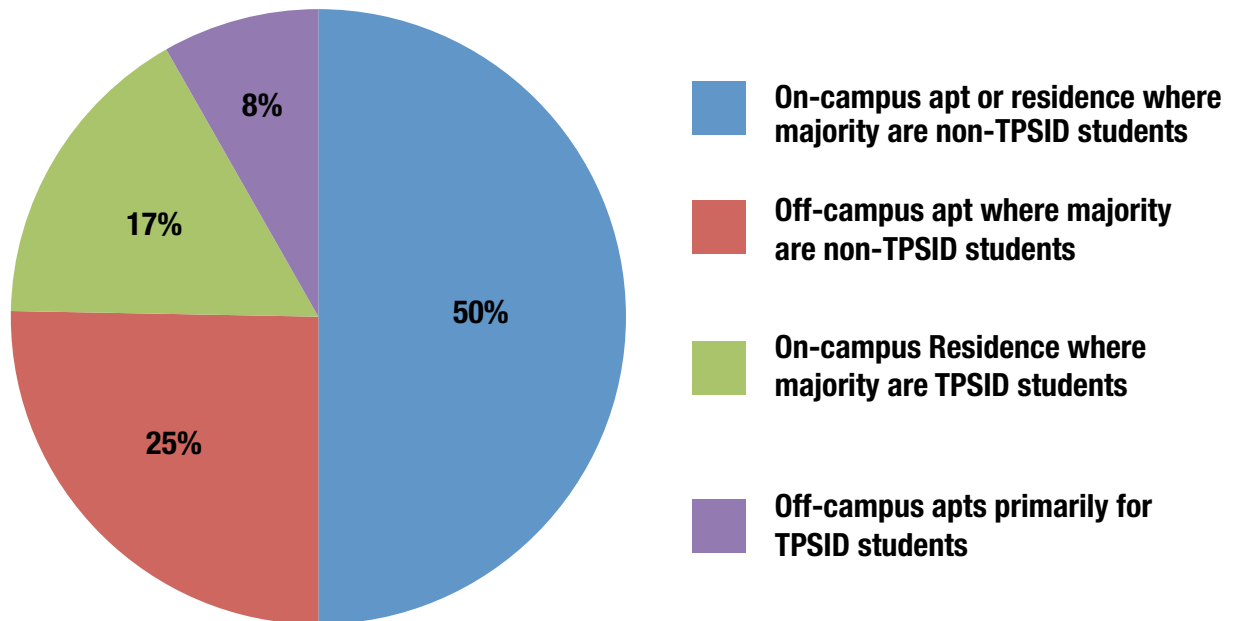
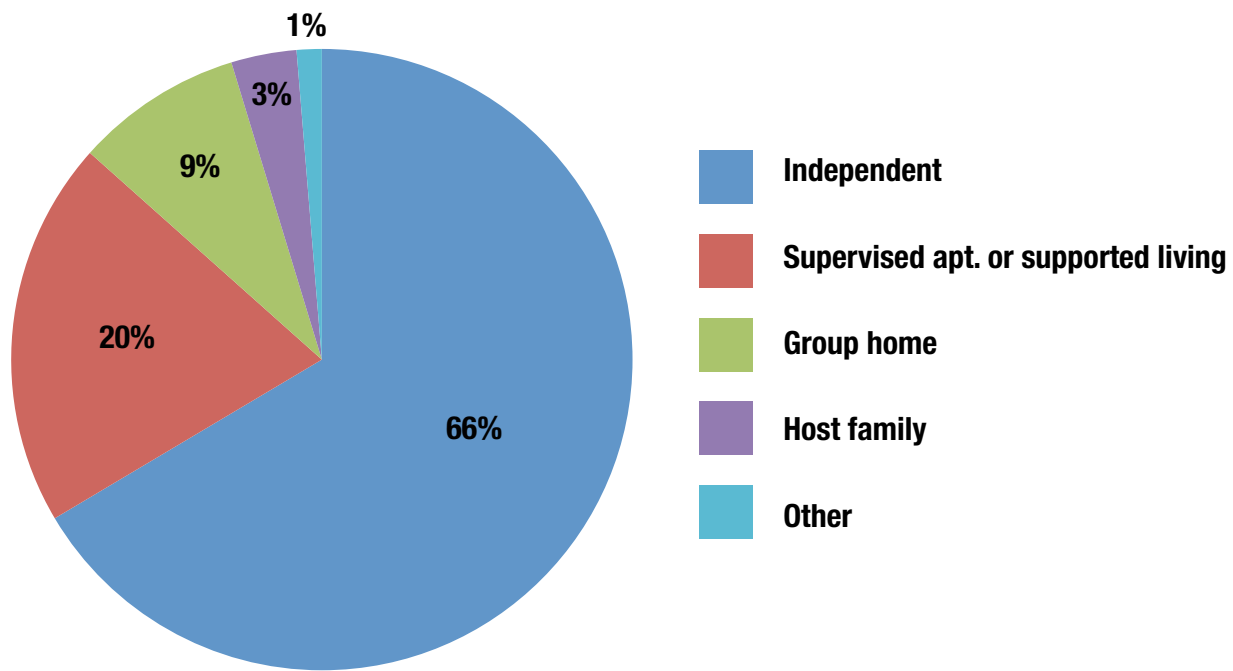


FIGURE 20: NON-IHE-AFFILIATED LIVING SITUATIONS, 2013–2014



Most students not living with family (88%) received some sort of residential supports, most typically from intermittent or on-call staff (44%), a residential assistant or advisor (41%), continuous staff support (27%), and/or a roommate/suitemate who received compensation (21%). The remaining 12% did not receive any residential supports.

TRANSPORTATION TO CLASS AND CAMPUS

Students who lived on campus got to class by walking, driving, bicycling, and/or by taking the campus bus. Students not living on campus most frequently relied on friends or family members for transportation. Public transportation, para-transit, and taxis were common transportation modes for both groups (Table 8). Few students relied on TPSID staff, IDD agency transportation, or local education agency transportation.

TABLE 8. TRANSPORTATION TYPE AND PERCENTAGE OF USE TO GET TO AND FROM CAMPUS, 2013–2014

	STUDENTS LIVING IN IHE OR TPSID HOUSING (N=170)	STUDENTS LIVING ELSEWHERE (N=635)
NON PROGRAM-AFFILIATED TRANSPORTATION OPTIONS		
Drives self / walks / rides bike	98%	30%
Friend or family member	12%	52%
Public transportation or para-transit or taxi	61%	41%
IHE transportation (campus bus)	45%	8%
Transportation provided by IDD agency	<1%	8%
PROGRAM-SPECIFIC TRANSPORTATION OPTIONS		
LEA-provided transport	0%	10%
TPSID staff	11%	11%
We do not know how this student gets to campus	0%	<1%
This student does not go to campus	0%	<1%
Other	0%	2%

*Omits data reported at the aggregate level

DEMETRIUS

When Demetrius was in high school, his only inclusive class was Physical Education. At the University of Florida St. Petersburg (USFSP), Demetrius participated in inclusive academic courses, with support. He learned to use public transportation to get to and from campus, and became passionate about supporting other students to learn to use public transportation as well.

Demetrius has shown tremendous determination and enthusiasm in making sure his peers understand how to ride public transportation. In Fall 2013, USFSP Dean of Education, Bill Heller forwarded a call for volunteers to apply for the Transit Riders Advisory Committee. Demetrius felt he was the perfect candidate; he prepared the application, wrote an essay and submitted his resume. He was selected to represent Pinellas County students. As a member of the advisory committee, Demetrius travels to north Pinellas County each month to work with other community members of Pinellas County to discuss transportation issues and how they affect our citizens.

Demetrius also holds leadership roles on campus, as the president of the USFSP Bull Buds student organization. He has recently been hired by USFSP to work in the Student Advising Center.



CAMPUS MEMBERSHIP TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Students attending TPSID programs have shown themselves to be very socially active each year data has been collected, with 90% of students reported to be participating in some type of social activity. Attending organized events on campus were the most frequently cited social activity for students. Previously, “going out with friends” had been the most frequently reported. This change may be reflective of students’ having greater engagement with the campus community and formalized social events at their respective institutions.

Since the program’s inception, TPSID staff has played a role in supporting social participation at most of the campuses. Many campuses have also consistently relied on peer mentors, other students, and students in the TPSID themselves to facilitate social participation.

In each year since Year Two, 50% or more of TPSID sites have been “commuter schools”, i.e., they operate on non-residential campuses that do not offer housing for any students. Among those that did have campus housing, the majority allow TPSID students to access that housing. The percentage of residential campuses allowing TPSID students to live in their housing has ranged from a low of 52% in Year One to 67% in Year Two.

Student engagement research has made it clear that a residential postsecondary experience leads to positive outcomes. Results from a recent National Survey of Student Engagement affirm the value of residential living, as on-campus residents were more likely to bond with other students, engage in campus events, and experience greater gains in learning and development (NSSE, 2011). TPSID programs on residential campuses that do not provide students with access to campus housing should consider how they might create these experiences in the future.

While the majority of students attending TPSIDs have lived with family, the percentage of students who live in TPSID- or IHE-affiliated housing has increased each year, from 13% in Year One to 20% in Year Four. Most of these students have lived in inclusive campus housing, meaning that they lived in the same residences as non-TPSID students. There was an increase in students who lived in IHE housing primarily for TPSID students. Twenty-five percent of students living in IHE housing in Year Four lived in housing that was primarily for TPSID students, compared to 6% in Year Three.

Establishing integrated living options on campus will undoubtedly continue to be a challenge for the TPSID programs, as initiating and maintaining residential access can take a great deal of time within the university setting. Some of the issues that must be addressed are concerns from administration, and sometimes from family members, about student safety and risk, as well as management of staff and level of supervision during non-academic hours. However, the potential benefits are large enough to make this time investment worthwhile.

STUDENT EXIT OUTCOMES

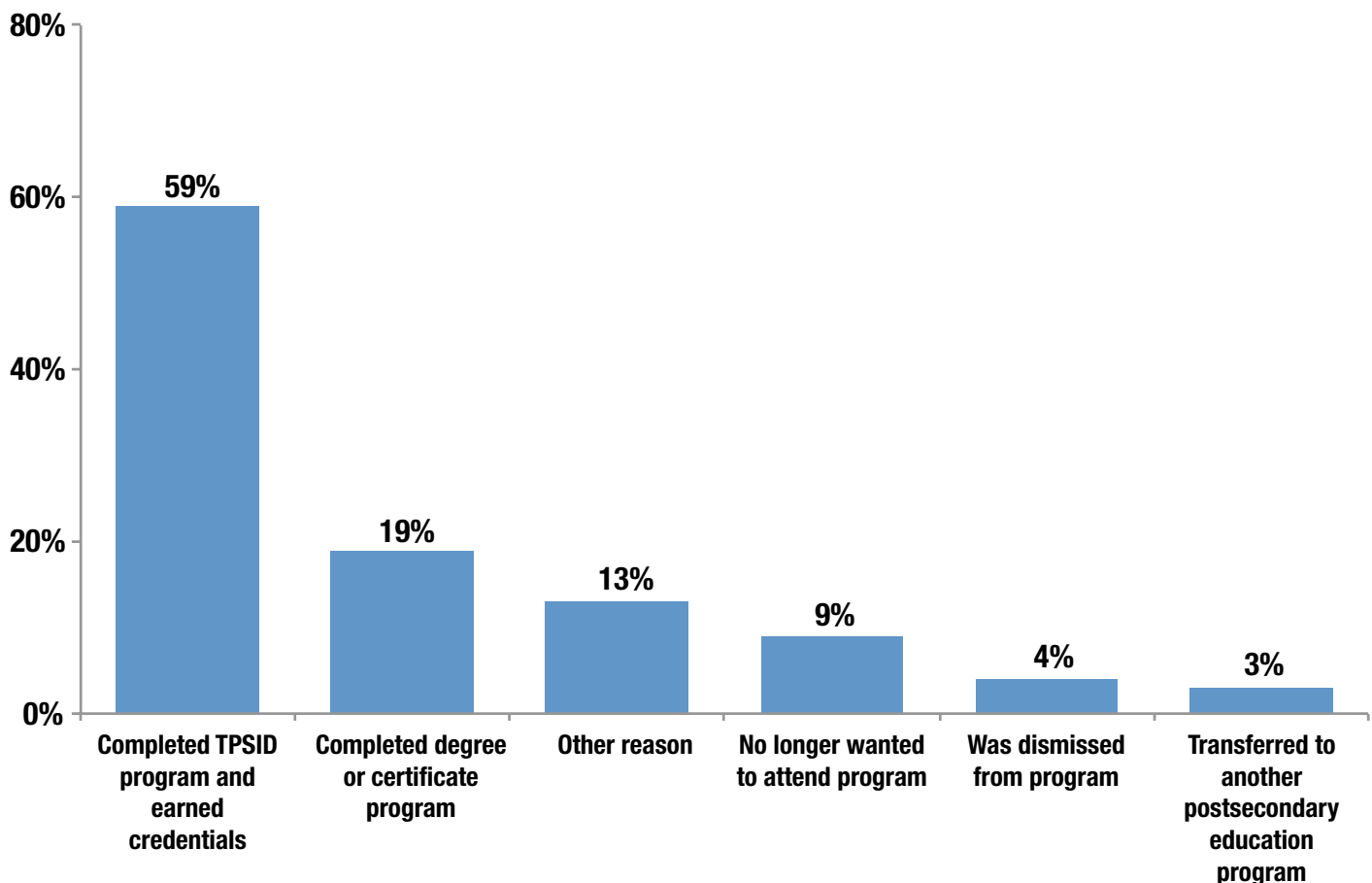
A total of 316 students exited their TPSID program in Year Four. Figure 21 summarizes student reasons for exit, having completed the program and earned a credential being the most prevalent reason. Of these 316 students, 61 exited with a degree or certificate. Twenty-eight students exited because they no longer wanted to attend the program. Nine students left the TPSID and transferred to a general postsecondary program to continue their education. One of these nine students five transferred to a program at a two-year IHE, two transferred to programs at four-year IHEs, and two transferred to a program at a vocational or technical school.

Most of these students were not employed when they exited their TPSID program. This likely indicates a continued focus on academic pursuits, rather than a failure to achieve a career outcome.

These findings also point to a need for the credentials that students receive when exiting these programs to be recognized by other IHEs when students move on to further higher education or transfer between institutions. According to the Community College Research Center, up to 40% of community college students enroll in multiple institutions within a six-year period. As the credentialing process continues to evolve, programs will need to work collectively on developing credentials that have meaning outside of the institution that awarded them (Shanley, Weir, & Grigal, 2014). In that way, students will be empowered and encouraged to continue their higher education beyond the TPSID program.

For 13% of exiting students, “Other” was indicated as their reason for program exit. Other reasons included students reaching the age of 22 (and no longer qualifying under the Individuals with Disabilities Education Act), moving on to an employment program after completing the academic portion of a TPSID program, completing a program that does not offer a credential, and financial hardship.

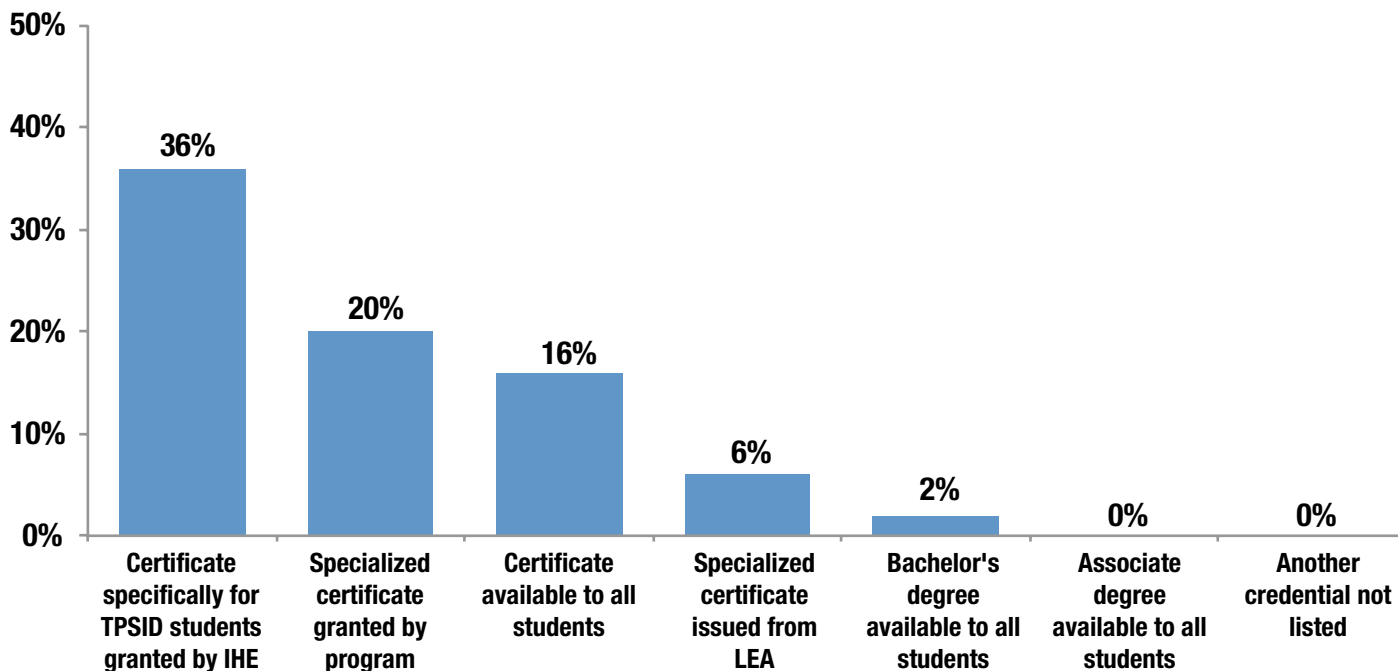
FIGURE 21: REASONS FOR STUDENT EXIT FROM TPSID PROGRAMS, 2013–2014 (N=316 EXITING STUDENTS)



CREDENTIALS EARNED BY STUDENTS

National averages for credential attainment for typical students who begin a postsecondary program are just over 40% (Lumina Foundation, 2014). Overall, 77% of the students who exited earned one or more credentials before exiting. This is the highest percentage of credential earners thus far in the TPSID funding period. In Year Four, a certificate granted by the IHE that is only available to students attending the TPSID program was the most common credential earned, followed by a certificate or exit document for TPSID students awarded by the TPSID (not the IHE), and a certificate available to all students.

FIGURE 22: CREDENTIALS EARNED, 2013–2014 (N=316 EXITING STUDENTS)



Credentials earned by students exiting programs at two-year and four-year institutions

Students who exited programs at four-year IHEs were slightly more likely to have earned a credential than students who exited programs at two-year IHEs (82% versus 71%). A certificate specifically for students in the TPSID program granted by the IHE was the most common credential at both two-year (36%) and four-year (35%) IHEs.

Certificates available to all students were more common among students exiting two-year IHEs (33%) compared to students exiting four-year IHEs (just 3%). Certificates or other exit documents granted by the TPSID, not the IHE, were more common among students exiting four-year IHEs (34%) compared to students exiting two-year IHEs (7%).

There is currently no standard credential awarded by TPSIDs, and it is doubtful that there ever will be. However, those programs that provide students with a path to attain credentials or certificates already recognized by the IHE may have advantages. Programs that offer credentials that are only recognized by the TPSID program and are not officially granted by the IHE may have limited meaning to both employers and to future IHEs, similar to the limitations seen by students who exit high school with certificates of attendance. Clarifying the expected courses of study, connecting these to recognized skills or labor market standards, and ensuring credential options are recognized both within and outside of the IHE should be the focus of future efforts around credentialing.

Credentials earned by students who enrolled primarily in inclusive courses in their final year of attendance

In Year Four, more than half of the students who exited (56%) enrolled primarily in inclusive courses in their final year, i.e., more than 50% of course enrollments were in inclusive courses, yet this did not seem to have an impact on overall

credential attainment. However, students enrolled primarily in inclusive courses in their final year were more likely to have earned a credential available to all students at the IHE, as opposed to a credential that was limited to students attending the TPSID. Twenty-nine percent earned a certificate available to all students.

Students who enrolled in no more than 50% inclusive courses in their final year were more likely to earn a credential only given to TPSID students. Fifty-four percent of these students earned a certificate available only to students in the TPSID (whether granted by the program or the IHE), compared with 21% of students enrolled primarily in inclusive courses in their final year. This underscores the importance of providing access to inclusive courses, since they appear to give exiting students an opportunity to earn a typical IHE credential that may have more value in the labor market than a specialized credential.

Credentials earned by students who had a majority of enrollments in standard IHE credit-bearing courses in their final year of attendance

Thirty percent of students who exited in Year Four had a majority of their course enrollments in courses that awarded standard IHE credit. The remaining 70% were enrolled either not for credit or for credits that could not be used towards a standard IHE credential.

These two groups earned different types of credentials. Forty-seven percent of students who primarily took IHE credit-bearing courses earned a certificate available to both TPSID and non-TPSID students, compared to just 3% of students who primarily enrolled in courses that did not award standard IHE credit. Conversely, 49% of students who primarily enrolled in courses that did not award standard IHE credit in their final year earned a certificate only available to TPSID students, compared to just 4% of students who primarily took IHE credit-bearing courses.

Credentials earned by students who were dually enrolled in high school and a TPSID during their final year of TPSID enrollment

Twenty-four percent of the students who exited in Year Four were dually enrolled in high school in their final year of TPSID attendance. These students were more likely to earn a credential before exiting than students who were enrolled as an adult student in their final year (i.e., no longer enrolled in high school) (84% versus 74%). This may be because dually enrolled students earned an exit document from their high school (e.g., diploma or certificate).

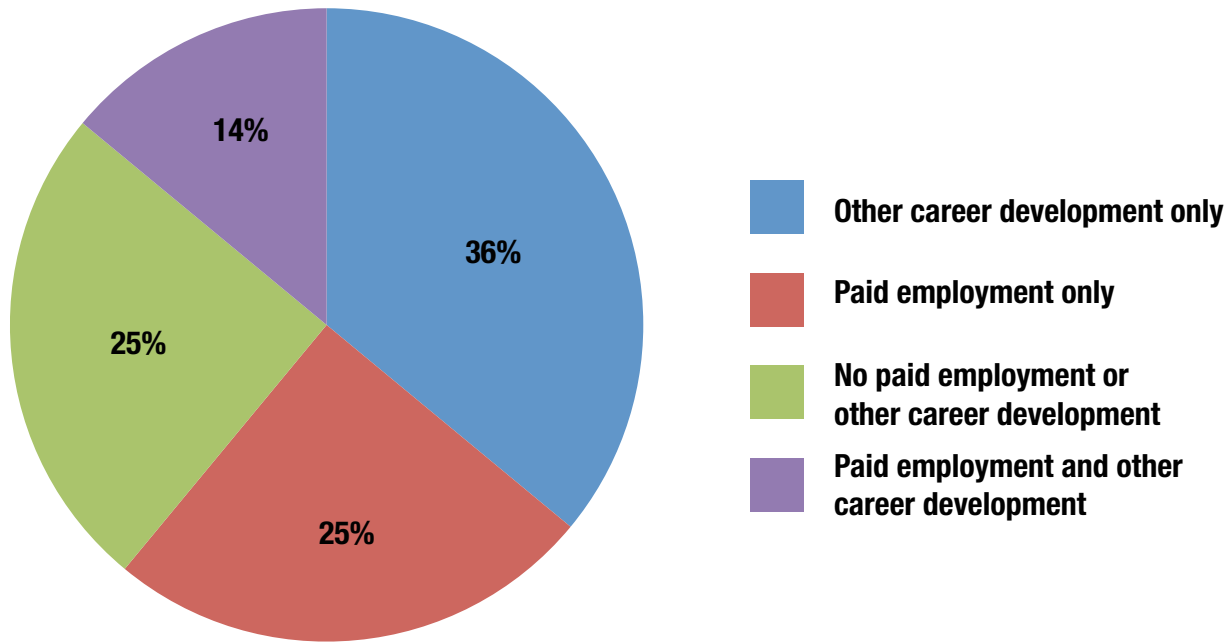
EMPLOYMENT AND CAREER OUTCOMES FOR STUDENTS WHO EXITED TPSID PROGRAMS IN YEAR FOUR

Three quarters of students who exited in Year Four (75%) were reported as having a paid job, participating in unpaid career development activities, or doing both at the time they exited (Figure 23). Overall, 130 of the 316 exiting students were working in paid jobs at exit. Among students exiting from campuses that report data at the individual level, 118 students were working in a paid job, and 150 participated in some sort of unpaid career development activities. Forty-three students were both working for pay and participating in unpaid career development activities when they exited their program.

These data reflect each student's employment status on the day of exit, and do not account for students who gained jobs soon after exiting the program. As is the case for their college peers, engaging in the job search can take time. It will be very important to examine the follow-up data collected by the TPSIDs to ascertain the level of employment outcomes three to six months after students leave the TPSID program.

Another issue that impacts employment at exit is that many of the students attending the TPSIDs are out-of-state or out-of-region students. Therefore, they are likely to be seeking jobs closer to home after exiting their program, which the college may or may not be able to help facilitate depending on its structure and resources.

FIGURE 23: EMPLOYMENT AND CAREER DEVELOPMENT STATUS OF STUDENTS WHO EXITED IN YEAR FOUR (N=298 EXITING STUDENTS)*



*Omits data reported at the aggregate level

Most students employed at exit were in individual paid jobs, i.e. jobs that are integrated and in the competitive labor market (Figure 24). Year Four represents the first year when there were no students employed in sheltered workshops at exit. On average, students with paid employment at exit worked 18 hours per week and earned \$8.90 per hour. The

Michael Kozicki

Michael Kozicki was hired as a teacher's assistant at Children's Academy of Northlake before completing his college education. He now has a full time position at the Children's Academy. Michael also has a passion for "speaking up" for individuals with intellectual disabilities and has had the opportunity to participate in speaking engagements where he advocates for those with special needs. He recently spoke at Office of Special Education Project Director's Conference in Washington, DC at the invitation of the US Department of Education.

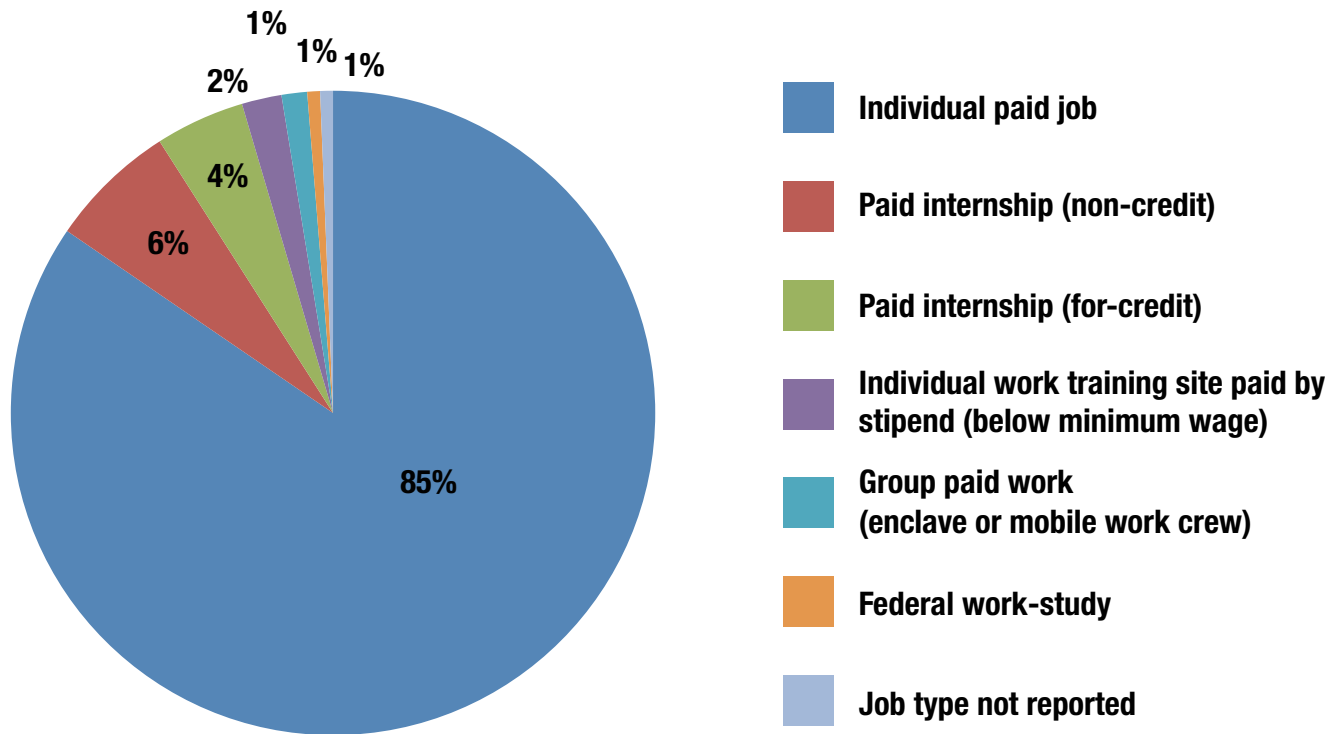


Paid jobs held by students after program exit

- » Animal food preparer at a zoo
- » Customer service associate at a travel organization
- » Mailroom assistant at an office solutions provider
- » Receptionist at a non-profit organization
- » Help desk staff at a college
- » Clerk at a local library
- » Oil change attendant at a garage
- » Waiter at a restaurant
- » Formatting/Word Processing

federal Workforce Investment and Opportunity Act makes it clear that “competitive integrated employment” is the optimal outcome for people with disabilities. Programs using federal funds to support transition-age youth and young adults with ID should ensure that these resources do not lead to segregated outcomes.

FIGURE 24: PAID JOBS HELD BY STUDENTS WHO EXITED A TPSID PROGRAM, 2013–2014 (N=54 JOBS)*



*Excludes jobs where job type was not reported. Categories sum to more than 100% due to rounding error.

Employment and career outcomes for students exiting programs at two-year and four-year IHEs

In Year Four, exiting students from two-year IHEs had slightly higher employment rates than exiting students from four-year IHEs (43% and 37% respectively). However, exiting students from two-year IHEs were much less likely to be participating in other career development activities at exit (36% vs. 63% of students exiting programs at four-year IHEs).

STUDENT EXIT TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Looking at four years of student exit data, we can see positive trends related to students’ reasons for exiting the TPSID program and status at exit. The percentage of students who exited because they completed their program and earned a credential has grown from 39% in Year One to 59% in Year Four. The percent exiting because they completed a degree or certificate has also grown, from 2% to 19%. The percentage of students employed at exit has increased each year, from 20% in Year One to 41% in Year Four. The percent participating in unpaid or volunteer experiences has also increased each year, from 35% in Year One to 72% in Year Four. Additionally, Year Four brought the highest percentage of students that earned a credential at exit in any of the four years: 77%.

There has also been a consistent year-to-year decrease in students reported as exiting for “other reasons,” meaning reasons that did not fit into one of the categories provided. Only 13% of students had this indicated as their reason for exit in Year Four, an almost 30% decrease since Year One and the lowest percentage observed in all four years. This is positive for two reasons. First, it indicates that TPSIDs are able to gather enough information from students at the point of exit to

KENNETH KELTY

In the fall of 2014, Kenneth Kelty, a graduate of Western Carolina University's University Participant program, started a job as an administrative assistant and self-advocate public speaker with the Arc of the Triangle. He has spoken at numerous events since graduation, including a graduate class at UNC Chapel Hill, NC Postsecondary Alliance meetings, and local high schools sharing about his experience in college. In December 2014, Kenneth traveled to Washington, DC in to participate in Capitol Hill day with TASH (an organization that advocates for individuals with disabilities). Kenneth and his mother Jackie met with Representative George Holding (NC-13) to personally advocate for the ABLE Act, which allows people with disabilities to set up tax-free savings accounts for life expenses. Rep. Holding mentioned Kenneth and the UP Program at WCU in his floor speech in support of the act, which has since been enacted into law. Kenneth has also had several articles on social inclusion and his college experiences published in the past year. Kenneth also finds time to keep up with his friends from WCU and his fraternity brothers in Delta Sigma Phi.



be able to select one of the categories offered to them, rather than choosing the catch-all “other” category. Second, the other reasons for exiting often have to do with students exiting programs that do not offer a credential, or students not having the financial resources to continue in the program. Our hope is that these two reasons are becoming less common.

Another positive outcome is that the percentage of students who exited because they “no longer wanted to attend their program” decreased from 17% in Year Two to 9% in Year Four.

Trends for credentials earned by students exiting programs at two-year and four-year IHEs

A higher percentage of students exiting programs at four-year IHEs earned a credential than students exiting programs at two-year IHEs. The percentage of students at two-year schools who earned a certificate specifically for TPSID students, and granted by the IHE, has fluctuated from year to year with a four year high of 53% earning this type of credential in Year One and a four year low of 26% in Year Two. Thirty-six percent of students who exited from two-year schools earned this type of credential in Year Four. Twenty percent of students exiting programs at four-year schools earned a certificate specifically for TPSID students in Year One and around one-third of students exiting programs at four-year IHEs earned this credential in each year since.

Students at two-year IHEs have consistently earned certificates available to all students in greater proportions than students at four-year IHEs. In Year Four, one-third of students who exited two-year IHEs earned this type of credential (33%) compared to just 3% of exiting students at four-year IHEs.

Students at four-year IHEs have consistently earned certificate granted by the TPSID, not the IHE, in greater proportions than students at two-year IHEs. In Year Four, one-third of students who exited four-year IHEs (34%) earned this type of credential compared to just 7% of exiting students at two-year IHEs.

Trends for credentials earned by dually enrolled and adult students

Both dually enrolled and adult students who exited in Year Four had their highest rates of earning a credential out of each of the four years of the TPSID program. The percentage of dually enrolled students who earned a credential at exit more

than doubled between Years Three and Four, from 39% to 84%. While not as dramatic, the percentage of adult students who earned a credential at exit also increased between Years Three and Four, from 67% to 74%.

Trends for credentials earned by students who primarily enrolled in inclusive courses in their final year of attendance

In the first three years of data collection, students who primarily enrolled in inclusive courses in their final year were more likely to earn a credential when exiting their TPSID than students who primarily enrolled in specialized courses in their final year. In Year Four, there was no statistical difference in the percentage of students who earned a credential based on the percentage of inclusive or specialized courses they took during their final year in the program.

While similar percentages of students from these groups exiting in Year Four earned a credential, the types of credentials they earned differed. Students who primarily enrolled in inclusive courses in their final year were more likely to earn a certificate available to all students at the IHE than students who primarily enrolled in specialized courses. This is true for all four years of data collection. Such general IHE credentials available to all students were very rarely earned by students who finished their program taking mostly specialized courses. Rather, these students were more likely to earn a credential specifically for students attending a TPSID program.

Trends in employment and career outcomes for exiting students

There was a marked increase between Years Three and Four in the percentage of exiting students who were involved in some sort of employment or career development at the point of exit (57% and 75% respectively). This is a notable improvement over Year One, when only 25% of exiting students were in paid employment or some sort of unpaid career development at the point of exit.

The percentage of students with a paid job at exit has increased each year for which data has been reported, and has doubled since Year One (20% with a job at exit in Year One, compared to 41% with a job at exit in Year Four). While we would like to see even greater percentages of students in paid employment at exit, the increase in both paid employment and unpaid career development at exit each year is promising. For those students who exit without a paid job, participating in unpaid career development can help their chances of gaining paid employment at some point after exit.

Trends in employment and career outcomes for students exiting programs at two-year and four-year IHEs

In Year Four, both two- and four-year campuses demonstrated the highest rates of paid employment at exit. Forty-three percent of students exiting two-year IHEs had a paid job at exit, and 37% of students exiting a four-year IHE had a paid job at exit. Year Four was the first year in which a higher percentage of students exiting from two-year IHEs were employed than students exiting from four-year IHEs. The employment rate for students exiting two-year IHEs more than doubled between Years Three and Four, from 20% to 43%.

Both two- and four-year campuses also saw their best rates of participation in other career development activities at exit in Year Four. Thirty-six percent of students exiting two-year IHEs and 63% of students exiting four-year IHEs were doing some sort of unpaid career development activity at exit. Four-year IHEs have consistently had higher rates of student participation in unpaid career development activities at exit than two-year IHEs.

Trends in employment and career outcomes for students who were dually enrolled in high school and a TPSID during their final year of TPSID enrollment

In the first three years of the TPSID program, students who were dually enrolled in their final year of TPSID enrollment were more likely to exit their program with a paid job than students who were enrolled as an adult student in their final year. This trend changed in Year Four. Thirty-five percent of dually enrolled students exited with a job, compared to 43% of adult students.

TPSID EVALUATION ACTIVITIES

In addition to participating in the evaluation activities conducted by the NCC, each TPSID has its own internal mechanism for evaluating its program. The NCC has captured information about these evaluation strategies via our monthly cohort meetings and through the TPSID Program Evaluation Special Interest Group.

The evaluation tools being used by TPSIDs include:

- Assessment of students' academic progress
- Assessment of students' career interests and progress
- Goal Attainment Scaling to track students' progress on goals
- Assessments of students' self-determination levels
- Feedback forms for students, faculty, peer mentors, family members, TPSID staff, and employers of TPSID students
- Interviews and meetings with students, peer mentors, and staff

Of the 50 TPSID sites that were serving students in 2013–2014, 27 were collecting follow-up data on students who exited the program, 16 responded that they were not yet collecting this data, six responded “no,” and one respondent did not know.

Of the 27 sites that were collecting follow-up data, twelve were collecting data for one year after students exited the program, six were collecting data for two years, and ten were collecting data for five or more years after exit. Employment outcomes such as type of job, earnings and hours worked, living situation, and volunteer or community service activities were the most common areas of data collection (Table 9). The collection of follow-up data is critical in determining not only the outcomes experienced by students, but also which programmatic elements have the greatest impact and which may be in need of refinement.

TABLE 9. TYPES OF FOLLOW-UP DATA COLLECTED BY TPSID PROGRAMS, 2013–2014 (N=27 TPSIDS)

TYPE OF DATA	NUMBER OF TPSIDS COLLECTING
Type of job	27
Hours worked per week	25
Earnings	21
Length of employment	20
Living situation	19
Volunteer or community service activities	16
Social or community involvement measures	11
Transfer to two- or four-year colleges and universities	9
Independent living measures	8
Quality of life measures	7
Self-determination measures	4
Postsecondary graduation rate	4

EVALUATION DATA COLLECTION TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Follow-up data collection increased dramatically between Years Three and Four. During Years One and Two, only 23% of programs were collecting follow-up data on former students. This increased to 36% in Year Three and 54% in Year 4. This increase may be attributed to timing, as many of the programs during the first three years might have had very few, if any, exiting students to conduct follow-up on.

Among TPSIDs collecting follow-up data, there have also been increases each year in the percentage of campuses that collect information on post-exit employment outcomes, such as type of job, earnings, and number of hours worked.

Given that the NCC is not allowed to gather information from TPSIDs at any point after students exit from the program (per the Office of Management and Budget), it will become especially important that the TPSIDs collect data on the students who exit the programs. One limitation of the TPSIDs doing this outside of the evaluation system offered by the NCC is that the data collected by each TPSID will not reflect common measures. Thus, these data will not lend themselves to aggregation or collective analysis.

ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES

INTEGRATION WITH THE IHE

Aligning TPSID services with the systems and practices currently used at the IHE ensures that students have access to everything that other students at the IHE receive, and also that the program is not duplicating or supplanting services and supports that already exist on campus.

Programs that create special policies and practices for students with ID for typical college interactions like admissions, registration, and advising may perpetuate a feeling of separateness for both the staff and the students involved in the TPSID. Programs that use the existing college systems, including academic advising, registration, tutoring, and disabilities services, as well as offering access to typical courses, foster ownership for student success among IHE staff and departments that are not directly involved in the TPSID program.

In Year Four, TPSID programs followed the academic calendar used by the IHE at 92% of the reporting TPSIDs (N=50). The majority (98%) indicated that they held students to the IHE's code of conduct, and 91% issued students college or university ID cards. Eighty-two percent issued students a transcript. Almost two thirds of programs issued regular transcripts.

USE OF CAMPUS RESOURCES

Forty percent of TPSIDs stated that students accessed all campus resources that were listed as options in the evaluation system. The most commonly accessed resources were the student center, dining hall, computer lab or IT services, bookstore, and library. The percentage of campuses at which students use career and tutoring services grew consistently from Years One through Three, and stabilized at around 60% in Year Four (see Figure 25).

TRENDS IN ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES ACROSS FOUR YEARS OF THE TPSID PROGRAM

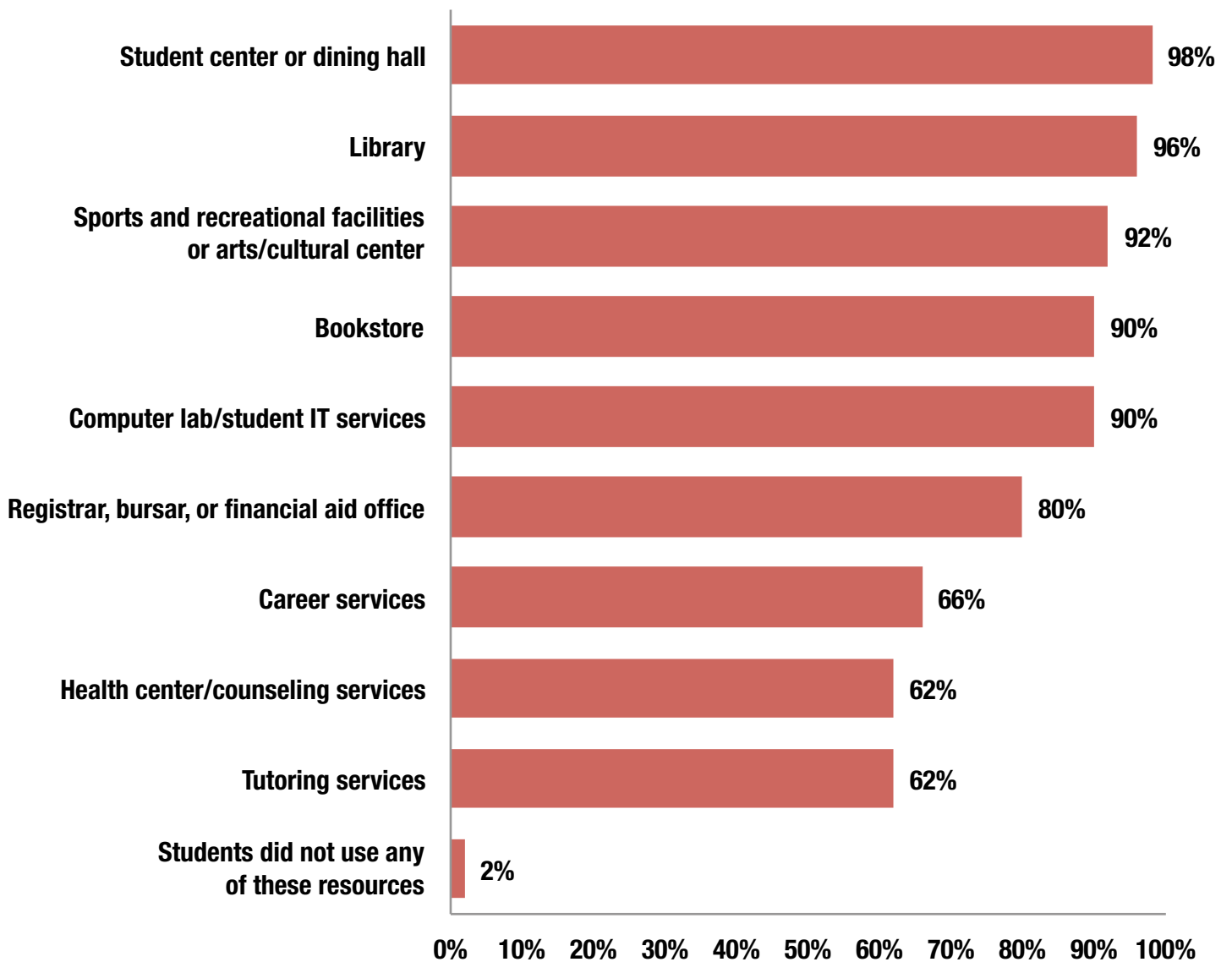
In the four years TPSID programs have been operating, over 90% of TPSIDs followed the academic calendar used by the IHE, issued campus ID cards to students, and held students to the institutional code of student conduct. In these respects, students attending TPSIDs have been provided with a college experience similar to that of other students.

The majority of students received a transcript for their academic work, either a typical university transcript or a separate transcript specifically for students attending the TPSID. However, there are still some programs (between 16% and 20% in each year) that did not offer any kind of transcript to students.

With regard to use of campus resources, a promising finding is the consistent growth from year to year in the percentage of campuses at which students use career and tutoring services. Students used career services at 66% of campuses in Year Four, compared to just 24% in Year One. Similarly, students used tutoring services at 62% of campuses in Year Four, compared to just 26% in Year One.

Gaining access to these IHE resources will assist in the long-term sustainability of programs for students with ID. Through using these campus services, students will be better integrated into the IHE, and will have less of a need for these services to be provided by TPSID program staff. Additionally, engagement of existing resources and supports on campus increases the awareness and understanding of faculty and staff in these departments regarding TPSID students' needs and attributes.

FIGURE 25: USE OF CAMPUS RESOURCES BY STUDENTS, 2013–2014



COORDINATION AND COLLABORATION

EXTERNAL PARTNERSHIPS

Partnerships with external organizations (outside of the IHE) and collaboration with other entities and offices within an IHE are instrumental in helping sustain TPSID programs. External organizations have expertise on serving transition-age youth in numerous areas, and partnerships with these organizations strengthen individual TPSID programs and increase their chances of attaining successful outcomes for their students (Lindstrom, Flannery, Benz, Olszewski, & Slovic, 2009; GAO, 2012).

Strong external partnerships allow TPSID programs to take advantage of the knowledge, expertise, and practices of organizations whose focus is relevant to them and to their students (e.g., employment, residential services). Additionally, many students will continue to receive services and supports from external agencies after they exit the TPSID program. Therefore, ongoing collaboration supports student success both during and after the program.

In Year Four, the 50 participating program sites partnered with a total of 240 external organizations. As we can see in Figure 26, the most common external partnerships in Year Four were with vocational rehabilitation (VR) agencies, local education agencies (LEAs), employers, University Centers for Excellence in Developmental Disabilities, and state IDD services agencies, with 40% or more of the TPSID sites partnering with these organizations. Half of these partners (exactly 50%) interacted with the TPSIDs at least monthly.

FIGURE 26: TPSID PARTNERSHIPS WITH EXTERNAL ORGANIZATIONS, 2013–2014 (N=50 SITES)



The four most common roles that external partners played in TPSID programs were participating in a project advisory committee (39% of partners), providing services directly to students (38%), providing career development opportunities for students (32%), and conducting recruitment or outreach of prospective TPSID students (31%). The least common partnership roles were providing training to TPSID staff (17% of partnerships), providing instructional opportunities to students (16%), and providing transportation for TPSID students (10%).

As VR is the agency most frequently partnered with, the roles that it plays in these programs is worthy of note. The most common partner roles played by VR agencies were providing career development and employment opportunities for students (54% of partnerships with VR), providing services directly to TPSID students (46%), and participating in the project advisory committee (43%).

LEAs conducted outreach and recruitment (76%), provided direct services to students (52%), participated in person-centered planning (46%), and participated in the project advisory committee (42%). IDD agencies served on the project advisory committee (40%) and served as a team/consortia member (35%).

Partnership with external agencies is not only valuable in terms of the specific activities conducted, but also allows for vital information sharing. The more knowledge external agencies have about TPSID programs' goals, student academic and employment activities, and intended outcomes, the more likely they will build this knowledge into their organization's mission, budget, and activities.

COORDINATION AND COLLABORATION TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Year Four marks the first year in which partnerships with VR agencies were the most frequent external partnership to be reported. In each of the first three years, partnerships with LEAs were most common. Partnerships with VR agencies increased between Years Two and Three. Two thirds of TPSIDs partnered with VR programs in Year Three, compared to nearly three quarters of programs (74%) in Year Four. Partnerships with IDD agencies decreased between Years Three (52%) and Four (40%). Because these agencies are involved in coordinating employment services and supports for individuals with IDD, TPSIDs should continue to build relationships with these organizations.

Partnerships with LEAs decreased in Year Four. Nearly 80% of TPSIDs partnered with LEAs in Years Two and Three, while only 66% of TPSIDs did so in Year Four. The percentage of TPSIDs who partnered with employers increased slightly between Years Three and Four, from 43% to 46%. It is encouraging to see that the percentage of TPSIDs partnering with employers has increased each year.

There are some organizations that TPSID programs rarely partner with. These include organizations that could have a positive impact on student outcomes, particularly in employment, such as business leadership networks, One-Stop Career Centers (American Job Centers), and state departments of labor. Given the focus on Employment First initiatives in many states, it would behoove the colleges and universities serving students with ID to engage in conversations with their state departments of labor and related service organizations to educate these stakeholders about the employment-related activities and outcomes of the TPSID programs.

STAFF TRAINING

TPSID staff coordinated and collaborated with offices internal and external to their IHE for purposes of professional development. In Year Four, staff from 37 of 50 TPSID sites (74%) participated in professional development from their IHE. Staff at more than half of the TPSIDs attended diversity training, professional development on universal design for learning, and software/IT training offered through their IHE.

Thirty-nine TPSID sites (78%) had staff that participated in professional development provided by an entity external to the IHE, and more than half (56%) provided or facilitated professional development to other staff at their IHE in Year Four.

Professional development provided to TPSID staff (N=50 sites)

- » Diversity training (N=23)
- » Universal Design for Learning (N=21)
- » Software/information technology training (N=20)
- » Leadership training (N=14)
- » Academic advising (N=12)
- » Staff supervision training (N=12)
- » Career services (N=8)
- » Project management (N=5)
- » Other topics (N=4)

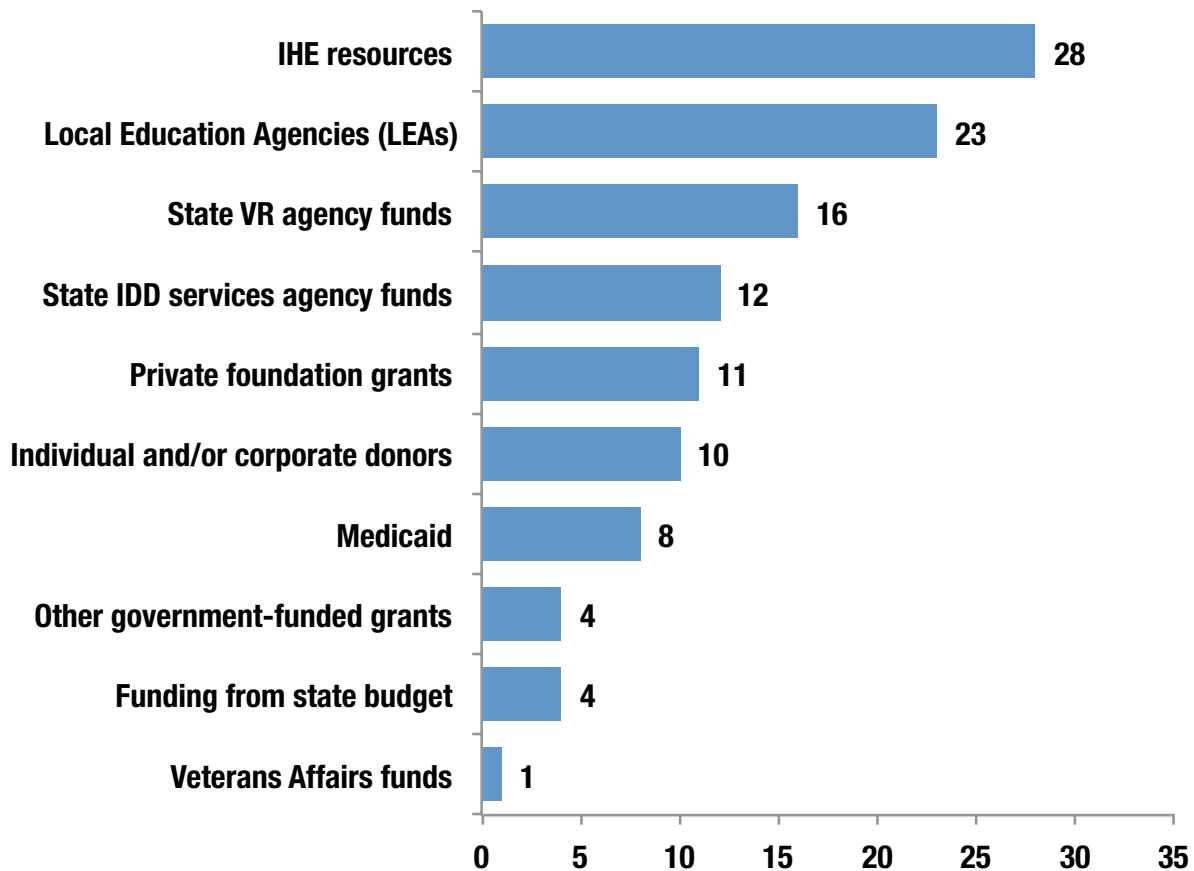
SUSTAINABILITY

The purpose of the TPSID model demonstration program is not only to create or expand high-quality, inclusive transition and postsecondary programs for students with intellectual disabilities, but also to ensure that these programs would be sustained after the grant funding ends. Therefore, each grantee was expected to create plans to address sustainability of their model program. In most cases, plans for sustainability included exploring and engaging in funding mechanisms that were external to the grant funds.

FUNDING FROM NON-OPE SOURCES

In Year Four, 45 TPSID sites (90%) received financial support from other sources in addition to their Office of Postsecondary Education (OPE) grant funds. IHE resources were the most common non-OPE source of funds. These were used at 28 of the 50 sites. Twenty-three programs received funds from local school districts. Sixteen TPSID sites received funds from state VR agencies, and 12 received financial support from state IDD services agencies. About a fifth of the TPSID sites also received funds from individual and corporate donors and from private foundations (Figure 27).

FIGURE 27: NON-OPE SOURCES OF PROGRAM FUNDING, 2013–2014 (N=50 SITES)



Partner contributions to TPSID funding

The involvement of partner organizations often went beyond funding. Many contributed to program development and provided services directly to students, in addition to supporting the program fiscally. In Year Four, 17% of organizations that partnered with TPSIDs provided funds for student tuition, and 26% provided funds that could be used for other expenses. In 20 of the 37 instances where VR agencies partnered with TPSID programs, the agency provided funds for student tuition.

Many partners provided funds for expenses other than tuition. The most frequent instances of this were VR agencies (20/37 partnerships), LEAs (12/33 partnerships), University Centers for Excellence in Developmental Disabilities (9/22 partnerships), and state IDD agencies (5/20 partnerships).

SOURCES OF FUNDS FOR STUDENT TUITION AND FEES

Students used a variety of funding sources to pay for their attendance during Year Four, as reflected in Figures 28 and 29.

For tuition and non-tuition expenses, private pay (i.e., personal funds) was the option most commonly used. Fifty-five percent of students enrolled in Year Four used private pay for tuition, and 71% used this source for non-tuition expenses.

It is noteworthy that 10% of students had their tuition waived in Year Four. TPSIDs were not allowed to use grant funds to pay for student tuition. However, non-tuition expenses could be paid for with grant funds. Therefore, the federal/state grants referenced in Figure 29 are not TPSID grant funds but are other state or federal grants that the TPSID used to support tuition.

The high percentage of students who pay privately reveals an equity issue that should be watched closely by the programs and the Department of Education. The NCC was not approved to capture socioeconomic status information for students in the TPSID programs, making it difficult to know the impact of financial status on attendance. We know from other research (Madaus, Grigal, & Hughes, 2014) that students from lower-income families are less likely to attend college than their peers from higher-income families. TPSID programs should explore strategies that will provide access to youth with intellectual disabilities who may not have the financial resources to pay for their attendance.

In 2011–2012, 71% of all undergraduates in the United States received some type of financial aid, federal or other (Radwin et al., 2013). Fifty-seven percent of all undergraduates received federal student aid. Forty-two percent received federal grants, 15% received state-funded grants, and 20% received grants funded by the postsecondary institution they attended (Radwin et al., 2013).

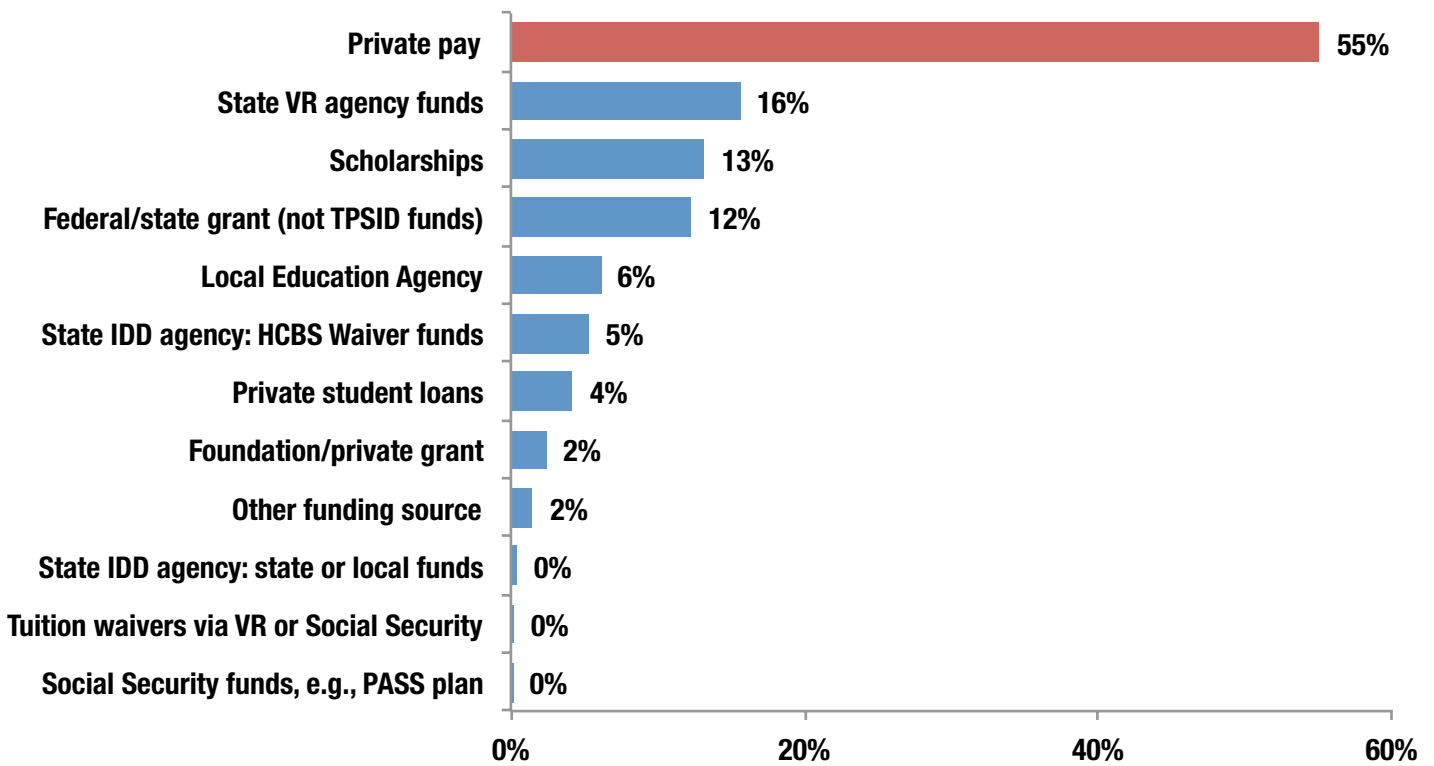
During Year Four, 12 TPSID sites were approved as Comprehensive Transition Programs (CTPs), meaning that they could offer their students access to certain forms of federal student aid (see page 9 for a description of CTPs).

Reasons that TPSID sites have shared for not applying to become an approved CTP include operating a program that does not charge students tuition and concerns from IHE administration. Other TPSIDs serve dually enrolled students who are not eligible to access federal student aid.

TPSID partners funding student tuition in Year Four

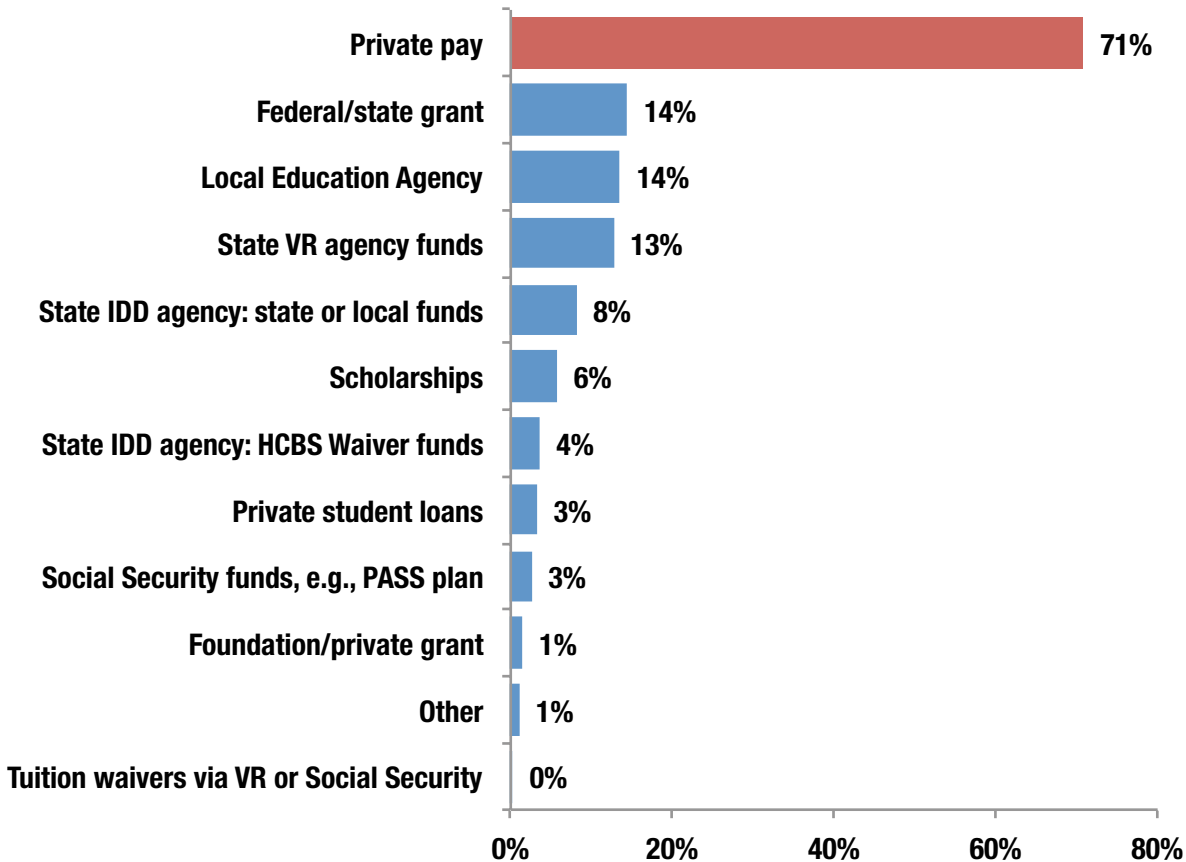
- » VR agencies (N=20)
- » LEAs (N=7)
- » State IDD services agencies (N=3)
- » Private foundations (N=2)
- » CRPs (N=2)
- » State or local ARC, Other IHEs, State Department of Labor, Employers, and UCEDDS (N=1)

FIGURE 28: FUNDING SOURCES USED BY STUDENTS TO PAY TUITION, 2013–2014 (N=806 STUDENTS)*



*Omits data reported at the aggregate level

FIGURE 29: FUNDING SOURCES USED BY STUDENTS TO PAY NON-TUITION EXPENSES, 2013–2014 (N=806 STUDENTS)*



*Omits data reported at the aggregate level

Funding sources used to pay for TPSID attendance by students at two-year and four-year IHEs

Students attending programs at two- and four-year IHEs were very similar in terms of sources of funding used to pay for tuition and non-tuition expenses, with a few exceptions. Students at two-year IHEs were more likely to use private pay for tuition expenses than students at four-year IHEs (63% versus 49%). Students at two-year IHEs were also more likely to use state VR agency funds (20% versus 13% of students at four-year IHEs) and federal/state grant funds (19% versus 8% of students at four-year schools) to pay for tuition.

Students at four-year IHEs were more likely to use scholarship money to pay for tuition. Twenty percent of those students received scholarships to help pay for tuition, compared to just 5% of student at two-year IHEs.

COST OF ATTENDANCE FOR STUDENTS

TPSIDs were asked to provide information on the amount students pay to attend their programs, how these charges are structured, and if charges vary due to students' residency status. Some schools have multiple tuition and fee structures that are often based on residential states, e.g. in-state, out-of-state, etc. Overall, 30 TPSID sites reported 37 different fee structures.

Table 10 shows the average cost of attendance for students who attend TPSIDs at two- and four-year IHEs. These programs are differentiated by those that charge the same rate for all students, and those that charge different rates for students based on students' residency status.

While the small sample size makes it difficult to make comparisons between different settings, there are clear cost implications for out-of-state students. Also, the annual cost of attendance for a program at a two-year IHE was less on average than the annual cost of attendance at a four-year IHE. This follows general trends for all undergraduates in the U.S. Programs that charge the same rate to all students regardless of residential status tend to be the more expensive programs at two-year IHEs.

TABLE 10. OVERALL ANNUAL COST OF ATTENDANCE, 2013–2014 (# OF SITES PROVIDING DATA IN PARENTHESES)

	AVERAGE ANNUAL COST AT TWO-YEAR SCHOOLS	AVERAGE ANNUAL COST AT FOUR-YEAR SCHOOLS
Charge same rate to all students regardless of residence	\$5,679 (6)	\$3,545 (13)*
In-state students	\$2,952 (6)	\$11,637 (16)
Out-of-state students	--	\$27,815 (3)
In-county students	\$1,675 (2)	--
Other	--	\$1,917 (3)

--No data reported in this category

*7/13 programs at four-year IHEs that charged the same rate for all students reported that students paid \$0 to attend their program. When these sites are omitted, the mean annual cost for students attending one of the remaining six programs was \$7,091 per year.

TPSID sites were asked whether they charge a comprehensive program fee or break charges out into more specific categories. In Year Four, 19 sites charged a comprehensive fee that was all-inclusive. Tuition charges were more common than required fees among schools that broke out charges into specific component categories.

Room and board charges were less common than tuition and fees, but this is because only 16 of 50 sites serving students in Year Four (32%) offered residential options to their students.

TABLE 11. CHARGES TO STUDENTS ATTENDING TPSID PROGRAMS, 2013–2014 (# OF SITES PROVIDING DATA IN PARENTHESES)*

CHARGE STRUCTURE	AVERAGE COST TO ATTEND PROGRAMS BY COMPONENTS					
	AVG. COST TO ATTEND PROGRAM THAT CHARGES COMPREHENSIVE (ALL INCLUSIVE) FEE	AVG. TOTAL COST TO ATTEND PROGRAMS THAT CHARGE BY COMPONENT	AVG. TUITION	AVG. REQUIRED FEES	AVG. ROOM	AVG. BOARD
Charge same rate to all students regardless of residence	\$450 (5)	\$5,724 (14)	\$4,906 (9)	\$1,465 (8)	\$3,333 (3)	\$2,635 (2)
In-state students	--	\$9,032 (22)	\$4,627 (19)	\$946 (15)	\$6,080 (6)	\$3,156 (6)
Out-of-state students	--	\$27,815 (3)	\$19,858 (3)	\$1,592 (3)	\$6,500 (2)	\$2,871 (2)
In-county students	\$2,200 (1)	\$1,150 (1)	\$800 (1)	\$350 (1)	--	--
Other type of student	\$600 (1)	\$3,234 (2)	\$3,234 (1)	\$96 (1)	--	--

--No data reported in this category

SUSTAINABILITY TRENDS ACROSS FOUR YEARS OF THE TPSID PROGRAM

Trends in non-OPE program funding

Reliance on non-OPE funding was nearly universal, with between 90% and 95% of TPSIDs using non-OPE funding to help operate their programs during the four years programs have been in operation. Sites reported using on average 2.7 types of non-OPE sources of funding to help pay for the cost of operating their program, slightly fewer than in previous years.

The host IHE, LEAs, and state VR agencies were the most common sources of non-OPE program funds. IHE resources increased each year from Years One to Three, but decreased in Year Four. Despite this decrease, IHE resources were still consistently the most commonly cited source of non-OPE funds. As TPSIDs plan for long-term sustainability, they should seek out stable funding sources and whenever possible blend and braid private and public funds. They must also work with their host IHE to ensure that the program is a recognized and valued part of the institution's academic community and is included annually in the institution's budget.

Trends in student sources of funding used for tuition and non-tuition expenses

In each of the first four years of TPSID program funding, private pay was the most common source of funds used for tuition and non-tuition expenses. Respondents indicated most students only used one of the sources of funds listed on the instrument to pay for tuition expenses.

A noteworthy trend is that the percentage of students for whom tuition is waived has doubled from 5% in Year One to 10% in Year Four. This finding merits further exploration into how programs that waive tuition are supporting student attendance, and what impact this has on overall program funding and sustainability.

The reliance on private funds as a primary means to pay for tuition and non-tuition expenses may not be sustainable. While many students are able to generate their own funds to pay for attendance, many more potential students do not have those resources. Students who cannot generate funds from personal and private networks will be prevented from pursuing higher education. The IHEs that implement TPSID programs were not required to apply to become approved CTPs; therefore, many of these programs cannot offer financially eligible students access to federal student aid.

Other potential sources of student funds are rarely used to pay for tuition and non-tuition expenses, such as Medicaid waiver funds, state funds, and scholarships. These sources of funds should be further explored, as they may allow more students to attend and complete postsecondary education programs.

Every state waiver defines the services and supports that can be funded, and this varies from state to state. For example, Medicaid funds cannot be used for tuition and fees, but can be used to pay for student support services, such as educational coaches, mentors, physical or occupational therapy, transportation, and supported employment. Certain states, such as California, Vermont, and North Carolina, are currently using Medicaid waiver funds for these types of expenses. The first step in assessing possible use of waiver funds to support inclusive higher education would be to review a state's waiver language to identify the services and supports that are allowable waiver costs.

Another potential source comes from state budgets. A growing number of states have funded initiatives related to postsecondary education for students with ID. Examples include a line item in state budgets to fund start-up costs for new programs (South Carolina, Georgia, Massachusetts), establishment of a lottery-funded scholarship for students with ID (Tennessee), state VR funding for pilot programs in colleges (California, Pennsylvania), and access to state-funded scholarships for students attending an approved CTP (Kentucky).

Types of funds used by fewer than 10% of students each year to pay for tuition and non-tuition expenses

Funds for tuition expenses

- » **Foundation/private grant**
- » **Local Education Agency**
- » **National service grants**
- » **Social Security funds, e.g., PASS plan**
- » **State IDD agency: state or local funds**
- » **State IDD agency: HCBS waiver funds**
- » **Tuition waivers via VR or Social Security**

Funds for non-tuition expenses

- » **Foundation/private grant**
- » **National service grants**
- » **Other funding source**
- » **Scholarships**
- » **Social Security funds, e.g., PASS plan**
- » **State IDD agency: HCBS waiver funds**

LIMITATIONS

The data collected by the NCC is suitable for evaluating TPSID programs in the aggregate, but does not allow for an impact assessment of program activities as they relate to program characteristics and student outcomes. The data presented here is a population file appropriate for describing characteristics of and practices employed by TPSID model demonstration programs, as well as student employment outcomes during and upon exiting the program, use of institutional resources and campus activities, and access to inclusive college courses.

Overall, the NCC data do not provide a representative sample of all U.S. higher education programs serving students with intellectual disability. Therefore its generalizability is limited.

As with any large evaluation initiative, the TPSID evaluation has several additional limitations that are important to keep in mind when reviewing the Annual Performance Report. These key limitations include the following:

1. Despite the NCC's best efforts to develop questions and response choices to fit the needs of all TPSIDs, 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. While in many instances the NCC provided a text response field to allow respondents to report additional information, some TPSID respondents may have neglected to report information that would allow for better program evaluation.
2. The NCC was not permitted to collect follow-up data on students who had exited or completed the TPSID program. Therefore, the NCC is not able to collect or review longitudinal data on student outcomes.
3. The data reported by TPSIDs is self-reported; therefore, some TPSID programs may have inaccurately reported certain data points. While our team went to great lengths to verify any discrepancies or noted outliers, it is possible that some data were not reported or were entered inaccurately.
4. Some of the TPSID programs chose to provide only aggregate data, thus limiting some of the analyses the NCC was able to conduct.
5. As mentioned previously, the degree to which non-TPSID students enroll in courses categorized as inclusive cannot be determined. We only know that the classes deemed inclusive are available to non-TPSID students but cannot, in fact, determine if any non-TPSID students have enrolled in these classes. For this reason, the NCC cannot be certain of the extent to which student course enrollments reported as inclusive actually provided an inclusive academic experience.

CONCLUSION

The findings of this Year Four Annual Report reflect some notable gains as well as continued challenges faced by institutions of higher education (IHEs) implementing TPSID programs. One positive trend is the continued growth in employment status of youth and young adults with intellectual disability (ID) enrolled in these colleges and universities. While national rates of employment for youth with similar disabilities have stagnated during recent years (Butterworth, Migliore, Sulewski, & Zalewska, 2014), the employment rate for students in the TPSID programs has increased incrementally each program year, beginning in Year One at 30% and steadily climbing to 39% in Year Four.

Current data demonstrate that the primary forms of paid student employment while enrolled in college are paid internships (31%) and individual paid jobs (62%), and that the longer students are in a program, the more likely they are to be employed. It is not clear yet if this trend is due to an increase in students' skills over this time period, resulting in higher employability, or if this is reflective of an increase in staff focus on employment and effective job development in the later years of student participation in the program. Forty-one percent of students were employed at exit from their TPSID programs in Year Four. The actual employment rates may be even higher, however we cannot confirm this due to our inability to capture any post-exit employment data. Regardless, the growing percentage of students leaving these programs with paid employment demonstrate their capacity to serve as a viable pathway to employment for people with intellectual disability.

Continued growth in fiscal partnerships was also apparent, with 90% of TPSIDs receiving financial support from external sources, such as state vocational rehabilitation (VR) agencies and state intellectual and developmental disabilities service agencies. In year four, VR agencies were the most frequent external partner, a role that was inhabited by local education agencies during the first three years of the program. More than half of the VR partnerships included providing funds for student tuition, demonstrating an increased level of engagement and investment by this agency.

Strong engagement in campus membership activities was also evident, with 90% of students reported to be participating in some type of social activity. The impact of housing, and in particular IHE-provided housing, on the type of socialization activities student engage in also emerged. Students who lived in IHE-provided housing had higher levels of participation in social activities overall, and almost all (99%) reported that they engaged socially by going out with personal friends as opposed to attending campus events. This could be indicative that campus living experiences present a chance to build personal social networks and increase independence, as opposed to group socialization. While outside of the scope of the current NCC work, the impact of housing on a student's experience and outcomes merits continued exploration.

One critical area that continues to challenge the IHEs implementing TPSID programs is access to inclusive (rather than specialized) coursework. While some colleges and universities have developed and expanded inclusive course access, the majority of course enrollments continue to be in specialized courses, designed for and attended only by students with disabilities.

The continuing use of primarily specialized coursework has significant implications. First, as the TPSIDs represent the first large-scale investment in development and demonstration of model programs, other IHEs throughout the country look to these programs as leaders in the field. Replication of current program models could lead to an increase in segregated models of instruction in higher education.

Additionally, continued emphasis on specialized coursework sends a message to higher education administrators that students with ID don't belong in typical college classes and need "special" courses, content, and instruction. This message goes against the intent of the Higher Education Opportunities Act, and does little to engage the higher education

community to become more welcoming to the students with ID who are seeking to be seen as legitimate and valued members of their campus community.

In contrast, inclusive courses provide the opportunity for students with ID to engage with college peers without disability in approved coursework and take advantage of a fuller range of college courses that align with their career goals and aspirations. The inclusion of students in typical courses also presents opportunities for college faculty and staff to expand their knowledge of the educational goals of students with intellectual disability and build their capacity to respond to a larger array of diverse learners. Inclusive courses also present the opportunity to earn credits that could be attributed toward credentials or a degree, or recognized by another IHE in the future.

As stated earlier, we believe it will be imperative that any future federal initiatives directed at expanding or improving higher education programs for people with intellectual disabilities provide clear and unequivocal guidance regarding the inclusive expectations of funded programs.

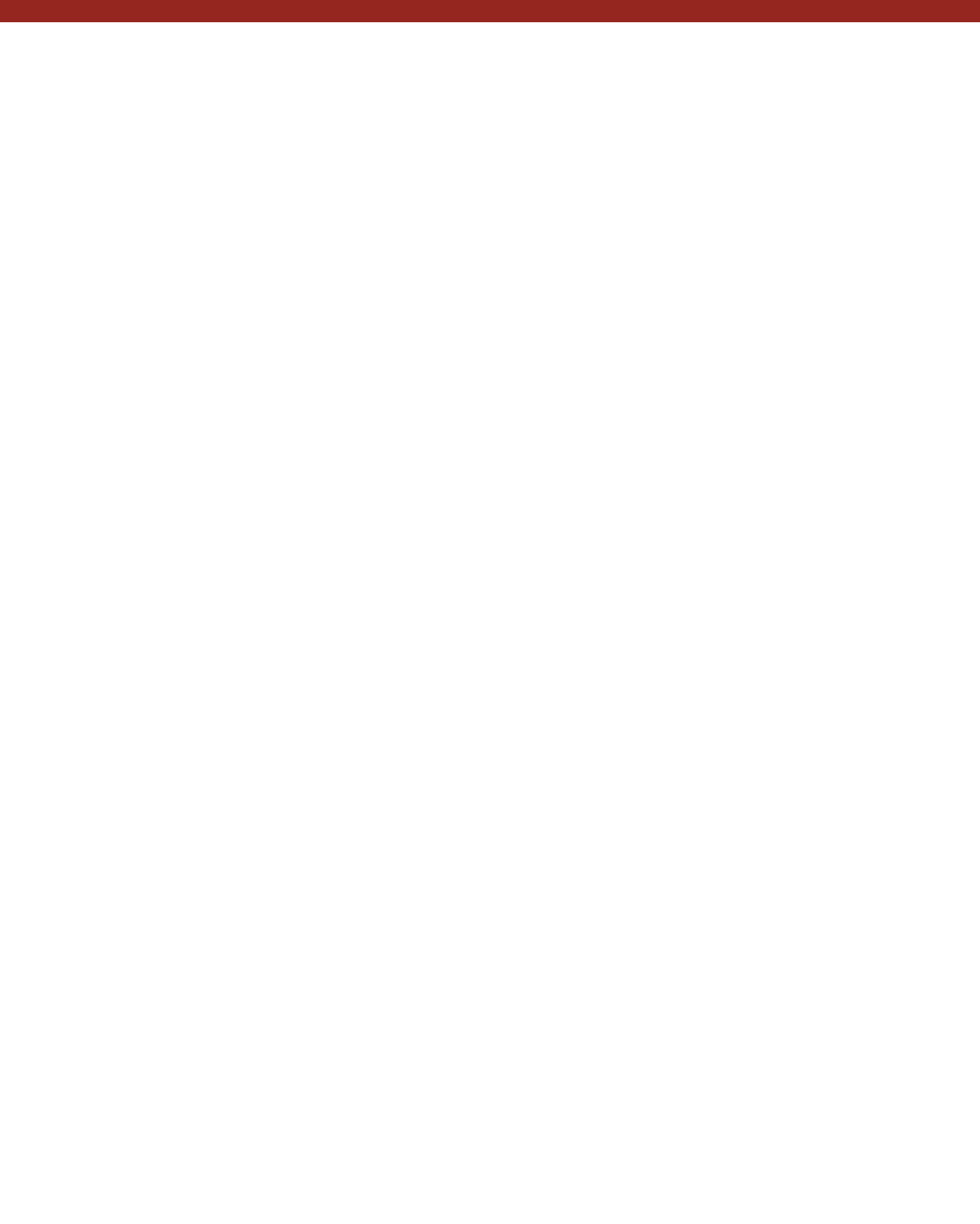
A related area of challenge is the type of credentials that are being awarded by the IHEs implementing TPSID programs. The most common type of credential offered is a certificate specifically for students in the TPSID program, granted by the IHE at both two-year and four-year IHEs.

Credentials serve to verify the qualifications or competencies acquired by individual through their learning at an institute of higher education. Typically, graduates use a credential for two purposes: to serve as a basis for further study, or to qualify for desired career opportunities. Therefore, it is imperative that a credential holds value both within and outside of the IHE that issues it.

Ultimately, the credentials issued by IHEs serving students with intellectual disabilities should reflect skills and knowledge areas that are universally valued and recognized as meaningful by both other institutions of higher education and employers. Currently, the majority of the credentials offered by the participating IHEs do not meet this recommendation. However, it takes considerable time and resources to develop such a credential (Grigal & Smith, 2014). Therefore, future programs should build in the time and resources necessary to develop a meaningful, valid, and transferrable credential for students with ID.

This report presents the most comprehensive data on higher education activities and outcomes for youth with intellectual disabilities currently available. It reflects the potential viability and value of supporting students with intellectual disability to engage in learning and working in higher education environments. It also highlights that challenges remain in creating inclusive learning opportunities in a higher education context.

The TPSID program has created a foundation of knowledge that can inform the emerging field of inclusive higher education. To ensure that we reap the best outcomes from these efforts, high expectations and positive intentions must be manifested in the creation of access to inclusive learning, living, and working opportunities.



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APPENDICES

APPENDIX A

*The Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)
2013-14 Grantees*

APPENDIX B

*Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID)
Government Performance and Results Act (GPRA) Measures*

APPENDIX C

Glossary of Terms

APPENDIX D

*Statutory Language and Definitions Pertaining to the TPSID Programs from the Higher
Education Act of 1965 as amended by the Higher Education Opportunities Act of 2008*

APPENDIX A

The Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) 2013-14 Grantees

State	City	College or University
AK	Anchorage	University of Alaska-Anchorage
AZ	Tucson	University of Arizona
CA	Fresno	California State University-Fresno
CA	Los Angeles	University of California at Los Angeles (UCLA)
CA	Taft	West Kern Community College District
CO	Fort Collins	Colorado State University
DE	Newark	University of Delaware
FL	St. Petersburg	University of South Florida-St. Petersburg
HI	Honolulu	University of Hawaii
IN	Bloomington	Indiana University
IA	Iowa City	University of Iowa
KY	Lexington	University of Kentucky
LA	Baton Rouge	Louisiana State University
MN	Brainerd	Central Lakes College
NY	Rochester	University of Rochester
NJ	Paramus	Bergen Community College
NJ	Trenton	College of New Jersey
NC	Cullowhee	Western Carolina University
ND	Minot	Minot State University
OH	Columbus	Ohio State University
OH	Kent	Kent State University
SC	Charleston	College of Charleston
TN	Knoxville	University of Tennessee
TX	Houston	Houston Community College
VT	Burlington	University of Vermont and State Agricultural College
VA	Richmond	Virginia Commonwealth University
WA	Des Moines	Highline Community College

APPENDIX B

Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) Government Performance and Results Act (GPRA) Measures

A grant recipient must use grant funds to

Establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

Serves students with intellectual disabilities;

Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;

Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;

Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;

Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;

Plans for the sustainability of the model program after the end of the grant period;

Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

Priority to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

Priority to applicants that demonstrate that their institution of higher education provides institutionally owned or operated housing for students attending the institution that integrate students with intellectual disabilities into the housing offered to all students.

Priority to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

This priority is: Applicants that demonstrate that the institution will use TPSID funds to extend or enhance an existing program, rather to supplant other non-federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, how well integrated students with intellectual disabilities are in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

APPENDIX C

Glossary of Terms

504 Plan

Spells out the modifications and accommodations that will be needed for students with disabilities to perform at the same level as their peers. Might include such things as wheelchair ramps, un-timed tests, electronically formatted textbooks, preferential seating, or a digital recorder or laptop for taking notes.

Academically inclusive courses

Academically inclusive courses are college or university classes that are a part of the typical college course catalog and are available to all students in the college.

Academically specialized courses

Academically specialized courses are college or university classes that have been designed for, and are only attended by, students with intellectual or developmental disabilities in the TPSIDs.

Accommodations

Changes in an environment to meet the access needs of an individual in accordance with the Americans with Disabilities Act.

Americans with Disabilities Act (ADA)

Federal legislation that guarantees civil rights protections for people with disabilities and protects them from discrimination on the basis of disability.

The Arc

A national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families.

Assistive technology

Technology that helps individuals with disabilities to participate in activities as independently as possible. This can include “low technology” (e.g., timers, Velcro, calculators) as well as more advanced technology (e.g., wheelchairs, computers, talkers).

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Community Rehabilitation Providers (CRPs)

Local community organizations that provide services to adults with disabilities. Typically, CRPs provide three main types of day services: (a) employment services leading to integrated employment in the general labor market, (b) work opportunities in a sheltered workshop with other workers with disabilities, or (c) non-work day activities in either a program facility or in the community.

Comprehensive Transition Program (CTP)

CTPs are higher education programs that are able to provide certain forms of Title IV federal student aid to eligible students with intellectual disabilities that attending an approved program.

Credential

Documents that prove a person’s achievements at an institute of higher education (e.g., transcripts or diplomas) or competence/skills in a particular field (e.g., certificates).

Developmental disabilities (DD) councils

Developmental disabilities councils are federally funded, self-governing organizations charged with identifying the most pressing needs of people with developmental disabilities in their state or territory.

Developmental delay

For children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B), the term “developmental delay,” as defined by each state, means a delay in one or more of the following areas: physical development, cognitive development, communication, social or emotional development, or adaptive (behavioral) development.

Dual enrollment

Enrolling in postsecondary education and secondary education simultaneously.

Enrollment accommodations

Examples include modified course loads, courses substituted for “required” courses, and priority or early registration.

Federal Work Study (FWS)

Program that provides funds that are earned through part-time employment to assist students in financing the costs of postsecondary education. Hourly wages must not be less than the federal minimum wage.

Family Educational Rights and Privacy Act (FERPA)

A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Group paid work

A group of individuals with disabilities working in a particular setting doing the same type of work (e.g., cleaning crew), often making less than minimum wage. Also known as enclaves or mobile work crews.

Group work training site

A work experience for a small group of people with disabilities to receive training but do not receive compensation.

Home and Community-Based Services (HCBS) waiver

Home and Community-Based Services waivers (1915[c] waivers) provide long-term supports to individuals who would receive institutional care without a waiver. HCBS waivers are a way for states to provide long-term care in the community rather than in institutions, and provide states with the flexibility to design a menu of supports that lead to community inclusion and participation.

Individuals with Disabilities Education Act (IDEA)

Federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services.

Individualized Education Program (IEP)

Written document that is developed for each public school child who is determined eligible to receive special education services. The IEP is created through a team effort and reviewed at least once a year.

Individual paid job

A person works in the competitive labor market and receives at least minimum wage paid by the employer directly related to the work performed.

Individual work training site

A work experience designed for a single person (as opposed to a group of individuals) to receive job training where the individual is not compensated.

Institute of Higher Education (IHE)

An institution that provides education beyond the secondary level, e.g., an accredited college or university.

Intellectual disability (ID)

A disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.

Job coaching

Use of structured intervention techniques to help the employee learn and perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site.

Local Education Agency (LEA)

A public elementary school or secondary school in a city, county, township, school district, or other political subdivision of a state that is recognized as an administrative agency for its public elementary schools or secondary schools.

Medicaid

A government insurance program for people of all ages whose income and resources are insufficient to pay for health care. Medicaid is state-administered and financed by both the states and the Federal Government.

Natural supports

Relationships that are fostered and developed among individuals with disabilities and non-disabled co-workers, classmates, activity participants, neighbors, etc.

Office of Postsecondary Education (OPE)

Federal office that formulates federal postsecondary education policy and administers programs that address critical national needs to increase access to quality postsecondary education.

One-Stop Career Centers (American Job Centers)

Federally sponsored community centers created to serve individuals seeking employment.

Paid internship

A paid supervised work or service experience where the individual has specific goals and reflects on what he or she is learning throughout the experience.

Paratransit

Transportation service for people with disabilities that supplements larger public transit systems by providing individualized rides without fixed routes or timetables.

Planning Alternative Tomorrows with Hope (PATH)

PATH is a planning tool used in a team context, with the focus being on a person with disability who is supported by a planning team to create a vision for their future and plans to achieve that vision.

Person-centered planning (PCP)

Planning that focuses on the individual and his/her interests, strengths, and needs. There are numerous models of this type of planning available (e.g., Whole Life Planning, MAPS, Essential Lifestyles Planning, COACH).

Personal Futures Planning (PFP)

PFP is a planning process to guide futures planning for people with disabilities. It supports activities to identify personal preferences, goals, and helps planning teams create plans to assist in achieving those goals.

Plans for Achieving Self Support (PASS)

A Social Security Administration work incentive policy that allows a person with a disability to set aside otherwise countable income and/or resources for a specific period of time in order to achieve a work goal.

Self-advocacy

The ability of people with disabilities to speak up and ask for what they want and need, on behalf of themselves and others.

Self-determination

The skills needed to understand and address one's wants and needs through decision-making, problem-solving, and goal-setting.

Service learning

Service learning is a method of practical education that links academic learning with student service that provides a benefit to the community.

Sheltered workshop

A facility offering employment to people with disabilities in a largely segregated context. Some individuals may earn a sub-minimum wage and receive continuous job-related supports and supervision.

Specific learning disability

A specific learning disability is a condition giving rise to difficulties in acquiring knowledge and skills to the level expected of those of the same age, especially when not associated with a physical disability.

State Education Agencies (SEAs)

The government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.

State intellectual and developmental (IDD) services agencies

The state agency or department that funds and manages services for individuals with intellectual and developmental disabilities.

Transition-age youth

According to IDEA 2004, the legal definition of transition-age youth is:

(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and

(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).

Universal Design for Learning (UDL)

A scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. The intent is to provide instruction that is usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.

University Centers for Excellence in Developmental Disabilities (UCEDDs)

Originally created to serve people with developmental disabilities, UCEDDs are a resource for Americans with a wide range of disabilities. Each UCEDD is affiliated with a major research university and serves as a resource for all people in the areas of education, research, and service relative to the needs of people with developmental disabilities.

Vocational rehabilitation (VR) agencies

Federally funded agencies that support a wide range of services to help individuals with disabilities prepare for and engage in gainful employment. Priority must be given to individuals with the most significant disabilities if a state is unable to serve all eligible individuals.

APPENDIX D

Statutory Language and Definitions Pertaining to the TPSID Programs from the Higher Education Act of 1965 as amended by the Higher Education Opportunities Act of 2008

(Sections 766-769, 20 USC 1140f-1140i)

Institution of Higher Education. For purposes of this Act, other than title IV, the term `institution of higher education' means an educational institution in any State that--

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) ADDITIONAL INSTITUTIONS INCLUDED.—For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school.

(Sec 101. General Definition of an Institution of Higher Education (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?bname=110_cong_public_laws&docid=f:publ315.110)).

Person Centered Planning (PCP). Person Centered Planning is a way of helping people to think about what they want now and in the future. It is about supporting people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan with a person - not for them. Planning should build the person's circle of support and involve all the people who are important in that person's life.

Person Centered Planning is built on the values of inclusion and looks at what support a person needs to be included and involved in their community. Person centered approaches offer an alternative to traditional types of planning which are based upon the medical model of disability and which are set up to assess need, allocate services and make decisions for

people www.inclusive-solutions.com/pcplanning.asp).

Student with an Intellectual Disability. The term ‘student with an intellectual disability’ means a student—

(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—

(i) intellectual and cognitive functioning; and

(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2) http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf).

Comprehensive transition and postsecondary program for students with intellectual disabilities (section 760(1) of the HEA).

The term “comprehensive transition and postsecondary program for students with intellectual disabilities” means a degree, certificate, or nondegree program that meets each of the following:

(A) Is offered by an institution of higher education.

(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.

(C) Includes an advising and curriculum structure.

(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:

(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.

(iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.

(iv) Participation in internships or work-based training in settings with nondisabled individuals.

(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.



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